

## Pupil Premium Strategy Update

1. Summary information					
<b>School</b>	Roseberry Primary School				
<b>Academic Year Update</b>	2020/21	<b>Total PP budget</b>	237,000	<b>Date of most recent PP Review</b>	June 21
<b>Total number of pupils</b>	352	<b>Number of pupils eligible for PP</b>	168	<b>Date for next PP Strategy Review</b>	Nov 21
<p><b>Characteristics of these PP pupil:</b> 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		
No data from Jun 2020 or Jun 2021 due to Covid cancellation of tests	<i>Pupils eligible for PP Jun 19</i>	<i>Pupils not eligible for PP national average all pupils) Jun 19</i>
% achieving EXS or above in reading, writing & maths	43%	71%
% achieving EXS or above in reading	51%	78%
% achieving EXS or above in writing	69%	83%
% achieving EXS or above in maths	66%	84%

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>	
<b>A.</b>	Many of the PP children enter school with immature speech and difficulties with language skills
<b>B.</b>	Children have a range of fine and gross motor skill difficulties
<b>C.</b>	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.
<b>D.</b>	Children do not always have the required resources to complete school work including PE kits and equipment for homework
<b>E.</b>	Children do not read often and widely enough
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
<b>A.</b>	Low aspirations, lack of experiences, lack of social interaction in other settings

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Improve language skills for children receiving pupil premium funding including development and understanding of a varied vocabulary	Children's communication skills improve
<b>B.</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
<b>C.</b>	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
<b>D.</b>	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
<b>E.</b>	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
<b>F.</b>	Children read widely and with enjoyment	Children develop greater understanding of a range of texts and a wider vocabulary and understanding

Review of Expenditure				
Academic year		2020/2021		
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	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	<p>Individual reading to take place weekly with CT and TA.</p> <p>Reading Plus to be used to increase children's reading pace (Y4,5,6) 3x read to take place each week (led by teacher)</p> <p>Online learning to be given a greater focus including use of Reading Plus.</p>	<p>There is a high focus on reading and despite children not being present in school during the first half of the Spring term there is a specific daily focus on reading.</p> <p>Reading Plus data – On average children have gained 78 words per minute since starting the program and have moved up 2.5 reading levels Overall 67% of children are reading at an appropriate level with a further 11% reading one year behind. 65% are reading at or above the expected reading rate. Year 6 – 71% at/above exp reading age 72% reading at appropriate speed Year 5 – 52% at/above exp reading age 67% reading at appropriate speed Year 4 – 41% at/above exp reading age 42% reading at appropriate speed</p> <p>The majority of children engage regularly with learning online. Reading Plus forms part of our Remote Learning Offer and there is an expectation that children who are isolating but not ill access the program every day at home.</p>	<p>Despite children not being in school and not accessing Reading Plus in accordance with expectations children are at a similar place to this time last year (pre Covid) reflecting the positive impact of the programme.</p> <p>Reading Plus is enabling children to catch up to their chronological age in reading and is ensuring that children are reading at a speed sufficient to complete SAT papers.</p> <p>Reading skills taught through Reading Plus have supported children's understanding.</p> <p>Children who struggle with learning to read need support to access the program.</p> <p>Reading Plus to continue for Years 4 and 5 and in to Year 6 for those children who need it. Assessments to take place at the start of 2021-2022 academic year to ensure that children are tracked and targeted effectively. Approach to be continued</p>	£11,000

	<p>Children without devices to be provided with them so that they can access online learning</p> <p>Additional TA support with specific reading responsibilities</p>	<p>All children in need of a device were provided with one from school. Support was given to upgrade mobile data contracts</p> <p>Devices are provided to children who are isolating but not ill so that they can access live lessons and other remote activities.</p> <p>Remote learning timetables ensure that sibling groups have different times for live sessions and other activities so that internet access and devices are managed.</p>	<p>Year group emails have encouraged communication between parents and class teachers with regards supporting them to access and understand expectations with regards online learning. Approach to be continued.</p>	<p>DfE provision £3500</p> <p>£1000</p>
<p>Children to have a greater range of books to read at home</p>	<p>All children to be given a book for their birthday.</p> <p>£1 World Book day book vouchers given out</p>	<p>Children enjoy receiving a book. Children are reading a greater variety of books from different authors.</p>	<p>Approach to be continued.</p> <p>Choice of books to be modified in order to reflect specific need of children.</p>	<p>£2200</p>
<p>Pupil Premium pupils in Early Years catch up with their peers</p>	<p>Additional teaching staff (LD/AK) to support with targeted individuals</p>	<p>More children are being heard to read in school. Impact to be assessed at PP meetings.</p>	<p>Approach to be continued</p>	<p>£32,000</p>
<p>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</p>	<p>Additional teaching staff in all year groups: LH – Y5/6 AB – Y3/4 SA – Y1/2 VS – EY/Y1/Y2</p>	<p>Currently the children in Year 6/2 are making progress towards the end of year targets. (See outcomes target sheets) Whole class teaching with additional support is ensuring children are accurately targeted.</p>	<p>Approach to be continued – budget dependent</p>	<p>£89,000</p>

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	Teachers state that whole class teaching ensures that the learning needs of pupils are being met; teachers and teaching assistants address misconceptions, direct appropriate support and respond to the pupil progress in lessons with reactive interventions and 1.1 support.	Approach to be continued.  Seesaw to be considered as a mechanism for supporting, enhancing and consolidating the children’s learning to promote independence and application.	N/A
<b>Total budgeted cost</b>				£138,780

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children are able to communicate effectively with members of staff and each other	Speech therapy delivered in school	Children develop their speech and understanding	Speech and language is essential to the progress of children in the early years <i>Speech and language provision was still hampered by Covid-19 and restrictions - not all children received the support they should have done despite the SLA being in place.</i>	£4,500
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	Increased vocabulary is supporting children’s understanding in reading and the language used in writing is of higher order. Children are increasing showing precision in their vocabulary choices	The development of vocabulary is an essential target in school in order for children to access a wide range of texts, write at expected standards and to access the whole curriculum  Approach to be continued	£2,000

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.	Staff are better able to support children with learning needs in their classrooms as a result of focused staff meetings on the long-term memory and different learning styles.	Approach to be continued <i>Educational Psychology provision was hampered by Covid-19 and not all children were seen as regularly as necessary for assessments to be completed.</i> Catch up work required in autumn term	£9,000
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's gross motor skills have improved supporting their fine motor skills and their ability to access the curriculum as a result.	An increased number of children continue to need support with developing their gross and fine motor skills to support their development of writing and ability to persevere.	£21,000
<b>Total budgeted cost</b>				£36,500

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupils make enhanced progress.	Breakfast to be available to all pupils. School to take up Fareshare initiative to support with costs and snacks	Children are not as hungry and are ready to start the school day when it formally starts.  Fareshare has been used to supplement breakfast provision and is encouraging children to choose healthy snacks at play times.	Children enjoy coming to school to see what is for breakfast. Most children access breakfast. Approach to continue	£65 per week x 24 = £1,674 Fareshare  Staff in KS1 costs = £3,500
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	Staff and parents have a good understanding of what individual children feel and what they need to move forward with their learning.	Pupil's voice supports the writing of targets for individuals. By involving children in the process they understand what is expected of them and are more prepared to engage.  Approach to continue	
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.	Pupils have a clear understanding about their progress and their next steps. Teachers understand what pupils find difficult and need support with so can accurately target.	Children like to know how to make progress and value the 1-1 feedback  Approach to continue	

<p>Pupils' experiences are enriched via visits and visitors in school.</p>	<p>Regular trips and visitors to enhance topics.</p>	<p>Children have experienced a range of visits and trips that they would not normally access.</p>	<p>Children's life experiences are limited and the opportunity school provides enriches their lives. <i>Covid 19 impacted the number of trips and visits able to be completed prior to school closure</i></p> <p>Approach to continue and have a high priority in autumn term</p>	<p>£9,000</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>Parents enjoy the family time sessions. All sessions held are full.</p> <p>Parents are informed of learning across the curriculum across the year via a Parent PowerPoint. Information shared promotes visits into school and other virtual activities</p>	<p>Parents value the time with their child in school. They report that the activities are fun.</p> <p><i>Covid-19 – Parents were supported virtually and via weekly telephone calls. Activities were designed around opportunities at home and family life to encourage children to engage in their learning when not at school.</i></p> <p>Email systems implemented to support parents with home learning. Parents could have direct contact with teaching staff.</p> <p>Email accounts to be maintained due to positive feedback from parents re support given</p>	<p>£8,000</p>
<p>Pupils have the required equipment to complete homework –</p>	<p>Provide every pupil with –</p> <ul style="list-style-type: none"> <li>• Pencil case with pens/pencils/ rubber/ruler/ pencil crayons</li> </ul>	<p>Children are prepared for the school day and have the basic equipment needed so that they can take part in activities.</p>	<p>When provided with the right equipment children are able and willing to access all aspects of the school curriculum.</p>	<p>£1,500</p>



	Pupils have the opportunity to complete homework at school with support when required			
School has an up to date record of all pupils entitled to receive pupil	Provide all new pupils with a Roseberry sweatshirt and			£1,200
Pupils have an appropriate kit for PE and can take part safely	Provide all new pupils with a PE kit suitable for sporting activities			£1,000
Pupils have appropriate footwear for PE lessons.	Provide a supply of spare plimsolls for each class.	All children can now access PE	Children take part in PE when they have the appropriate equipment	£150
Pupils have an appropriate kit for PE and can take part safely	Provide a supply of spare PE kits for each class			£140

<p>Families of children receiving pupil premium are supported</p>	<p>Parents Support Advisor to be employed to support families with advice, adult learning, home visits, parenting course</p>	<p>Gemma is able to offer help at an early point in order to support the needs of individuals and families. Gemma is supporting nursery children who are due to start school to ensure readiness for school</p> <p><i>Covid 19 update: Additional phone calls made by PSA and school therapist to ensure families are supported during lockdown.</i></p> <p>Further support and services have been signposted on our school's Facebook page re mental health, online learning, online safety and holiday children's clubs.</p>	<p>Families are increasingly in need of support re basic parenting skills including readiness for school – toilet training</p> <p>The number of families who rely on school and services to support their daily needs. School to continue checking eligibility for free school meals on entry and regular periods throughout the year.</p>	<p>£20,000</p>
<p>Children receiving pupil premium funding attend school regularly and on time</p>	<p>Education Welfare employed to monitor attendance and support as and when necessary. Rewards for good attendance to be available</p>	<p>School is able to identify patterns of attendance and the impact illness has. Children whose attendance drops are monitored closely and families offered support before procedures start. Families understand about the importance of attendance Attendance has improved for children who are monitored closely</p>	<p>Attendance needs to be a continual focus to ensure that it does not drop overall. Some individuals need close monitoring to ensure that they attend school regularly.</p>	<p>£9,000</p>
<p>Pupils are settled and happy and are able to concentrate on their school work.</p>	<p>School counsellor to support the needs of those pupils in need of emotional support</p>	<p>Children are able to express how they are feeling and are able to voice their concerns. Staff mental well-being is supported to ensure that they are able to cope with the pressures in school.</p>	<p>An increasing number of children need support via the school counsellor.</p>	<p>£18,240</p>

<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. 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>Staff are better able to cope with children displaying challenging behaviours. Staff are able to use a variety of techniques to support children when they are struggling to conform to school expectations. 4 children, with significant issues impacting on their ability to cope in school, are learning to cope with their feelings and having some success when in the school environment.</p>	<p>All staff need to understand the impact of trauma on a child's development and their subsequent behaviours.</p>	<p>£500</p>
<b>Total budgeted cost</b>				<b>£73,904</b>