



Rossmere Primary School
Pupil Premium Strategy Statement

Autumn term 2018

CONFIDENTIAL INFORMATION



Rossmere Primary School Pupil Premium Strategy Statement

Updated 16/11/2018

1. Summary information					
School	Rossmere Primary School				
Academic Year	2018/19	Total PP budget	£236,280	Date of most recent PP Review	Summer 2017
Total number of pupils	355	Number of pupils eligible for PP	179 (50.4%)	Date for next internal review of this strategy	

2. Exit Data - 2017/2018					
Year 6	<i>Pupils eligible for PP (Rossmere)</i>	<i>Pupils not eligible for PP (Rossmere)</i>	Gap	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
% ARE reading, writing and maths	42%	58%	-16%	46%	68%
% ARE in reading	67%	75%	-8%	60%	78%
% ARE in writing	66%	75%	-8%	63%	81%
% ARE in maths	71%	83%	-12%	59%	78%
Year 2	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	Gap		
% ARE reading, writing and maths	48%	69%	-21%	Not available	Not available
% ARE in reading	61%	81%	-20%	60%	78%
% ARE in writing	52%	73%	-21%	53%	73%
% ARE in maths	57%	85%	-28%	61%	79%
Year 1 Phonics	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	Gap		
% ARE	79%	80%	-1%	70%	84%
Early Years	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	Gap		
% GLD	44%	81%	-37%	55%	73%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) – approximately 50% pupils	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils eligible for PP exited with a lower percentage working at AR Expectations in Reading, Writing and Maths, across both Key stages ad EYFS (the gap between each stage is smaller and Y1 phonics is below 1%) Maths shows the largest gap.
B.	Poor vocabulary on entry to school and language development throughout the school is below expectations for their age. (Lack of wider reading and poor parental language/vocabulary skills, communication through media devices etc)
C.	Pupils in receipt of pupil premium funding demonstrate lower levels of self-esteem and resilience when compared to their peers, impacting directly on attainment and progress
D.	High number of pupils who have one or more number of vulnerabilities.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance – review this school year attendance (current)
F.	Parental engagement – lack of parental understanding of what children need to thrive (welfare/nurture). Low basic academic skills for parents. Mental health issues with parents. Nutrition. Inappropriate parental role models – inappropriate language/aggressive and poor social skills.

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	To continue to close the gap between PP and non-PP children throughout school, particularly in mathematics where the gap is greatest (measured by end of year outcomes in each year group and monitored termly). To identify and eradicate children's gaps in skills and knowledge in core subjects
B.	To ensure all children in 2-year-old provision to have early targeted intervention to catch up to more advantaged peers – closing the gap earlier (SIP)
C.	To develop children's resilience and self-esteem
D.	To monitor and support children identified across one or more vulnerable groups and ensure a personalised plan is in place for individual pupils when identified as needed.
E.	To raise PP attendance to over 95% and children are ready to start school on time.
F.	To develop parental engagement and provide appropriate support/resources to help them support their children, raising aspirations.

To ensure a personalised plan is in place for individual pupils as identified as needed.

3. Planned expenditure						
Academic year		2018/2019				
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						
Outcome	Actions	Resources/Project	Costs	Success criteria	Staff Lead	Timeline
A - To identify and eradicate children's gaps in skills and knowledge in core subjects.	<ul style="list-style-type: none"> Teachers to identify gaps for all children using Target Tracker tools Teachers know vulnerable group data for their whole class and use this information to plan for interventions. Targeted intervention for disadvantaged pupils should close the attainment gap – this will involve disadvantaged pupils making accelerated progress from entry to nursery, as many start below expected. Pupil progress meeting to help identify issues and ensure correct support is in place. 		Target Tracker subscription/ Training	Gaps between PP and non-PP children continue to close with more PP children achieving ARE	All Staff – monitored by SLT/PP Champion	
	<p>Mathematics</p> <p><u>Times tables</u></p> <ul style="list-style-type: none"> Class teachers to identify children who don't know their age-related times tables at the end of Autumn term and plan appropriate intervention Teachers to concentrate on ensuring these children know these identified tables by end of Summer term. 	Times Tables Rockstars to be implemented and used throughout KS2. Chocolate coins to be rewarded to classes/pupils scoring large number of coins. Weekly certificates and leader boards to be shared with children to encourage usage at home as well as in school (speed/coins/usage)	TTRS APP/Subscription and stats review - £123 Prizes/rewards- £35	80% of children to know age related tables	Maths Lead/Team VG - TTRS	
	<p><u>Whiterose/Maths No Problem</u></p> <ul style="list-style-type: none"> Chosen year groups to trial Whiterose/ Maths No Problem teaching methods/strategies to promote in depth understanding of mathematical concepts and mastery All children to access correct curriculum for age (with expectations for extreme 	Whiterose/Maths No Problem (Shanghai maths) to be trialled in year 1,3,4 and 5 Maths Team to work alongside Grange School (Mastery school) to support implementation	MNP Booklets per class – Approx £480			

	<p>SEN) with intervention to fill gaps from previous year(s)</p> <p>Spelling</p> <p>Statutory word lists</p> <ul style="list-style-type: none"> class teachers to identify children who don't know their age related statutory words/spelling rules at the end of Autumn 2018 Teachers to concentrate on ensuring these children know these identified statutory words by end of Summer term. All children revisit previous years statutory word <p>Handwriting</p> <ul style="list-style-type: none"> Ks2 to implement a cursive handwriting scheme to improve handwriting in ks2 Teachers to have high expectations of presentation in books Future steps exercises to be used to accompany handwriting to develop fine and gross motor skills <p>Phonics</p> <ul style="list-style-type: none"> Children who do not pass Phonics check in Year 1 need to have intervention in Autumn Term to ensure they are ready for Year 2 curriculum All children in Year 2 continually revisit Phonics knowledge <p>Reading</p> <ul style="list-style-type: none"> Reading groups set up with additional support and encouragement for reluctant readers/those who do not read at home. Reading Plus available on tablets or desktops 	<p>Each child to be assessed and information to be kept in class spelling files to be used and analysed. Spellings/spelling rules to be taught daily.</p> <p>Whole school/class spelling bee competition to take place from Spring 2018</p> <p>Agreed cursive handwriting scheme – Letterjoin</p> <p>Read, Write Inc – more staff to be trained to deliver effective intervention?</p> <p>Weekly book swap Reading plus 3xper week in school and children can access at home Reading rewards in praise assemblies every week</p>	<p>Spelling bee stickers/prizes</p> <p>Handwriting scheme and resources - £348</p> <p>Additional RWI Training</p> <p>Reading dojo prizes</p>	<p>More children reaching ARE in writing (Target of 80%)</p> <p>By end of Autumn 2017 all Year 2 can pass their Phonics check ready for KS2</p> <p>More children reading at home – monitored through reading journals recorded via class dojo</p>	<p>English Team</p> <p>KS2 Lead</p> <p>KS1 Lead/English Team</p> <p>Class teachers/English Team</p>	
--	---	--	--	---	---	--

	<ul style="list-style-type: none"> • Reading rewards, dojos, certificates used as rewards and motivators. • Book swap to widen reading experiences and encourage home reading 		Reading Plus subscription -			
B - To ensure all children in 2-year-old provision to have early targeted intervention to catch up to more advantaged peers – closing the gap earlier (SIP)	<ul style="list-style-type: none"> • Children quickly identified for SALT intervention • Additional staffing to facilitate optimum learning environment 	SaLT intervention Early Talk Boost and ORACY programme Additional staffing	SaLT intervention and additional staffing costs * Speech and language therapy - £7,500	Children who accessed 2 year old provision are identified throughout EY and intervention is in place to ensure accelerated progress Targeted children are making at least expected progress with some making accelerated progress. Reception data shows that children who have accessed 2 year old provision are reaching similar levels as their more advantaged peers	EYFS Lead	December 2018 March 2019 July 2019
C - To develop children's resilience and self-esteem	<ul style="list-style-type: none"> • New PSHE curriculum to be created or purchased – focus on mindfulness, what our children need and improved social awareness (also should include a focus on cultural understanding) – SIP • Essential experiences to promote independence, resilience, risk-taking and develop confidence in new situations • Forest School weekly skills- Cooperation, communication, problem solving, independent learning • Testing – half termly assessments. • P2B counselling support within school 2 days per week 	New PSHE Scheme to be implemented across school Each year group to complete essential experiences within school, forest or residential settings Weekly forest school sessions in every year group Whole school agreed testing format to ensure consistency P2B Counselling available with 'place to talk' for all children	PSHE scheme/resources – Essential experience costs - Forest school costs – Whole school tests – P2B - £26,000	Children throughout the school complete sustained tasks using effective strategies which ensure they complete the tasks successfully.		July 2019

<p>D - To ensure a personalised plan is in place for individual pupils identified with significant barriers to learning.</p>	<p>Teachers identify barriers for all individual PP children who are under achieving. The children with multiple significant barriers to receive additional support to achieve ARE.</p> <p>Individual plans need to incorporate the barriers to learning, the reasons for the barriers and strategies to overcome them. Plans include:</p> <ul style="list-style-type: none"> • ILP's • Behaviour Plans • EHCP • Child in Need/Child Protection • PEPs • Parental Engagement • OT/Future Steps • Place 2 B counselling for parents and pupils • Access to school ARPs (SEMH) 	<p>TAs to complete ASD training and develop resources to support children within the classroom.</p> <p>SEND Code of Practice followed to ensure any needs are identified correctly.</p> <p>Develop additional provision classrooms for children with significant SEMH difficulties with each child having access to ongoing EP work (alongside LEA)</p> <p>Removing barriers to learning through improved mental health with P2B</p> <p>Children tested for dyslexia and intervention programme put in place (Nessy)</p>	<p>Future Steps - £7,000</p> <p>EP service - £8,925</p> <p>ARP costs – additional adult budget *</p> <p>P2B Counselling - £26,000</p> <p>Dyslexia testing and intervention costs - £9,283</p>	<p>Any child with significant barriers have their specific needs identified and appropriate research based strategies are used to enable them to make accelerated progress</p>	<p>PH/DA</p>	<p>Data collection points – half termly</p>
<p>E - To raise PP attendance to over 95% and children are ready to start school on time. (SIP)</p>	<ul style="list-style-type: none"> • New attendance policy approved by Governors with an abbreviated version sent home to parents. This should include a focus on any child with attendance at 85 – 95% as they are at risk of ending the year below 90% • PSA to work with parents/carers to improve attendance • Rewards for the successful class to be given weekly. 	<p>To share attendance updates regularly with all parents</p> <p>PSA to engage with families of poor attenders and help to remove barriers and provide additional support to ensuring their child is attending school</p> <p>Use of fixed penalty fines where appropriate</p> <p>Weekly attendance rewards for best attenders with additional rewards for 100% attendance</p>	<p>Attendance rewards</p> <p>PSA - £24,292</p>	<p>Attendance for the year to be at 95%</p> <p>All Pupil Premium children attend school at least in line with national non-pupil premium children.</p>	<p>LB/SLT</p>	<p>July 2019</p>

<p>F. To develop parental engagement and provide appropriate support/resources to help them support their children, raising aspirations.</p>	<ul style="list-style-type: none"> • Parents Evenings – School Pupil Tracker to be shown to parents so they can monitor their child’s progress and attendance updates • Parent sessions so that parents can work alongside their child in the school environment • Parent information meetings in key year groups to explain assessment process and national expectation • Signpost parents to Adult learning opportunities within the community. • Pupil and parent questionnaires to be launched that ask for opinions and suggestions in addition to gatherings % satisfaction (SIP) • Teachers to use class dojo as an open line of communication • Celebrate learning via social media so parents feel involved in school life. • New homework procedures and policy across the school with homework club to support both pupils and parents • Supporting parent’s ability to work beyond school hours through after school clubs and breakfast club. • Support parents in financial difficulty by subsidising cost of trips/school uniform etc • Teacher led clubs to begin in each key stage to enhance children’s learning 	<p>After school Club daily, additional sports club every night and staff run clubs</p> <p>Homework club twice a week in ks2 for y3/4 and a club fir y5/6 so that children have access to support and use of technology etc to support with homework</p> <p>SureStart Adult Learning courses signposted and advertised</p> <p>Class dojo/school Facebook</p> <p>Parent meetings/sessions throughout the academic year</p> <p>Monitor completion of homework/reading books throughout school</p>	<p>After school Clubs staffing - additional adult budget *</p> <p>Homework clubs staffing - additional adult budget *</p> <p>Food budget inc. free fruit - £2000</p>	<p>To increase the percentage of parents who support their children’s learning at home and school.</p> <p>Action plan from parental suggestions used to increase parental satisfaction and engagement.</p>	<p>LB/SLT/ Teachers</p>	<p>Monitored throughout year – half termly</p> <p>Initial parental questionnaire in Autumn 2018</p> <p>Action plan put in place in spring term 2019.</p> <p>Final parental questionnaire Summer 2019</p>
---	---	--	--	--	-------------------------	--

*Additional adult budget: 9 x Teaching Assistants (to provide additional support to raise standards and close the gap) Total - £161,583