



Pupil Premium Strategy Statement – Rosa Street Primary School



1. Summary information					
School	Rosa Street Primary School				
Academic Year	2019-20	Total PP budget	£116,160	Date of most recent PP Review	Sept
Total number of pupils	161	Number of pupils eligible for PP	80 – 49.6%	Date for next internal review of this strategy	June/July 20

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%	71%
Y6 % achieving ARE or above in reading	79%	78%
Y6 % achieving ARE or above in writing	79%	83%
Y6 % achieving ARE or above in maths	79%	84%
Y6 % achieving ARE or above in SPAG	93%	83%
Y2 % achieving ARE or above in reading	50%	78%
Y2 % achieving ARE or above in writing	50%	73%
Y2 % achieving ARE or above in maths	50%	79%
Y1 % Phonics Screening	88%	84%
Foundation GLD %	57%	74%

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.	Pupils being 'ready to learn' in class - Emotional wellbeing.
B.	Poor learning skill/Motivation to learn.



C.	Resilience of children – Poor self-esteem.	
D.	Gaps in prior learning.	
E.	High level of pupil premium are also SEND	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Home learning environment.	
E.	Consistent attendance and punctuality.	
F.	Low aspirations about what can be achieved and how to be successful and limited role-models.	
H.	Parent engagement with school and perceptions of education.	
I.	A lack of regular routines including home reading, homework and having the correct equipment in school (eg PE kit).	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	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.



C.	To improve pupils' attendance and behaviour.	Reduce the % of Persistent Absent for PP. pupils. Persistent absence for Disadvantaged pupils last year was 7.49% compared to 8.49% the previous year. In school data: PP. = 96.04% Non PP. = 96.07%
D.	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.
E.	Pupils are exposed to a wide range of social/cultural and sporting experiences. Ensure these experiences promote life-long learning and expose pupils to future careers.	Pupils attend events/visit places they would not usually be exposed to each term.



5. Planned expenditure					
Academic year		2019/20 - £116,160			
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 (Year 6).	Smaller class sizes mean disadvantaged pupils can access more of teachers' time. 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 the gap to the National benchmark for others. Ensure higher ability pupils eligible for the grant continue 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



<p>Improve the rate of progress for eligible pupils in Reception Class to ensure more PP. pupils achieve GLD and diminish the gap.</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>



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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Total budgeted cost £69,696

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



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. 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 1/2) 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 afternoons 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.



For identified gaps in learning to be addresses.	Provide booster groups for targeted pp. pupils so pupils achieve ARE.	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. Challenge afternoon with Cleves Cross and other local primary schools.	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.



<p>Cross-aged tutoring, in which an older learner takes the tutoring role to develop learning and address misconceptions and gaps in learning.</p>	<p>Peer to peer support</p>	<p>Older pupils support younger pupils in reading and phonics. Older pupils support younger pupils in reciprocal reading sessions Pupils work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Mixed ability teams or groups work in competition with each other, in order to drive more effective collaboration.</p>	<p>Younger pupils enjoy working with older, responsible role models. They practice reading and phonics more regularly. Collaboration has been shown to increase the effectiveness of other approaches such as mastery learning or digital technology. It appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum.</p>	<p>All Staff</p>	<p>Data will be analysed at the end of each half-term.</p>
<p>To develop a love of reading and address the development of oral language, reading, spelling, and writing skills for English Language Learners.</p>	<p>Launchpad for Literacy Reading Environments/areas Lexia</p>	<p>On average, reading approaches deliver an additional six months' progress. Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge (EEF). A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment (EEF).</p>	<p>Pupil's reading books are monitored to ensure they are well matched to their phonic ability – they 'read for success'. Termly review of data and Pupil Progress Meetings SLT and teachers are aware of pupils who are at risk of not achieving fluency.</p>	<p>All Staff HG/KH/JH</p>	<p>Data will be analysed at the end of each half-term.</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£29,040</p>



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?
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.
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 Detective 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 - Conquer Maths - Rockstar Times tables - 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.



<p>Provide opportunities for MAT pp. pupils to work collaboratively across the learning trust to access challenging and competitive work.</p>	<p>Provide MAT pupils from different year groups exciting, challenging and competitive maths.</p>	<p>There is evidence to suggest 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.</p>	<p>Pupil Premium Lead to work with Cleves Cross Lead to develop exciting challenging maths activities.</p>	<p>All trust staff</p>	<p>Summer term when children have been taught the majority of the curriculum.</p>
<p>Improve emotional wellbeing of Pupils.</p>	<p>Strategies include:</p> <ul style="list-style-type: none"> • Relax Kids • Draw and Talk • Therapeutic Writing • Story Links • School Counsellor • Time to Talk • Listening Matters • Lego Therapy <p>The Better Health at Work Award recognises the efforts of staff and pupils.</p> <p>Celebrate World Mental Health Day.</p>	<p>Research indicates that chn work best in situations where they are happy and enjoy success but do not fear failure. EEF states " SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils" Because of changes in personnel, we were keen to take part in research that would provide effective additional support to school systems in times of change.</p>	<p>Children will participate in different activities throughout the year to develop emotional wellbeing</p>	<p>AW All staff</p>	<p>Summer term when staff and pupils have completed work towards the Gold Award.</p>
Total budgeted cost					<p>£17,424</p>