

Pupil Premium Strategy

1. Summary information					
School	Roseberry Primary School				
Academic Year	2019/20	Total PP budget	£217,300	Date of most recent PP Review	Jul 19
Total number of pupils	370	Number of pupils eligible for PP	172	Date for next PP Strategy Review	Feb 20
<p>Characteristics of these PP pupil: 56 SEN</p> <p>Roseberry Primary School is situated in an area of high social deprivation. Whilst ensuring that the eligible pupils get additional support from this funding the Governing Body also recognise the needs of other vulnerable pupils including the “working poor” and enable these pupils to also benefit.</p>					

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (18) (national average all pupils)</i>
% achieving EXS or above in reading, writing & maths	43%	70%
% achieving EXS or above in reading	51%	80%
% achieving EXS or above in writing	69%	83%
% achieving EXS or above in maths	66%	81%

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Many of the PP children enter school with immature speech and difficulties with language skills
B.	Children have a range of fine and gross motor skill difficulties
C.	A number of children who receive pupil premium funding have additional needs in terms of either a special educational need or other factors such as being under child protection or child in need procedures.
D.	Children do not always have the required resources to complete school work including PE kits and equipment for homework
E.	Children do not read often and widely enough
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	

D.	Low aspirations, lack of experiences, lack of social interaction in other settings
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4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve language skills for children receiving pupil premium funding including development and understanding of a varied vocabulary	Children's communication skills improve
B.	To implement a programme of work to support development of motor skills supporting curriculum work	Children are able to write more proficiently and can concentrate for longer periods of time
C.	To provide a responsive, tailored curriculum for pupil premium children with additional needs such as learning delays to ensure accelerated progress	Quality teaching ensures that children show accelerated progress
D.	To ensure the attainment of all children receiving pupil premium funding is enabling children to catch up with their peers	Pupil premium pupils attain in line with other pupils
E.	To expose children receiving pupil premium funding to a rich and varied curriculum to enable all aspects of their development to be developed	Children have a variety of enrichment opportunities which promote areas of learning other than the core subjects
F.	Children read widely and with enjoyment	Children develop greater understanding of a range of texts and a wider vocabulary and understanding

5. Planned expenditure

Academic year

2019/2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
Children to read more frequently and widely. Pace and accuracy of reading to improve	Individual reading to take place weekly with CT and TA. Reading Plus to be used to increase children's reading pace (Y4,5,6) 3x read to take place each week (led by teacher) Additional TA support with specific reading responsibilities	Reading is essential to access all subjects in the curriculum. Evidence shows that exposure to reading with a trained member of staff increases attainment. Interventions are showing enhanced progress for pupils.	Half termly information and termly data will identify the pupils who should be targeted for groupings. Regular monitoring of books and lessons will identify the quality of learning. Monitoring of Reading Plus and the progress of the children Monitoring the progress of pupils being supported by VS	M Fearnley/ L Hollinshead Reading Plus £33,250 £4,580	Each half term

Children to have a greater range of books to read at home	All children to be given a book for their birthday. £1 World Book day book vouchers given out	Reading is essential to access all subjects in the curriculum.	Termly lists to be given staff with birthdays. Books to be given out in class	Lisa Fleming £5 average spend per book £1900	Yearly
Pupil Premium pupils in Early Years catch up with their peers nationally.	Additional teaching staff (LD/AK) to support with targeted individuals and groups.	The rationale shows that pupils who catch up with their peers continue to progress at the same rate.	Children to be targeted for small group or individual work. Regular monitoring and observation of lessons	M Fearnley/ C McCabe £26,000	Half termly
Increased attainment for pupils at the end of KS1 and KS2 from their KS1 starting points. Increased attainment for KS1 to have increased from starting points at the end of EY	Additional teaching staff in all year groups: LH – Y5/6 AB – Y3/4 SA – Y1/2 VS – EY/Y1/Y2	Children respond well to the tailored targeted support that is specific to their identified learning need.	Regular observations and monitoring of books. Accurate groupings regularly reviewed to target individual need and promote learning.	M Fearnley £39,000	Half termly
Gaps in learning are reduced enabling pupils to make progress quickly.	Whole class teaching – children targeted within class to support learning along with pre learning and post learning tasks	Children are able to make enhanced progress when their learning is secure with no gaps preventing them from making learning connections.	Regular observations and monitoring of books. Accurate groupings regularly reviewed to target individual need and promote learning.	L Hollinshead £24,000	Half termly
Total budgeted cost					£128,730

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
Children are able to communicate effectively with members of staff and each other	Speech therapy delivered in school	Language acquisition is essential to enable pupils to interact with others and staff	Observations of sessions – advice from speech and language service. Targeting children accurately.	C McCabe £4,500	Annually
Children have a more varied vocabulary and are able to use language to support their learning.	Early Talk Boost, Talk Boost and Blast interventions to support individuals and small groups of pupils.	An increased awareness of vocabulary and how it can be used to support learning including developing understanding and contextual clues.	Ensuring that the correct children receive the support available. Groups sizes to be kept small to enable make maximum progress.	L Hollinshead £2,000	Half termly
Children with underlying needs are identified early and their needs met.	Educational Psychology employed. Individual case work and support as and when appropriate for staff.	Early intervention has been proven to have the greatest impact long term. Children who are found not to be mainstream are moved to more appropriate settings. Attainment for these pupils improves.	Regular reviews of pupils with the Educational Psychologist, SENCo and individual teachers	C McCabe/ M Fearnley £9,000	Half termly
Children's fine and gross motor skills improve.	Children in EY and KS1 identified for additional support provided by RL – trained in use of Madeline Portwood techniques Children in KS 2 to complete activities to develop gross motor skills	Children in the early years made greater overall progress last year particularly in writing. Research shows that children who have poor fine and gross motor skills find many aspects of the curriculum difficult to deal with.	Individual needs to be assessed prior to programme starting e.g. ensure the correct pupils are selected 1-1/small group intervention 2x per week Dyspraxia related development 4 afternoons per week. KS1/EY 2 afternoons 1-1 KS2	C McCabe £21,000	Half termly – final review at the end of the year
Total budgeted cost					£36,500
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/cost	When will you review implementation ?
Pupils make enhanced progress.	Breakfast to be available to all pupils. School to take up Fareshare initiative to support with costs and snacks	The EEF website reports that pupils who have a nutritious breakfast have their learning boosted in reading, writing and maths	Continue to monitor the uptake of breakfast and by whom	S Conway/ Alison Evans £3,500 £750 (Fareshare)	Termly
School will have a good understanding of what of the needs, wants and views of PP children. information shared with parents to gain information about the whole child	Pupil voice interviews to be carried out and discussed with parents in the Autumn term and reviewed in Spring and Summer terms	Partnership working between school and home in order to support pupils	Feedback from parents during meetings	SLT	July 20
Pupils understand how they are progressing and what they need to do to improve further	Individual pupil progress meetings to be held between pupil and teacher, each half term. Feedback via precise marking and tests.	Effective feedback enables learners to make up to 8 months progress over the course of the year. Pupils learn though understanding what they need to do differently to improve	Monitoring of books at least termly	All staff	Termly
Pupils' experiences are enriched via visits and visitors in school.	Regular trips and visitors to enhance topics.	Children often have limited experiences beyond the local area and these are essential to support all aspects of learning.	Discussions with pupils	Head teacher £12,000	

Parents are more able to support their child/ren's learning away from school	Parents have the opportunity to work alongside their child in the school environment	Family time has been evolving over several years. Feedback highlights that this is appreciated and helps with understanding about approaches to use with children.	Continued evaluations from parents	Individual staff £8000	After each family time – numbers attending/what evaluations say
Pupils have the required equipment to complete homework –	Provide every pupil with – <ul style="list-style-type: none"> Pencil case with pens/pencils/ rubber/ruler/ pencil crayons 	Pupils have told staff that they do not have the correct equipment to complete homework at home. Homework handed in is often at a low standard due to inappropriate resources used to complete it.	Orders monitored by SLT. Teachers monitor homework	D Howe/ L Fleming £1500	Annually
	Pupils have the opportunity to complete homework at school with support when required	Children who regularly complete homework that supports learning in the classroom make 2 months progress.	Monitoring of homework	Individual staff time	Termly
School has an up to date record of all pupils entitled to receive pupil premium funding	Provide all new pupils with a Roseberry sweatshirt and book bag.	Families are asked to complete a form enabling school to check eligibility for pupil premium funding	Monitored by SLT	L Fleming/ A Fleming £1200	Annually
Pupils have an appropriate kit for PE and can take part safely	Provide all new pupils with a PE kit suitable for sporting activities	Families are asked to complete a form enabling school to check eligibility for pupil premium funding	Monitored by SLT	L Fleming/ A Fleming £1000	Annually

Pupils have appropriate footwear for PE lessons.	Provide a supply of spare plimsolls for each class.	PE shoes will be available for children to borrow enabling them to take part in all PE sessions.	Monitored by SLT	L Fleming/ A Fleming £150	Annually
Pupils have an appropriate kit for PE and can take part safely	Provide a supply of spare PE kits for each class	PE kits will be available for all children to borrow if needed	Monitored by SLT	L Fleming/ A Fleming £140 Price per kit	Annually
Families of children receiving pupil premium are supported	Parents Support Advisor to be employed to support families with advice, adult learning, home visits, parenting course	Stable home lives improve the life chances for pupils. Adult learning can lead to employment opportunities	Appraisal work with PSA	M Fearnley £20,000	Annually
Children receiving pupil premium funding attend school regularly and on time	Education Welfare employed to monitor attendance and support as and when necessary. Rewards for good attendance to be available	Attendance has improved over time with an increasing number of pupils attending every day.	Regular meetings with Education Welfare to discuss individuals and families	M Fearnley £8,500	Annually
Pupils are settled and happy and are able to concentrate on their school work.	School counsellor to support the needs of those pupils in need of emotional support	Children's learning is maximised when they are positive and happy.	Regular meetings with School Counsellor to discuss the progress of individual pupils	M Fearnley £18,240	Regular reviews – at least half termly

<p>Staff to have a greater awareness of what impacts on children's learning and will be able to identify and assess the needs of children affected by trauma, loss and insecurity of attachment.</p> <p>Alternative practices are used so that all pupils are fully included in school make the most of all opportunities.</p>	<p>Training staff group by lead practitioners</p>	<p>Research has shown that children impacted by trauma or loss perform less well than others.</p>	<p>Twilight and staff meeting times</p>	<p>M Fearnley A Logan £500</p>	
Total budgeted cost					£75,480