

Pupil Premium Strategy – Update July 2019

1. Summary information					
School	Roseberry Primary School				
Academic Year	2018/19	Total PP budget	£217,300	Date of most recent PP Review	July 19
Total number of pupils	374	Number of pupils eligible for PP	160	Date for next PP Strategy Review	Sept 19
<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 (national average all pupils)</i>
% achieving EXS or above in reading, writing & maths	38%	64%
% achieving EXS or above in reading	52%	75%
% achieving EXS or above in writing	81%	78%
% achieving EXS or above in maths	57%	76%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>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	
External barriers (<i>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	

4. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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)	All children in Years 5 and 6 read 3x per week using Reading Plus in addition to individual reading. Analysis of Year 6 pupils shows a rate gain (pace) of 89 WPM and a level gain of 1.9 years. Children are being exposed to a wider range of texts and vocabulary.	Reading plus has an impact when used consistently and with teacher engagement. Children engage in the process due to being able to choose their own texts and enjoy the challenge to themselves. Sufficient i-pads are required so that all children can engage. Laptops are too slow The reading SATs results reflected the information gained from Reading Plus – eg children that just missed passing were found to be slightly below their reading target on reading plus.	£35,000
Pupil Premium pupils in Early Years catch up with their peers nationally.	Additional teaching staff (SM) to support with targeted individuals and groups.	Overall 66% of children have attained GLD – PP 50%	Smaller group work ensures that children have the opportunity to catch up with their peers	£15,000
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 SM - EY	By the end of Year 2 the gaps in attainment for PP and non PP have narrowed from their starting points with the biggest closing in reading 29% to 10% and in mathematics 29% to 6%. By the end of Year 3 /4 the gap has narrowed in all subjects with the biggest closing in mathematics and the least in writing. The gaps in Y5 and 6 have widened across all areas.	In Year 6 there are higher numbers of PP children and there has been a change in group dynamics with 6 children joining the school over the last 2 years – all LA/SEN and all PP. Additional teaching staff has meant that teaching and learning could be accurately targeted to the needs of groups and individuals.	£45,000

Gaps in learning are reduced enabling pupils to make progress quickly.	Daily targeted intervention work led by Teaching Assistants each afternoon.	Gaps in learning are reduced due to tailored intervention work and fluid groups. Pre and post learning secures the children's understanding.	Fluid groupings have meant that children have benefitted from 1-1/consolidation work and pre and post learning tasks.	£38,520
Total				£133,520

i. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are able to communicate effectively with members of staff and each other	Speech therapy delivered in school	During the period September 2018 – January 2019, 15 children have and continue to be supported by Amanda Fung under the school contract. Additionally, a further 16 children have worked with a range of therapists under the NHS. As a consequence children are more able to communicate with greater confidence.	Whilst speech therapy does help children to develop the ability to speak the therapy stops prior to them attaining the speech level needed to access the curriculum at age appropriate. Speech therapy to continue. School to increase the skills of TAs to reduce the gap.	£4500
Children have a more varied vocabulary and are able to use language to support their learning.	Early Talk Boost, Speech Link and Sound Talk interventions to support individuals and small groups of pupils.	During the period September 2018 – January 2019, 26 children have taken part in Early Talk Boost, this intervention supports children's ability to interact with confidence enabling them to speak in front of others – adults and children. 1 child has taken part in Speech Link which supports children in developing their pronunciation. 5 children have taken part in Sound Talk which is a phonics based intervention to develop speech and vocabulary.	The children do not develop in their pronunciation – they articulate with confidence. School to look at Early Talk which will involve training for staff via speech and language.	£2000

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.	During the period 7.11.18 – 25.1.19 the EP has carried out 1:1 work with 12 children and their families. Additionally, the EP has consent to work with 43 children, she observes them, works with them and passes on strategies for the class teachers to use in the classroom to ensure the children get the best learning experience possible. 3+1 children have EHCPs. EP involvement supports this work due to consideration being given to the future.	EP support is invaluable to the needs of the school as it supports the children directly and supports school with gaining evidence for future need.	£9000
Children's fine and gross motor skills improve.	External consultant to work with Reception children to assess their need and develop a programme.	All Reception children and some nursery children have received an assessment and a programme of work based on the assessment. Children are more able to sit and concentrate and are more regulated. The children's fine motor skills are improved.	External consultant was not available so carried out in school via staff who have previously worked with the programme.	£20000
Total				£35,500

ii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils make enhanced progress.	Breakfast to be available to all pupils. School to take up Fareshare initiative to support with costs and snacks	All children are able to have breakfast meaning that they are better prepared for the day at school.	The variety of breakfast types has been extended supporting children trying more varied food types and some children are keen to arrive early so that they get a greater choice.	£950 aut term + £2000 staff costs £700 school year

<p>School will have a good understanding of what the needs, wants and views of PP children. information shared with parents to gain information about the whole child</p>	<p>Pupil voice interviews to be carried out and discussed with parents in the Autumn term and reviewed in Spring and Summer terms</p>	<p>Children know what they are achieving and what they need to improve on and are able to voice this.</p>	<p>School is more informed about how the pupils feel and what support they need.</p> <p>Children want constant feedback. They like to be told verbally how well they are doing and what they need to do next to improve.</p> <p>Monitoring of work shows that children respond to marking and feedback and there is evidence of it impacting on their next piece of work.</p>	<p>£2400</p>
<p>Pupils understand how they are progressing and what they need to do to improve further</p>	<p>Individual pupil progress meetings to be held between pupil and teacher, each half term. Feedback via precise marking and tests.</p>			
<p>Pupils' experiences are enriched via visits and visitors in school.</p>	<p>Regular trips and visitors to enhance topics.</p>	<p>Pupils have visited a range of places to enhance/support topic work – see SIP and newsletters for details of trips completed this half term.</p> <p>Children have had a variety of experiences that they would not otherwise have had enabling them to understand and develop knowledge and empathy for different situations and experiences</p>	<p>Children gain new experiences and their vocabulary is expanded from them. They need to continue to have opportunities to experience different visits and visitors in order to widen their knowledge and understanding of the world beyond Billingham.</p>	<p>£12000</p>
<p>Parents are more able to support their child/ren's learning away from school</p>	<p>Parents have the opportunity to work alongside their child in the school environment</p>	<p>Families have reported that they enjoy the family time activities. The focus has been on language development and the spoken word this year. Parents have taken part in the Big Draw and story telling activities as well as staying after a year group assembly to find out about current learning. Families have more information about the work in school.</p> <p>Ipad purchased for LAC pupils to support with home learning</p>	<p>Family times are more populated when they are craft based.</p> <p>More ipads to be purchased for use in school to support the needs of children who do not have electronic equipment at home</p>	<p>£8000 + £350 basic ipad</p>

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 	Children have the equipment needed to complete basic skills homework.	Continue with this to ensure that children have the basic equipment needed to complete homework.	£1200
	Pupils have the opportunity to complete homework at school with support when required	A homework club is available every lunchtime for pupils to attend. Support from staff is available and access to resources, including laptops, iPads and materials, is available for children to use to complete basic skills and creative homework tasks. Year 6 pupils have the opportunity to attend booster classes to support with SATs	Continue with this – ensure that there are varied resources available for pupils to access for topic based homework	£200
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.	All new pupils starting school have a logo sweatshirt supporting their integration in to school. Pupils are appropriately dressed for the winter.	Continue with this – all new pupils to be offered a free sweatshirt in school.	£980
Pupils have an appropriate kit for PE and can take part safely	Provide all new pupils with a PE kit suitable for sporting activities	All new pupils in Reception received a PE kit (excluding shoes) enabling all pupils to take part in PE sessions and to have a bag to store their kit. Plimsolls are available in school for those pupils who need them	Continue with this to enable all new PP pupils have appropriate kit.	£700 + £100
Pupils have appropriate footwear for PE lessons.	Provide a supply of spare plimsolls for each class.			

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	24 families are currently in receipt of EH and are supported by the PSA with referrals made on their behalf. Home visits have taken place for all nursery starters in order to support with readiness for school including toilet training. Other families have been supported with advice.	The PSA is accessible to more people than school staff as parents are more willing to talk and share their concerns and hence access additional support.	£19,500
Children receiving pupil premium funding attend school regularly and on time	Education Welfare employed to monitor attendance and support as and when necessary.	The attendance of PP children is 95.5% compared to 2018 at 94.6% The average attendance nationally for PP was 94.5% therefore our attendance is now above average for this group.	Over the long term Education Welfare is impacting in a positive way. In order to sustain and further improve work needs to continue including issuing fines.	£8500
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	The child's voice is represented in meetings. Children are able to share their concerns. The counsellor has worked with 25 children and their families	Counselling needs to be available consistently and needs to extend beyond set periods for a number of children	£18,000
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. Alternative practices are used so that all pupils are fully included in school make the most of all opportunities.	Training for two members of staff at strategic and support staff level.	Greater understanding by SLT and support staff re what attachment is and how it looks for individual children.	Children need to be in a calm regulated state before they are in a position to learn. Regulation can be impacted by what they have seen/encountered in their home life and in their early childhood experiences and this can seriously affect a child's ability to learn. Staff training to be completed to support a wider understanding about trauma and its effects on learning.	£2000
Total				£77,580

1. Additional detail

The very specific focus on fluid groups for PP children has meant that learning has been precisely tailored to individual needs and that all PP children including the most able have moved on from their starting points as a consequence.