



# Pupil Premium Strategy Statement – Rosa Street Primary School



| 1. Summary information |                            |                                  |            |  |              |
|------------------------|----------------------------|----------------------------------|------------|--|--------------|
| School                 | Rosa Street Primary School |                                  |            |  |              |
| Academic Year          | 2018-19                    | Total PP budget                  | £113,520   | Date of most recent PP Review                  | Sept 18      |
| Total number of pupils | 178                        | Number of pupils eligible for PP | 84 - 47.2% | Date for next internal review of this strategy | June/July 19 |

| 2. Current attainment   |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| Y6 % achieving ARE or above in reading, writing & maths (or equivalent) | 63%   | 70%  |
| Y6 % achieving ARE or above in reading                                  | 63%   | 80%  |
| Y6 % achieving ARE or above in writing                                  | 63%   | 83%  |
| Y6 % achieving ARE or above in maths                                    | 63%   | 81%  |
| Y6 % achieving ARE or above in SPAG                                     | 69%   | 82%  |
| Y2 % achieving ARE or above in reading                                  | 86%   | 79%  |
| Y2 % achieving ARE or above in writing                                  | 71%   | 74%  |
| Y2 % achieving ARE or above in maths                                    | 83%   | 76%  |
| Y1 % Phonics Screening  | 64%   | 85%  |
| Foundation GLD %  | 57%   | 74%  |

| 3. Barriers to future attainment (for pupils eligible for PP)                                     |   |
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| In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> ) |   |
| A.  | Pupils being ‘ready to learn’ in class - Emotional wellbeing. |
| B.  | Poor learning skill/Motivation to learn.                      |
| C.  | Resilience of children – Poor self-esteem.                    |



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| <b>D.</b>   | Gaps in prior learning.  |  |
| <b>E.</b>   | High level of pupil premium are also SEND  |  |
| <b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> ) |  |  |
| <b>D.</b>   | Home learning environment.   |  |
| <b>E.</b>   | Consistent attendance and punctuality.   |  |
| <b>F.</b>   | Low aspirations about what can be achieved and how to be successful and limited role-models.                             |  |
| <b>H.</b>   | Parent engagement with school and perceptions of education.  |  |
| <b>I.</b>   | A lack of regular routines including home reading, homework and having the correct equipment in school (eg PE kit).      |  |
| <b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )                              |  | <b>Success criteria</b>  |
| <b>A.</b>   | To ensure that all adults have high expectations of pupils and that teaching is consistently good across all key stages. | Lessons will be correctly pitched – pupils will be appropriately challenged and supported. Outcomes for pupils will improve. |



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| <p><b>B.</b></p> | <p>To improve attainment for all pupils closing the gap for disadvantaged pupils and clearly evidencing for pupils with SEND.</p> <p><i>*Improve the rate of progress for eligible pupils in Reception Class</i></p> <p><i>* Improve the rate of attainment at Key Stage 1 ensuring that Higher Able pupils eligible for the grant achieve the higher standard in all subjects.</i></p> <p><i>* Improve the rate of attainment at Key Stage 2 and reduce the gap between disadvantage/non-disadvantaged pupils.</i></p> | <p>Formative assessments will show gaps being addressed. Pupils will make (or exceed) expected progress.</p> <p><i>Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to achieve GLD (Increase 2018 GLD 63% and diminish 11% gap to National Benchmark of others).</i></p> <p><i>Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2018 by the end of Key Stage 1 in maths and writing. To increase the 8% of pupils that attained the higher standards in writing and maths so gaps to the national benchmark are diminished.</i></p> <p><i>Pupils eligible for PP in Key Stage 2 make at least expected progress and attain in line with their peers. Nationally (See national figures above). Increase the number of pupils achieving the higher standard to diminish gaps to national others.</i></p> |
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| <b>C.</b> | To improve pupils' attendance and behaviour.  | Reduce the % of Persistent Absent Pupils who have been absent for 10% or more of sessions that are eligible for the grant (8.5%) so that it matches national other (6.9%) – absent for 10% or more of sessions ( <i>Based on 1<sup>st</sup> two terms (age 5-11)</i> ). |
| <b>D.</b> | Pupils' can access learning in class because their physiological, safety, belongingness and esteem needs are met. | Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.   |
| <b>E.</b> | Pupils are exposed to a wide range of social/cultural and sporting experiences.                                   | Pupils attend events/visit places they would not usually be exposed to each term.   |

## 5. Planned expenditure



| Academic year  |   | 2018/19 - £113,520  |   |                     |                                      |
|--|---|---|---|---------------------|--------------------------------------|
| 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 the rate of attainment at Key Stage 2 and reduce the gap between disadvantage/non-disadvantaged national pupils especially at higher standard. | Staff to pupil ratio to be increased to allow for additional teaching groups and interventions (Years 3-6). | Smaller class sizes mean disadvantaged pupils can access more of teachers' time.<br><br>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.                                  | The school monitoring cycle will continuously evaluate provision.   | Headteacher and SLT | Half-Termly                          |
| Improve the rate of attainment at Key Stage 1 ensuring that Higher Able pupils eligible for the grant achieve the higher standard in all subjects.     | 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 allocates time to complete interventions. Individual targets should be seen in children's books. | Headteacher and SLT | Half-Termly                          |



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| <p>Improve the rate of progress for eligible pupils in Reception Class.</p> | <p>Ensure targeted progress is planned for and evaluated across all pupil groups. All adults in the EYFS setting have consistently high expectations for all. Create a safe, calming, stimulating and challenging Early Years environment. To work with Cleves Cross to develop a consistent approach to planning and assessment.</p> | <p>Once early years provision is in place, efforts to improve the quality of provision, for example by training staff, appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.</p> | <p>Pupils will be tracked carefully. Interventions in place where needed. Their effectiveness/impact to be monitored. All adults in the setting expect pupils to access areas purposefully and provide a sufficient level of challenge. The environment promotes safety, independence and challenge is in place.</p> | <p>AG and DF (CC)</p>      | <p>Half-Termly</p>                  |
| <p>Improve quality of teaching and learning.</p>                            | <p>CPD for all staff - marking and feedback.</p>  | <p>Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning.</p> <p>Feedback studies tend to show very high effects on learning. (EEF)</p>                | <p>All staff to attend training. Book scrutiny will show improved marking and feedback.</p>  | <p>Headteacher and SLT</p> | <p>Half-Termly book scrutinies.</p> |



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| Thinking skills approaches used to improve resilience and independence across the school | Learning detectives and 'Gem' project CPD for children with Dr Tom Robson | Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. | Learning detectives reports feedback to individual classes and then a follow up observation in each class to see if they have improved. | Headteacher and SLT | Ongoing throughout the year - observations, reports written and then follow up observations. |
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| <b>Total budgeted cost</b> |  |  |  |  | £68,112 |
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**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? |
|---|---------------------------|---|---|---------------------------|--------------------------------------|
| For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn. | Daily breakfast club      | To ensure all pupils have a good breakfast, extra reading/maths games and acclimatization to start the day. | Attendance will be monitored.   | Headteacher and SLT       | Termly                               |
|   | Inclusion Support Advisor | To build relationships with pupils/families. To provide/locate support. To liaise with relevant services.   | Inclusion support advisor will report on her action at monthly safeguarding meetings. | Inclusion Support Advisor | Monthly                              |



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| For identified gaps in learning to be addresses.  | Varied interventions (according to need) to be provided before (and sometimes during) school. | Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.   | Progress will be checked half-termly.  | Year Group Leaders      | Half-Termly  |
| For selected pupils to be supported in accessing learning.  | 1:1 or small group TA support for PP pupils who require it.                                   | Research has shown that quality of TAs' talk to pupils supports the development of independent learning skills.  | Progress of pupils will be checked half-termly.<br><br>LW - to continue to work with TA's on coaching trios. | Headteacher and SLT     | Data and interventions will be analysed at the end of each half-term.  |
| Nurture Group (Key Stage 1)<br>To develop children's social and emotional skills to help get pupils ready to learn effectively. | A group of 5 children work on specific targets 3 afternoon a week - ratio 2:5                 | SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). | Staff have the necessary training to run the nurture group. A space has been allocated for each afternoon.   | Deputy Head with AW/AD. | Targets are continuously analysed and modified depending on the group or individual needs. Impact on academic attainment will be analysed half-termly. |





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| For identified gaps in learning to be addresses. | Provide booster groups for targeted pp. 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 beginning when pupil progress meeting 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. |
| Increase pupils achieving Greater Depth.         | Provide booster for MAT pp. pupils to provide challenge and deepen learning. | The evidence suggests that providing academic support after school using stimulating activities has a positive impact on attainment.   | Booster groups will beginning when pupil progress meeting 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**    £28,380

### iii. Other approaches

| <b>Desired outcome</b>   | <b>Chosen action / approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff lead</b> | <b>When will you review implementation?</b>                  |
|--|--|---|--|-------------------|--|
| For pupils to access a range of social/cultural/sporting experiences, visits and activities. | Pupils will partake in cultural visits. Eg: to France, local museums, zoos/farms, places of worship etc. | Pupils benefit from working with others and being introduced to a variety of experiences. Pupils' horizons will be broadened and they will learn more about culture, history and geography. | Reviewing programme of trips and attendance. Ensure all staff book learning visits or specialists. | All staff         | Review children attending visits or clubs a cross each term. |



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| Thinking skills approaches used to improve resilience and independence across the school.  | Learning detectives and 'Gem' project CPD for children with Dr Tom Robson                  | Meta-cognition and self- regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly.<br><br>Meta-cognition and self- regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. | Learning detectives reports feedback to individual classes and then a follow up observation in each class to see if they have improved. | JH              | Ongoing throughout the year -observations, reports written and then follow up observations 5 weeks later. |
| Digit learning spaces used to support children in school and at home.  | Online Subscriptions<br>- Conquer Maths<br>- Rockstar Times tables<br>- Fiction Express    | 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.   | All children to have access to online resources in school and at home.  | All staff       | Review children using online provision on a weekly basis - promote certificates in weekly assemblies.     |
| Provide opportunities for MAT pp. pupils to work collaboratively across the learning trust to access challenging and competitive work. | Provide MAT pupils from different year groups exciting, challenging and competitive maths. | There evidence to suggests that collaboration with competition between groups has a positive impact on performance. Approaches which promote talk and interaction between learners tend to result in the best gains.   | Pupil Premium Lead to work with Cleves Cross Lead to develop exciting challenging maths activities.                                     | All trust staff | Summer term when children have been taught the majority of the curriculum.                                |
| <b>Total budgeted cost</b>   |  |  |   |                 | <b>£17,028</b>  |