



Pupil Premium Strategy Statement – Rosa Street Primary School



1. Summary information					
School	Rosa Street Primary School				
Academic Year	2016-17	Total PP budget	£116,160	Date of most recent PP Review	Sept 16
Total number of pupils	225	Number of pupils eligible for PP	85%(37.8%)	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths (or equivalent)	33% (4/12)	
% achieving ARE or above in reading	58% (7/12)	
% achieving ARE or above in writing	75% (9/12)	
% achieving ARE or above in maths	33% (4/12)	
% achieving ARE or above in SPAG	41% (5/12)	

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.	Emotional wellbeing
B.	Motivation to learn
C.	Resilience of children – Poor self-esteem

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Home learning environment

4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Raise attainment and improve % of pupils achieving ARE in maths	
B.	Raise attainment and improve % of pupils achieving ARE in reading	



C.	Close gap in school and nationally between disadvantaged pupils and non-disadvantaged	
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5. Planned expenditure	
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Academic year	2016/17 - £116,160
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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?
Improve quality of teaching and learning.	Additional Teachers in Year 2/5/6	Reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced to under 20 or even below 15.	Teaching staff have been appointed and additional classrooms organised.	Head Teacher and SLT	Data will be analysed at the end of each half-term.



Improve quality of learning.	To continue to provide short-term intervention programmes for underachieving/attaining pupils.	Small group interventions are effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition.	Each class has allocated time to complete interventions. Individual targets should be seen in children's books.	Head Teacher and SLT	Data and interventions will be analysed at the end of each half-term.
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Total budgeted cost £63,888

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?
Nurture Group	A group of 8 children will take in activities 4 afternoon a week - To develop children's social and emotional skills to help get pupils ready to learn.	Specialised programmes can be used to target students with either behavioural issues or behaviour and academic problems.	Staff have the necessary training to run the nurture group. A space has been allocated for each afternoon.	Deputy Head with AD/BE	Targets are continuously analysed and modified depending on the group or individual needs.



Inclusion Support Advisor	A proportion of funds will be available to support individual children's personal needs. This may support vulnerable children and families to ensure they are supported and engage with school.	School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning. It should also be noted that other approaches, such as parental involvement programmes, are often associated with reported improvements in school ethos or discipline.	Employment of inclusion support advisor - a space and resources available so effective meeting and work can take place with families.	Head Teacher and Inclusion Support Advisor	At the end of each half-term the impact will be analysed.
Improve quality of learning.	To continue to provide booster groups for targeted pupils.	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.	Booster groups will begin when pupil progress meetings have taken (Au2). Assessments will be monitored closely and provision given accordingly.	Head Teacher and SLT	Data will be analysed at the end of each half-term.
Total budgeted cost					£30,201.60
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	When will you review implementation?



<p>Allows those from disadvantaged children to participate in a range of experiences that will support their engagement in learning.</p>	<p>Curriculum enrichment - supporting costs for educational visits and experiences to support pupils' engagement in their learning including Winmarleigh Hall/France Visit.</p>	<p>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.</p>	<p>Ensure all staff book learning visits or specialists.</p>	<p>All staff</p>	<p>Review children attending visits or clubs a cross each term.</p>
<p>Digit learning spaces used to support children in school and at home.</p>	<p>Online Subscriptions</p> <ul style="list-style-type: none"> - Conquer Maths - Abacus Active Learn - Bug Club 	<p>Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more.</p>	<p>All children to have access to online resources in school and at home.</p>	<p>All staff</p>	<p>Review children using online provision on a weekly basis - promote certificates in weekly assemblies.</p>



To close the achievement gap between children deemed vulnerable to underachievement using a variety of coaching and learning styles - including those on free school meals, looked-after children, and those identified with SEND - and their peers.	Achievement for all programme	Learning styles' that can be used reliably to identify genuine differences in the learning needs of young people, and evidence suggests that it is unhelpful to assign learners to groups or categories on the basis of a supposed learning style.	LC to work with Achievement for All leaders.	LC to lead All staff	Data will be analysed at the end of each half-term.
Total budgeted cost					£22,070.40

6. Review of expenditure				
Previous Academic Year		2015/16 - £93,720		
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



Increase teacher to pupil ratio in order to increase impact of Quality First teaching - % of children achieving ARE.	Additional Teacher Year 6. This enables pupils to be grouped according to ability in Literacy and Numeracy so that achievement/attainment of pupils will continue to increase.	<u>Year 6</u> - In writing 75% of FSM pupils achieved ARE. 58% of FSM pupils achieved ARE in Reading and in Maths 33% achieved ARE.	This approach will be utilised in Year 2/5/6.	£20,149.80
Increase teacher to pupil ratio in order to increase impact of Quality First teaching - Increase % of children achieving phonics screening check.	Additional Teacher Year 6. This enables pupils to be grouped according to ability in Literacy and Numeracy so that achievement/attainment of pupils will continue to increase.	<u>Year 1</u> -FSM children achieving the phonics screening check increased from 43% to 69%.	This approach will be utilised in Year 2/5/6.	£20,149.80

ii. 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
Increase the % of disadvantaged children achieving ARE.	To provide booster sessions before/after school and during school holidays to support pupils with Numeracy and Literacy.	<p>Year 2 - In Reading, Writing and Maths 44% of FSM pupils achieved ARE. 40% of FSM children have other significant needs. The proportion of FSM children at or above the expected level in Reading and Maths has increased by 4% since Reception. Pupils at or above the expected level in Writing has increased by 24 % since Reception.</p> <p><u>Year 6</u> - In writing 75% of FSM pupils achieved ARE. 58% of FSM pupils achieved ARE in Reading and in Maths 33% achieved ARE.</p>	Booster classes were utilised a cross the school. Ensure staff refer to tracking sheets/assessment to identify and plug gaps in learning.	£6,091.80



To help improve the alertness, confidence and behaviour of pupils during lessons.	Pastoral support/therapies from outside agencies. (School Counsellor, Therapeutic Writing, Draw 'n 'Talk, Behaviour Support Early Intervention, Story link)	The majority of children are confident and are well behaved around school.	Some children are still find it difficult to engage fully in lessons and behave appropriately all - These children to work closely with Inclusion Support Advisor (Lisa) to develop strategies to deal with different situations.	£4686.00
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iii. 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
To close the achievement gap between children deemed vulnerable to underachievement - including those on free school meals, looked-after children, and those identified with SEND - and their peers.	Achievement for all programme	Learning styles' that can be used reliably to identify genuine differences in the learning needs of young people, and evidence suggests that it is unhelpful to assign learners to groups or categories on the basis of a supposed learning style.	Ongoing - Programme over 2years	£8000
A proportion of funds will be available to support individual children's personal needs. This may support their Reading, Writing and Numeracy or their personal wellbeing.	Employment of part-time PSA to focus on targeted pupils / vulnerable families.	School level approaches to developing a positive school ethos or improving discipline which also aim to support greater engagement in learning. It should also be noted that other approaches, such as parental involvement programmes, are often associated with reported improvements in school ethos or discipline.	Lots of families requiring support - part-time PSA struggle to make an impact.	£4300



<p>Allows those from disadvantaged children to participate in a range of experiences that will support their engagement in learning.</p>	<p>Curriculum enrichment – supporting costs for educational visits and experiences to support pupils' engagement in their learning including Winmarleigh Hall/France Visit.</p>	<p>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning.</p>	<p>Funding spent on enrichment activities is well spent and provides children with opportunities that they may never experience. This has a positive effect on learning and helps develop an engaging curriculum.</p>	<p>£2000</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.