



**Rossmere Primary School**  
**Pupil Premium Strategy Statement**

Autumn term 2018



# Rossmere Primary School Pupil Premium Strategy Statement

Updated 16/11/2018

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

2. Exit Data - 2017/2018					
<b>Year 6</b>	<i>Pupils eligible for PP (Rossmere)</i>	<i>Pupils not eligible for PP (Rossmere)</i>	<b>Gap</b>	<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%
<b>Year 2</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>		
% 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%
<b>Year 1 Phonics</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>		
% ARE	79%	80%	-1%	70%	84%
<b>Early Years</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<b>Gap</b>		
% GLD	44%	81%	-37%	55%	73%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability) – approximately 50% pupils</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	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>B.</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)
<b>C.</b>	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
<b>D.</b>	High number of pupils who have one or more number of vulnerabilities.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Low attendance – review this school year attendance (current)
<b>F.</b>	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.

<b>4. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
<b>A.</b>	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 <b>in each year group</b> and monitored termly). To identify and eradicate children's gaps in skills and knowledge in core subjects
<b>B.</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)
<b>C.</b>	To develop children's resilience and self-esteem
<b>D.</b>	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.
<b>E.</b>	To raise PP attendance to over 95% and children are ready to start school on time.
<b>F.</b>	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.

<b>3. Planned expenditure</b>						
<b>Academic year</b>		<b>2018/2019</b>				
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.						
<b>i. Quality of teaching for all</b>						
<b>Outcome</b>	<b>Actions</b>	<b>Resources/Project</b>	<b>Costs</b>	<b>Success criteria</b>	<b>Staff Lead</b>	<b>Timeline</b>
<b>A - To identify and eradicate children's gaps in skills and knowledge in core subjects.</b>	<ul style="list-style-type: none"> <li>Teachers to identify gaps for all children using Target Tracker tools</li> <li>Teachers know vulnerable group data for their whole class and use this information to plan for interventions.</li> <li>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.</li> <li>Pupil progress meeting to help identify issues and ensure correct support is in place.</li> </ul>		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><b>Mathematics</b></p> <p><u>Times tables</u></p> <ul style="list-style-type: none"> <li>Class teachers to identify children who don't know their age-related times tables at the end of Autumn term and plan appropriate intervention</li> <li>Teachers to concentrate on ensuring these children know these identified tables by end of Summer term.</li> </ul>	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"> <li>Chosen year groups to trial Whiterose/ Maths No Problem teaching methods/strategies to promote in depth understanding of mathematical concepts and mastery</li> <li>All children to access correct curriculum for age (with expectations for extreme</li> </ul>	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><b>Spelling</b></p> <p>Statutory word lists</p> <ul style="list-style-type: none"> <li>class teachers to identify children who don't know their age related statutory words/spelling rules at the end of Autumn 2018</li> <li>Teachers to concentrate on ensuring these children know these identified statutory words by end of Summer term.</li> <li>All children revisit previous years statutory word</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Ks2 to implement a cursive handwriting scheme to improve handwriting in ks2</li> <li>Teachers to have high expectations of presentation in books</li> <li>Future steps exercises to be used to accompany handwriting to develop fine and gross motor skills</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>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</li> <li>All children in Year 2 continually revisit Phonics knowledge</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Reading groups set up with additional support and encouragement for reluctant readers/those who do not read at home.</li> <li>Reading Plus available on tablets or desktops</li> </ul>	<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>Reading Plus subscription -</p>	<p>More children reaching ARE in writing (Target of 80%)</p> <p>By end of Autumn 2019 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>	
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	<ul style="list-style-type: none"> <li>• Reading rewards, dojos, certificates used as rewards and motivators.</li> <li>• Book swap to widen reading experiences and encourage home reading</li> </ul>					
<b>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)</b>	<ul style="list-style-type: none"> <li>• Children quickly identified for SALT intervention</li> <li>• Additional staffing to facilitate optimum learning environment</li> </ul>	<p>SaLT intervention Early Talk Boost and ORACY programme Additional staffing</p>	<p>SaLT intervention and additional staffing costs *</p> <p>Speech and language therapy - £7,500</p>	<p>Children who accessed 2 year old provision are identified throughout EY and intervention is in place to ensure accelerated progress</p> <p>Targeted children are making at least expected progress with some making accelerated progress.</p> <p>Reception data shows that children who have accessed 2 year old provision are reaching similar levels as their more advantaged peers</p>	EYFS Lead	<p><b>December 2018</b></p> <p><b>March 2019</b></p> <p><b>July 2019</b></p>
<b>C - To develop children's resilience and self-esteem</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Essential experiences to promote independence, resilience, risk-taking and develop confidence in new situations</li> <li>• Forest School weekly skills- Cooperation, communication, problem solving, independent learning</li> <li>• Testing – half termly assessments.</li> <li>• P2B counselling support within school 2 days per week</li> </ul>	<p>New PSHE Scheme to be implemented across school</p> <p>Each year group to complete essential experiences within school, forest or residential settings</p> <p>Weekly forest school sessions in every year group</p> <p>Whole school agreed testing format to ensure consistency</p> <p>P2B Counselling available with 'place to talk' for all children</p>	<p>PSHE scheme/resources –</p> <p>Essential experience costs -</p> <p>Forest school costs –</p> <p>Whole school tests –</p> <p>P2B - £26,000</p>	<p>Children throughout the school complete sustained tasks using effective strategies which ensure they complete the tasks successfully.</p>		<b>July 2019</b>



<p><b>D - To ensure a personalised plan is in place for individual pupils identified with significant barriers to learning.</b></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"> <li>• ILP's</li> <li>• Behaviour Plans</li> <li>• EHCP</li> <li>• Child in Need/Child Protection</li> <li>• PEPs</li> <li>• Parental Engagement</li> <li>• OT/Future Steps</li> <li>• Place 2 B counselling for parents and pupils</li> <li>• Access to school ARPs (SEMH)</li> </ul>	<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><b>Data collection points – half termly</b></p>
<p><b>E - To raise PP attendance to over 95% and children are ready to start school on time. (SIP)</b></p>	<ul style="list-style-type: none"> <li>• 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%</li> <li>• PSA to work with parents/carers to improve attendance</li> <li>• Rewards for the successful class to be given weekly.</li> </ul>	<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><b>July 2019</b></p>

<p><b>F. To develop parental engagement and provide appropriate support/resources to help them support their children, raising aspirations.</b></p>	<ul style="list-style-type: none"> <li>• Parents Evenings – School Pupil Tracker to be shown to parents so they can monitor their child’s progress and attendance updates</li> <li>• Parent sessions so that parents can work alongside their child in the school environment</li> <li>• Parent information meetings in key year groups to explain assessment process and national expectation</li> <li>• Signpost parents to Adult learning opportunities within the community.</li> <li>• Pupil and parent questionnaires to be launched that ask for opinions and suggestions in addition to gatherings % satisfaction (SIP)</li> <li>• Teachers to use class dojo as an open line of communication</li> <li>• Celebrate learning via social media so parents feel involved in school life.</li> <li>• New homework procedures and policy across the school with homework club to support both pupils and parents</li> <li>• Supporting parent’s ability to work beyond school hours through after school clubs and breakfast club.</li> <li>• Support parents in financial difficulty by subsidising cost of trips/school uniform etc</li> <li>• Teacher led clubs to begin in each key stage to enhance children’s learning</li> </ul>	<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>
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\*Additional adult budget: 9 x Teaching Assistants (to provide additional support to raise standards and close the gap) Total - £161,583