

Rossington St Michael's CE Primary School

Pupil premium strategy statement.

1. Summary information					
School	Rossington St Michael's CE Primary School				
Academic Year	2018/19	Total PP budget	66,720	Date of most recent PP Review	n/a
Total number of pupils	351	Total number of PP pupils	46	Date for next internal review of this strategy	July 2019

Achievement Pupil Premium Pupils: end of key stage attainment						
	<i>Number Pupils eligible for PP (your school) in Y6 2018</i>	<i>% PP pupils achieving expected standard at the end of KS2 2018</i>	<i>% Pupils nationally (all pupils) achieving expected standard (ARE) at the end of KS2</i>	<i>Number Pupils eligible for PP (your school) in Y2 (KS1) 2018</i>	<i>% PP pupils achieving expected standard at the end of KS1 2018</i>	<i>% Pupils nationally (all pupils) achieving expected standard (ARE) at the end of KS1</i>
% Achieving ARE or above in reading, writing and maths 2018	17	76%	64%	9	65%	65%
% Achieving ARE in writing 2018	17	82%	76%	9	67%	70%
% Achieving ARE in reading 2018	17	94%	75%	9	78%	76%
% Achieving ARE in maths 2018	17	76%	75%	9	78%	76%

2. Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	<p>Improve the rate of progress for PP children across all year groups: Current attainment 2018: % ARE</p> <table border="1" data-bbox="190 156 891 272"> <thead> <tr> <th>2018</th> <th>Y1 (6)</th> <th>Y2 (9)</th> <th>Y3 (6)</th> <th>Y4 (10)</th> <th>Y5 (7)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>83.84%</td> <td>78%</td> <td>67%</td> <td>50%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>67%</td> <td>67%</td> <td>70%</td> <td>43%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>78%</td> <td>50%</td> <td>90%</td> <td>43%</td> </tr> </tbody> </table>	2018	Y1 (6)	Y2 (9)	Y3 (6)	Y4 (10)	Y5 (7)	Reading	83.84%	78%	67%	50%	43%	Writing	67%	67%	67%	70%	43%	Maths	50%	78%	50%	90%	43%	<p>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 developed. Ensure equality of opportunity / access to additional reading and ensure promotion of reading for pleasure is equally accessed by PP pupils including SEN PP. Continue to staff additional support staff in order to support all of the above.</p>
2018	Y1 (6)	Y2 (9)	Y3 (6)	Y4 (10)	Y5 (7)																					
Reading	83.84%	78%	67%	50%	43%																					
Writing	67%	67%	67%	70%	43%																					
Maths	50%	78%	50%	90%	43%																					
B.	<p>Rapidly improve the rate of progress in maths, writing and reading for PP children across Y6 2018/19; in reading and writing in y5 2018/19; in RWM Y4 2018/19; in writing y3 2018/19 and writing and maths in y2 2018/19.</p>	<p>Pupils eligible for PP across all year groups make rapid progress in maths, 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. FSM pupils to be provided with a tablet to take home in order to allow access to maths games at all times and provide equality of opportunity.</p>																								
C.	<p>Rapidly improve the attendance rates of PP pupils in order to impact upon attainment.</p>	<p>Monitor closely attendance rates of PP pupils. Regular meetings with parents of PP pupils whose attendance rates fall behind their peers.</p>																								
D.	<p>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.</p>	<p>Outcomes for PP pupils across KS2 improve in 2018/19 compared to 2017/18, 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.</p>																								

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.	Lack of parental support (homework/ attendance at meetings about pupil's achievements); fewer opportunities to read at home; limited access for FSM pupils to maths internet homework games
B.	Attainment in reading, writing and maths is lower than for other pupils in most cohorts
C.	Lack of confidence and resilience in the classroom due to vulnerability and trauma triggers

External barriers (issues which also require action outside school, such as low attendance rates)

D.	<p>% Attendance of PP pupils in 2016 was 92%, below national of 96%, and in 2018 was 94.25% (based on figures Sep – July). The school will continue to improve the monitoring of the attendance of PP pupils closely in order to continue to narrow this gap, particularly for FSM pupils (91% 2018). 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.</p>
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4. Planned expenditure

Academic year

2018/19

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?
A. Improve the rate of progress in RWM for PP children across all year groups	<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 at point of need - 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 resourced) - Purchase tablets for FSM pupils to encourage engagement in online homework: equality of opportunity - Overstaffing to achieve the above. 	<p>We need all 2018/19 PP pupils to perform in line with peers at ARE by the end of y6, despite in school data identifying underperformance in the cohort (43% RWM end y5 PP). 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 continue to fund strategies for developing a love for reading, ensuring the book club for ks2 pupils reaches PP 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>We will purchase tablets for FSM pupils to allow equality of access to online maths homework games</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>Access to internet maths homework games to be monitored</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 2019</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 RWI phonics scheme to ensure rigour in the content delivered, focused opportunities to blend and segment phonemes 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 phonics) (research evidence Education Endowment Foundation)</p>	<p>Evidence from monitoring the impact of RWI phonics..</p>	<p>English Leads/ phonics lead (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 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>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>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>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>T+L monitoring termly</p>	<p>AA/PC</p>	<p>Monthly</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>Learning Mentor to support teachers with managing behaviours associated with trauma (focusing on FSM/PP pupils).</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 - Investing in reading into writing strategies with a focus on purpose and audience. 	<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 2019</p> <p>Weekly</p>

<p>Access to broad, rich experiences and support to ensure equality of provision and offer: £5000 bespoke support to enhance broad experiences (e.g. music scholarship)</p> <p>£18,000 staffing to provide wellbeing support</p> <p>£1,000 CPoms to improve tracking of PP pupils</p> <p>£25,000 over- staffing TAs to provide booster/ interventions at point of need for all cohorts/ homework clubs.</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>£5000 resources to improve spelling and reading (RWI phonics)</p> <p>£1000 resources for book club (improving the 'love of reading')</p> <p>£3000 to provide tablets for FSM pupils in order to ensure equality of access to online maths homework.</p>	<p>Total budgeted cost £60,000</p>
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See Review of PP expenditure 2017/18 below

5. Review of expenditure

Previous Academic Year 2017/18

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
<p>Improve the rate of progress in RWM for PP children across all year groups</p> <p>Rapidly improve the rate of progress in writing and reading 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 at point of need - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Develop 'love for reading' (Book club resourced) - Overstaffing to achieve the above. 	<p>KS2: (y6 2018)</p> <p>% PP pupils achieving the expected standard:</p> <p>Reading 94% ARE (above national all pupils)</p> <p>Writing 82% ARE (above national all pupils)</p> <p>Maths 76% ARE (in line with national all pupils)</p> <p>KS2 outcomes in 2017 for more able PP pupils were below national, with 0% reading, 0% maths, 6% writing. In 2018, this had improved to 12% GDS maths, 12% writing, 18% reading.</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 (tablets for FSM pupils)</p> <p>Continue to improve reading and spelling at KS1/ kS2 in order to impact on outcomes for writing at KS1 and KS2 for PP pupils (RWI phonics)</p>
<p>Rapidly improve the attendance rates of PP pupils across school</p>	<p>Pupils progress meetings monthly for PP pupils</p> <p>Regular meetings with parents of PP pupils not attending regularly.</p>	<p>Attendance of PP pupils in 2016/17: 92%</p> <p>Attendance of PP pupils in 2018 (Sep – july data) 94% (in line with national).</p>	<p>Continue to support this strategy for improving the attendance of all PP pupils, with a particular focus on FSM.</p>

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	Learning Mentor Approaches to create risk taking within the classroom.	PP pupil's confidence is raised. Y2 outcomes for PP were below national all pupils in 2017 in reading (60%) and writing at 40% ARE. The school focused on ensuring that outcomes in writing and reading for PP pupils in KS1 were at least in line with national for all pupils. As a result of the action, attainment was above national in reading at KS1 and writing at KS1 for PP pupils improved by 27% to 67%. Y6 outcomes for PP were above national all pupils in 2018.	Continue to develop strategies for building the confidence of our vulnerable pupils.	

COST:

Access to broad, rich experiences and support to ensure equality of provision and offer:

- £5000 bespoke support to enhance broad experiences (eg music scholarship)

£18,000 staffing to provide wellbeing support

£1,000 CPoms to improve tracking of PP pupils

£25,540 over- staffing TAs to provide booster/ interventions at point of need for all cohorts/ homework clubs.

£30,000 teaching staff (overstaffing to support targeted groups/ smaller classes)

£2,000 resources and training for improved reading into writing curriculum

£2,000 CPD and peer coaching to improve resilience and confidence of PP learners, particularly boys (release non-contact for staff)

£2000 resources to improve spag (spelling)

£1000 resources for book club (improving the 'love of reading').

6. 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.

In order to provide equality of opportunity for our PP pupils, we will contribute significantly towards the cost of music tuition and will provide tablets to enable FSM pupils to access homework.

