

Rossington St Michael's CE Primary School

Pupil premium strategy statement.

1. Summary information					
School	Rossington St Michael's CE Primary School				
Academic Year	2017/18	Total PP budget	86,540	Date of most recent PP Review	n/a
Total number of pupils	340			Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Number Pupils eligible for PP (your school) in Y6 2017</i>	<i>Number PP pupils achieving national expected standard at the end of KS2 2017</i>
% achieving ARE or above in reading, writing and maths KS2 2017	18	10 (56%)
% achieving ARE in writing KS2 2017	18	16 (89%)
% achieving ARE in reading KS2 2017	18	15 (83%)
% Achieving ARE in maths 2017	18	15 (83%)

3. Barriers to future attainment (for pupils eligible for PP including high ability)

2017 KS1 and KS2 outcomes:

- KS2: 8 PP pupils (44%) failed to achieve ARE in reading, writing and maths combined RWM expected in 2017.
- Outcomes in reading, writing, maths at ks2 were above national all pupils (83% reading and maths, 89% writing).

Y2 outcomes for PP were below national all pupils in 2017 in reading (60%) and writing at 40% ARE, but in maths were higher at 80% ARE. The school needs to focus on ensuring that outcomes in writing and reading for PP pupils in KS1 are at least in line with national for all pupils, and also needs to target the current Y3 cohort of PP pupils with writing and reading interventions to narrow the gap in this area with their peers

69 pupils FS2 – Y5	Reading			Writing			Maths					
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls			
Below ARE	46%	52%	48%	48%	53%	47%	46%	45%	55%			
At or above ARE	54%	48%	52%	52%	47%	53%	54%	55%	45%			
GDS	5%	3%	6%	4%	0%	8%	6%	7%	%			

KEY BARRIERS:

- Outcomes in reading, writing and maths are lower for PP pupils compared to peers (in-school data)
- PP boys perform below PP girls in English and above girls in maths
- There are less more able PP pupils in writing, maths and reading compared to peers.

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of parental support (homework/ attendance at meetings about pupil's achievements); in-frequent opportunities to read at home
B.	Attainment in reading, writing and maths is lower than for other pupils in most cohorts, particularly PP boys in English and PP girls in maths
C.	Lack of confidence and resilience in the classroom due to vulnerability and trauma triggers
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	% attendance of PP pupils in 2016 was 92%, below national of 96%. The school will improve monitoring of the attendance of PP pupils closely in order to narrow this gap. Emotional and wellbeing barriers also impact upon some of our most vulnerable pupils, as this can impact upon their ability to maintain concentration and access first quality teaching.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the rate of progress for PP children across all year groups.	Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school make rapid progress and the % gap with their peers is closed. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be embedded and the quality evaluated; structured conversations with PP families to be implemented. Ensure equality of opportunity / access to additional reading. Promote reading for pleasure. Continue with overstaffing to support all of the above.
B.	Rapidly improve the rate of progress in writing and reading for PP children across all year groups.	Pupils eligible for PP across all year groups make rapid progress in writing and reading by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be embedded; structured conversations with PP families to be introduced. RWI spelling to be embedded across school and PP given additional support to learn spellings. Regular individual reading with PP pupils.
C.	Rapidly improve the attendance rates of PP pupils in order to impact upon attainment.	Monitor closely attendance rates of PP pupils. Regular meetings with parents of PP pupils whose attendance rates fall behind their peers.
D.	Raise attainment of PP pupils, including more able PP pupils, through systematic support for emotional health, including raising confidence, creating risk-takers and building resilience of our most vulnerable pupils.	Outcomes for PP pupils improve in 2017/18 compared to 2016/17, for pupils working at expected and greater depth. Our most vulnerable pupils gain confidence and contribute more freely in class. Monitoring and evaluation evidences improved resilience in the classroom. Learning mentor to work with PP pupils in order to raise confidence.

5. Planned expenditure

Academic year

2017/18

The following heading enables the school to demonstrate how we 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?
<p>A. Improve the rate of progress in RWM for PP children across all year groups</p>	<ul style="list-style-type: none"> - Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress. - Optimum learning plans in place for all PP pupils not on track for attainment or progress. - TA support deployed for interventions - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Ensure that all PP pupils read regularly to practice skills and improve fluency. Develop 'love for reading' – book club to be introduced to include all Y5/6 pupils - Teacher PP interventions - overstaffing to achieve the above. 	<p>We need all 2017/18 PP pupils to perform in line with peers at ARE by the end of y6, despite in school data identifying underperformance. We have identified the PP pupils in school who need targeted intervention, particularly in vulnerable cohorts. We will use TA's and teachers to deliver high-quality one-to-one and small group support using structured interventions (research evidence base Education Endowment Foundation). This will include homework clubs, and also pre/post lesson boosters: intervention at point of need.</p> <p>We will fund strategies for developing a love for reading, including funding a book club for ks2 pupils: "developing a love of reading can be more important for a child's educational success than their family's socio-economic background." (Organisation for Economic Co-operation and Development (OECD) 2002).</p> <p>All PP pupils across school need to continue to make good progress and perform at ARE or better.</p>	<p>Intervention maps and results from regular pupil progress meetings will evidence the impact on RWM</p> <p>Optimum learning plans in place for all PP pupils, monthly progress meetings to monitor progress.</p> <p>SLT will regularly monitor the quality of interactions in the classroom between teachers and PP pupils, and support staff and PP pupils, in order to set targets for improvement.</p> <p>English leaders to implement book-club, monitor regularly that PP pupils are accessing texts.</p> <p>Data/ pupil progress meetings half-termy</p>	<p>Executive Head AA</p> <p>Head of school PC (Inclusion Lead)</p> <p>AA/PC</p> <p>PC/HP</p> <p>AA/ PC</p>	<p>Termly</p> <p>July 2018</p> <p>AA/PC Half-termy</p> <p>PC/HP Half-termy</p> <p>Half termly</p>

<p>B. Rapidly improve the rate of progress in writing and reading for PP children across all year groups.</p>	<p>1/ Whole school investment in the spelling scheme to ensure rigour in the content delivered, coverage for all year groups and opportunities to continually monitor and assess progress for PP children.</p>	<p>We want to invest some of the PP funding in longer- term improvements, which will help all pupils but PP in particular. We are adopting evidence-based interventions to support one-to-one and small groups instruction (RWI spelling) (research evidence Education Endowment Foundation)</p>	<p>Evidence from monitoring the 'take up' of the spelling home learning. Support PP pupils to learn spellings.</p>	<p>English Leads (PC/HP)</p>	<p>Termly</p>
	<p>2/ Reorganisation of the timetable to ensure that homework clubs are staffed to support children with no home support</p>	<p>Ensuring spelling and reading homework is used effectively will ensure PP children begin to close the gap on their peers and make rapid progress. Intervention maps and results from regular pupil progress meetings will evidence the impact on writing and reading.</p>	<p>English leads and will monitor through observations and work scrutiny to assess the impact writing interventions have upon writing for PP children and also 'other' children.</p>	<p>Inclusion Lead (PC)</p>	<p>July 2018</p>
	<p>3/ Targeted support for writing and reading, including interventions at point of need. Ensure curriculum offer is fluid and responsive to individual needs. Interventions provided by TAs plus qualified teachers (overstaffing).</p>	<p>Writing and reading are areas of underperformance for PP pupils within school and there is a gap in the achievement of PP boys in particular in this area. Overstaffing ensures that pre/post teaching boosters can take place in writing, and that intervention at point of need will enable PP pupils to make enhanced progress.</p>	<p>English leads to support targeted year groups where the gap is wider. Intervention maps will be crossed checked with the progress of PP children. Key stage leaders will monitor use of homework clubs to ensure they are being used effectively and targeting our most vulnerable pupils</p>	<p>Key stage leaders to monitor homework clubs at least monthly VW/RM</p>	<p>Monthly</p>
	<p>4/ AA/PC to focus on strategies for raising attainment of PP pupils in writing and reading when engaging in coaching with staff</p>	<p>We strongly believe that PP pupils learn best when taught by good or outstanding teachers, and therefore want to prioritise improving the quality of T+L, with a focus on PP pupils including more able PP, through coaching provided by AA/PC and NSS link.</p>	<p>Monitoring of writing/ reading to include interventions as well as lessons. Monthly pupil progress meetings/ book scrutiny will be in place for all PP pupils not making sufficient progress in reading or writing or who are not yet achieving ARE.</p>	<p>AA/PC</p>	<p>Monthly</p>
			<p>T+L monitoring termly</p>	<p>AA/ PC</p>	<p>Half Termly</p>

<p>C. Rapidly improve the attendance rates of PP pupils across school</p>	<p>HOS to track attendance PP pupils, and plan regular meetings with parents in order to improve attendance rates</p>	<p>The school is committed to improving outcomes for all PP pupils, who need to attend regularly in order to achieve their full potential.</p>	<p>Pupils progress meetings monthly for PP pupils</p> <p>Regular meetings with parents of PP pupils not attending regularly.</p> <p>Monitoring of attendance for PP pupils</p>	<p>AA/ PC</p>	<p>Monthly</p>
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<p>D. Raise attainment of PP pupils, including more able PP pupils, through systematic support for emotional health, including raising confidence, creating risk-takers and building resilience of our most vulnerable pupils. Vulnerable pupils will be supported emotionally in order to ensure they are able to access a full curriculum</p>	<p>Using research findings relating to vulnerability and resilience in the classroom, teaching staff will engage in CPD and peer coaching to improve the methods used to install confidence, encourage risk-taking and build resilient, courageous PP pupils.</p> <p>Learning Mentor to work closely with PP pupils who have significant barriers to emotional wellbeing. Wellbeing support offered through a variety of bespoke interventions including counselling. The school will resource a more systematic method for recording interventions/ incidents relating to PP pupils (CPoms)</p>	<p>For many of our most disadvantaged pupils, circumstances beyond school impact significantly upon their emotional, spiritual, personal welfare, and this often affects their ability to access a full curriculum.</p> <p>Our learning mentor works closely with these vulnerable families to ensure that they are able to grow stronger emotionally, build resilience and develop coping strategies that enable them to learn in the classroom.</p> <p>Our most vulnerable pupils lack confidence and this often prevents them from engaging fully in the learning process. They lack resilience and easily give up when learning becomes challenging. The school intends to improve the strategies we use in the classroom to build confidence and foster resilience. We intend to focus in particular on raising the confidence of vulnerable PP boys:</p> <ul style="list-style-type: none"> - what motivates boys? - Communication and delivery of teaching to inspire boys - Styles of learning - Feedback to boys/ PP 	<p>National Support School to work alongside AA/PC to coach staff with new strategies for building resilient PP learners, including implementing peer challenge. SLT to monitor impact of peer challenge and CPD half termly.</p> <p>Learning Mentor (EP) and Inclusion Lead (PC) to meet weekly with a focus on PP pupils.</p> <p>Termly wellbeing tracking in the pupil progress meeting</p>	<p>AA/PC</p> <p>PC/EP</p>	<p>Monthly</p> <p>July 2018</p> <p>Weekly</p>

<p>Access to broad, rich experiences and support to ensure equality of provision and offer:</p> <ul style="list-style-type: none"> £5000 bespoke support to enhance broad experiences (eg music scholarship) <p>£18,000 staffing to provide wellbeing support</p> <p>£1,000 CPoms to improve tracking of PP pupils</p> <p>£25,540 over- staffing TAs to provide booster/ interventions at point of need for all cohorts/ homework clubs.</p> <p>£30,000 teaching staff (overstaffing to support targeted groups/ smaller classes)</p> <p>£2,000 resources and training for improved reading into writing curriculum</p> <p>£2,000 CPD and peer coaching to improve resilience and confidence of PP learners, particularly boys (release non-contact for staff)</p> <p>£2000 resources to improve spag (spelling)</p> <p>£1000 resources for book club (improving the 'love of reading').</p>	<p>Total budgeted cost £86,540</p>
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See Review of PP expenditure 2016/17 below

6. Review of expenditure				
Previous Academic Year 2016/17				
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	Cost
Reduce barriers to achievement	Additional teacher	<p>KS2: (y6 2017 18 PP pupils)</p> <p>AS:</p> <p>Reading 83% ARE (above national all pupils)</p> <p>Writing 89% ARE (above national all pupils)</p> <p>Maths 83% ARE (above national all pupils)</p>	<p>Continue to support overstaffing so that disadvantaged pupils access first quality teaching in a bespoke way.</p> <p>Ensure bespoke interventions start early enough to enable pupils to be very secure before the end of y6.</p> <p>Develop effective support with homework for vulnerable pupils (homework club).</p> <p>Continue to improve spelling at KS1/ kS2 in order to impact on outcomes for writing at KS1 and KS2 for PP pupils.</p>	8,000
Social skills are developed	Participation in music clubs/ access to lessons/ music festivals	School achieved success in a variety of music festivals, orchestra included PP pupils .	Continue to support music scholarship in order to provide a broad range of opportunities for all PP pupils.	10,000

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	Cost
PP pupil's confidence is raised and as a result PP pupils access first quality teaching	Play Therapy Nurture Groups Learning Mentor	<p>KS2: (y6 2017 18 PP pupils) AS: Reading 83% ARE (above national all pupils) Maths 83% ARE (above national all pupils) Writing 89% ARE (above national all pupils)</p> <p>PP pupils confidence is raised.</p>	<p>Staff feedback and data indicate that the support has been effective. Continue to boost/ target support through additional TA's/ learning mentor, with emphasis on support within the classroom to ensure PP pupils access first quality teaching.. Ensure that this is monitored regularly including looking at evidence of impact.</p>	£15,400 + £18,913
Raise attainment PP pupils	Intervention strategies with HLTAs/TA support	Booster/ interventions through additional HLTA/ TA support	Continue with this strategy, ensuring that PP pupils access first quality teaching and supported by HLTA's/ TA's to achieve this	45,908

7. Additional detail

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

Exceptional support will be provided to pupils via our **enhanced staffing ratios**, with bespoke interventions at point of need. All Pupil Premium pupils who are at risk of not performing at ARE have individual action plans and are tracked closely and robustly monthly. This will mean that each disadvantaged child will receive individual input and feedback when they need it and at the level of their need, in order for them to make accelerated progress. One to one or small group interventions are planned for and adapted regularly to meet pupil's needs. Pupil Premium pupils are supported exceedingly well emotionally in order to enable them to access learning and develop emotionally, spiritually, physically and intellectually.

