Pupil Premium Strategy Statement – Rosa Street Primary School

1. Summary information						
School	Rosa Street Primary School					
Academic Year	2017-18	**Total PP budget**	£122,760	**Date of most recent PP Review**		Sept 17
Total number of pupils	198	**Number of pupils eligible for PP**	84 – 42.4%	**Date for next internal review of this strategy**		Feb18

2. Current attainment		
	Pupils eligible for PP (your school)	*Pupils not eligible for PP (national average)*
% achieving ARE or above in reading, writing & maths (or equivalent)	**50%**	*67%*
% achieving ARE or above in reading	**67%**	*77%*
% achieving ARE or above in writing	**56%**	81%
% achieving ARE or above in maths	**56%**	82%
% achieving ARE or above in SPAG	**61%**	*77%*

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

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.

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

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** *(Desired outcomes and how they will be measured)*		**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.
B.	To improve attainment for all pupils closing the gap for disadvantaged pupils and clearly evidencing for pupils with SEND. *Improve the rate of progress for eligible pupils in Reception Class * 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. * Improve the rate of attainment at Key Stage 2 and reduce the gap between disadvantage/non-disadvantaged pupils.	Formative assessments will show gaps being addressed. Pupils will make (or exceed) expected progress. *Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to achieve GLD (Increase 2017 GLD 45%).* *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 2017 by the end of Key Stage 1 in maths, reading and writing. At least 10% pupils will attain the higher standards.* *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).*

			Reduce the % of Persistently Absent pupils who are eligible for the grant (5.9%) so that it matches other groups (3.3%) – *Based on 1st two terms (age 5-11).*
C.	To improve pupils' attendance and behaviour.		
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.		Pupils attend events/visit places they would not usually be exposed to.

5. Planned expenditure

Academic year	2017/18 - £122,760

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 pupils.	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. 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
Improve the rate of progress for eligible pupils in Reception Class.	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.	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.	SD and DF (CC)	Half-Termly

Improve quality of teaching and learning.	CPD for all staff – marking and feedback.	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.
				Total budgeted cost	£67,518

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

	The Bubble (A4A) module developing pupils' self-esteem.	To develop staff awareness of low self-esteem on behaviour, progress and attainment. To measure pupils' self-esteem and develop whole school strategies for raising self-esteem.	Self-esteem development module to be delivered by A4A and Pupil Premium lead. All staff to complete a baseline to measure emotional wellbeing. Each class to complete self-esteem activities and then reassess impact.	Headteacher and SLT	Half-Termly
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. MITA training – A4A – Rob Thompson	Headteacher and SLT	Data and interventions will be analysed at the end of each half-term.

Nurture Group (Key Stage 1 and 2) To develop children's social and emotional skills to help get pupils ready to learn effectively.	A group of 8 children work on specific targets 3 afternoon a week – ratio 1:4	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 AD/BE and LL/EM	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.	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.
				Total budgeted cost	£30,690

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 London/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 detectives reports feedback to individual classes and then a follow up observation in each class to see if they have improved.	LLR	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 - Abacus Active Learn - Bug Club	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.
To deminish the attainment gap between children deemed vulnerable to underachievement using a variety of coaching and learning styles.	Achievement for all programme - Coaching Trios - Structured conversations - The Bubble	Learning styles' that can be used reliably to identify genuine differences in the learning needs of young people, and evidence suggests that it is unhelpful to assign learners to groups or categories on the basis of a supposed learning style.	LC to work with Achievement for All leaders.	LC to lead All staff	Data will be analysed at the end of each half-term.
				Total budgeted cost	£24,552