Pupil premium strategy statement – Rosa Street Primary School

1. Summary information

School	Rosa Street Primary School				
Academic Year	2020-21	Total PP budget	£110,750	Date of most recent PP Review	Sept 19
Total number of pupils	189	Number of pupils eligible for PP	87 – 46%	Date for next internal review of this strategy	June/July 21

2. Current attainment - Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available.

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Y6 % achieving in reading, writing and maths	63%	71%
Y6 % making progress in reading	79%	78%
Y6 % making progress in writing	79%	83%
Y6 % making progress 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, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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 – Lack of engagement with home learning during school closure (Covid-19).

E.	High level of pupil premium are also SEND
External barriers *(issues which also require action outside school, such as low attendance rates)*	
F.	COVID 19 impact on attainment and wellbeing of pupils and their families • Home learning environment. • Pupil and parental anxiety • Disruption to face to face teaching – online and welfare checks in place
G.	Consistent attendance and punctuality.
H.	Low aspirations about what can be achieved and how to be successful and limited role-models.
I.	Parental engagement and low literacy levels of parent's impact on pupil progress and the ability of parents to support pupils due to their own negative experiences of education.
J.	A lack of regular routines including home reading, homework and having the correct equipment in school (eg PE kit).

4. Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Quality of teaching for all - To develop a robust "catch up" curriculum that addresses and meets the needs of all disadvantaged pupils. Ensuring that all adults have high expectations of pupils and that teaching is consistently good across all key stages.	Gap analysis and use of Target Tracker by class teachers and subject leaders to identify missed learning due to Covid-19. • Initially, planning of topics from September 2020 to be PSHE based – catering for SEMH. Catch up curriculum to focus on previous learning missed with a particular emphasis on core content and skills. • Whole-school Development programme (lesson studies; peer observations; book sharing; collaborative planning; staff training (teachers and teaching assistants). • Robust Assessment and Data Evaluation leading to targeted intervention (Target Tracker, Pupil Progress Reviews, White Rose Maths Assessments, Book monitoring, Learning Walks,

		• Relevant CPD and training - INSET days and staff meeting. • PPG children being identified on class provision maps and individual provision maps. Lessons will be correctly pitched – pupils will be appropriately challenged and supported. Outcomes for pupils will improve.
B.	*Improve the rate of progress for eligible pupils in Reception Class* Higher rates of progress across all key stages to catch pupils eligible for PP quickly including a higher percentage of PP children achieving at greater depth.	Pupils eligible for PP make as much progress as 'other' pupils identified, across all key Stages in maths, reading and writing. Target sets from Sept 2020 Baselines.
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. = 95.19% (2019-20) Non PP. = 95.92% (2019-20)
D.	Pupils' can access learning effectively 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. These experiences may be virtual via Teams and webinars or through in class topic days.	Pupils attend events/visit places they would not usually be exposed to each term.

5. Planned expenditure

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Academic year	2020/21 - £110,750
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?
To develop a robust "catch up" curriculum that addresses and meets the needs of all disadvantaged pupils.	From September 2020, it is essential that as a school, we assess for gaps before moving forward with the relevant Year group curriculum. Therefore, the first two weeks of learning (at least) will be PSHE (Jigsaw) focused and assessments will take place within that framework. This will aid with the identification of children requiring catch-up provision.	The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap, based on a systematic search of existing literature. Key findings and implications include: School closures are likely to reverse progress made to close the gap in the last decade since 2011. Estimates for the gap widening range from 11% to 75%. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level. The EEF recommend: clear scaffolding and explanations, meaningful feedback and opportunities for peer interaction.	Assess lost learning, and tailor support to match All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges. Pupil progress meetings to scrutinise termly data analysis. Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils Appropriate CPD for staff, especially NQTs.	Curriculum Lead Recovery Lead SLT	Autumn 2020 - measuring its effectiveness and value for money.
Improve the rate of attainment and catch pupils up quickly at Key Stage 2 to reduce the gap between disadvantage/non-disadvantaged	Staff to pupil ratio to be increased to allow for additional teaching groups and catch-up interventions to take place (Year 6).	Smaller class sizes mean disadvantaged pupils can access more of teachers' time. Additional adults mean pre-planned intervention groups	The school monitoring cycle will continuously evaluate provision.	Headteacher and SLT	Half-Termly

national pupils especially at higher standard.		can take place and also ad-hoc according to need.			
Improve the rate of attainment at Key Stage 1 ensuring that pupils catch-up quickly and the gap to the National benchmark for others. Ensure higher ability pupils eligible for the grant continue to achieve the higher standard.	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
Improve the rate of progress for eligible pupils in Reception Class to ensure more PP. pupils achieve GLD and diminish the gap.	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.	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.	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.	ND Headteacher and SLT	Half-Termly

Improve quality of teaching and learning.	Marking and feedback comments to move learning throughout the curriculum. Deep Dive CPD to highlight marking expectations.	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. Feedback studies tend to show very high effects on learning. (EEF)	All staff to attend training. Book scrutiny will show improved marking and feedback.	Headteacher and SLT	Half-Termly book scrutinies.
Thinking skills approaches used to improve resilience and independence across the school.	Learning detectives and 'Gem' project promote and used by all staff. Promoted in virtual assemblies until safe for bubbles to mix. 5 ways to Well-being Well-being Support and improve emotional wellbeing of Pupils to create positive learning	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 when appropriate (Covid-19).	JH/LW Headteacher and SLT	Ongoing throughout the year – observations, reports written and then follow up observations.
				Total budgeted cost	£66,450

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	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

physically, mentally and emotionally to learn.	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 and plan opportunities to	Staff identify the most vulnerable pupils from Covid-19 home learning.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these.	Progress will be checked half- termly.	KH 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. Use of precision teach models to structure targeted interventions.	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.	Headteacher and SLT	Data and interventions will be analysed at the end of each half-term.
Planned for Spring and Summer if Covid-19 guidance is permitting. Nurture Group (Key Stage 1/2)	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	Targets are continuously analysed and modified depending on the group or individual needs.
For underperforming pupils to catch-up quickly. Identified gaps in learning that are 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 – Virtually if required.	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.
Planned for Spring and Summer if Covid-19 guidance is permitting. Cross-aged tutoring, in which an older learner takes the tutoring role to develop learning and address misconceptions and gaps in learning.	Peer to peer support	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	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	All Staff	Data will be analysed at the end of each half-term.

Ensure children's gaps in reading resulting from the COVID-19 school closure are swiftly identified and closed. To develop a love of reading and address the development of oral language, reading, spelling, and writing skills for English Language Learners.	Launchpad for Literacy Lexia Phonics sessions and interventions Reading Environments/areas Class novels Authors to be used throughout the school. Celebration day – World Book Day	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	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.	All Staff HG/KH/JH	Data will be analysed at the end of each half-term.
				Total budgeted cost	£27,687.50

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?
Purchase new digital device (Laptop and iPads)	Laptop/iPads will be used regularly with PP. eligible pupils to support their learning interactions. The technology will be used to motivate and inspire pupils while support vital learning.	EEF evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. There is extensive evidence of positive effects across age groups and for most areas of the curriculum.	Ensure all teachers plan regular opportunities for these devices to be used.	JH	Usage the will be monitored half-termly.

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For pupils to access a range of social/cultural/sporting experiences, visits and activities.	Opportunities for online visits and webinars with subject specific specialists linked to the school and national curriculum as well as wider curriculum opportunities such as links to specific careers. Pupils will partake in cultural visits. Eg: 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 Virtual assemblies to promote. In class competitions to promote and embed learning behaviours.	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 All Staff	Ongoing throughout the year – observations, reports written and then follow up observations the following term.
Digit learning spaces used to support children in school and at home for remote learning.	Microsoft Office Teams Online Subscriptions - Conquer Maths - Rockstar Times tables - Fiction Express - Spelling Shed	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/termly basis – promote certificates in weekly assemblies.
Provide opportunities for MAT pp. pupils to	Provide MAT pupils from different year groups	There is evidence to suggest that collaboration with	Pupil Premium Lead to work with Cleves Cross Lead to	All trust staff	Summer term when children

work collaboratively across the learning trust to access challenging and competitive work. This maybe virtual via Teams.	exciting, challenging and competitive maths.	competition between groups has a positive impact on performance. Approaches which promote talk and interaction between learners tend to result in the best gains.	develop exciting challenging maths activities.		have been taught the majority of the curriculum.
Support and improve emotional wellbeing of Pupils to create positive learning and effective working environments.	Strategies include: • Relax Kids • Draw and Talk • Therapeutic Writing • Story Links • School Counsellor • Time to Talk • Listening Matters • Lego Therapy Well-being steering group. Develop positive learning environments. Celebrate World Mental Health Day.	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.	Children will participate in different activities throughout the year to develop emotional wellbeing	LW All staff	Termly audits to Summer term when staff and pupils have completed work towards the Gold Award.
				Total budgeted cost	£16,612.50

6. Review of expenditure				
Previous Academic Year				
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**

| Thinking skills approaches used to improve resilience and independence across the school. | Learning detectives and 'Gem' project CPD for children with Dr Tom Robson | Children's behaviour towards learning continues to improve. Most pupils take ownership of their own learning, use problem solving skills and persevere when activities become challenging. They are also learning to avoid monster distractions.

Children thoroughly enjoy the Gem Power competitions with the teachers. | Children really enjoy the in class competitions so these must be used through the school in all classes next year. | |

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
For pupils to have basic needs met Daily breakfast club Continue to monitor attendance and behaviour each term/half-term feeding back information to 12 (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Breakfast Club

Inclusion Support | 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. = 95.19% (2019-20) Non PP. = 95.92% (2019-20)

Our inclusion support advisor continues to support and work with our families both in school and at home. This continues to build positive relationships between school and home. | Continue to monitor attendance and behaviour each term/half-term feeding back information to staff. When children find it difficult to engage fully in lessons and behave appropriately continue to use support from our Inclusion Support Advisor. Use school awards and Vision awards to reward positive attendance. | |

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include	Lessons learned (and whether you will continue with this approach)	Cost

		impact on pupils not eligible for PP, if appropriate.		
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 benefitted from these experiences that they may not experience otherwise. Website and Twitter shows the variety of residential, trips and visitors that we have had throughout the year. These are the experiences they remember from school	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. Ensure that staff continue to organise visits/trips that enhance the curriculum and broaden the children's horizons.	
Access to online learning, both at home and at school Access to online learning, both at home and at school	Online subscriptions to engage and enthuse pupils in their learning of basic skills.	Pupils complete online tasks that are appropriate to their need/ability. Access is arranged at school if children do not have the internet at home or devices at home. Increased engagement in home learning which was closely monitored when working at home during lockdown.	Online subscriptions to continue although funding will limit us as to which subscriptions can continue. Online subscriptions need to be analysed to ensure we keep the ones that provide the best quality and value for money. Teachers to ensure they allocate tasks that support individual learners' needs. Continue to provide lunchtime/after-school clubs (when appropriate) for those across school who need the extra support from teachers and may not have access at home.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk