



Rossmere Primary School
Pupil Premium Strategy Statement

Autumn term 2019



Rossmere Primary School Pupil Premium Strategy Statement

Updated 29/10/2019

1. Summary information					
School	Rossmere Primary School				
Academic Year	2019/20	Total PP budget	£268,700 (predicted)	Date of most recent PP Review	Summer 2017
Total number of pupils	351 (full time school)	Number of pupils eligible for PP	180 (51.3%)	Date for next internal review of this strategy	Summer 2020

2. Exit Data								
Year 6	<i>Pupils eligible for PP 2017/2018 (Rossmere)</i>	<i>Pupils not eligible for PP 2017/2018 (Rossmere)</i>	<i>Gap 2017/2018</i>	<i>Pupils eligible for PP 2018/2019 (Rossmere)</i>	<i>Pupils not eligible for PP 2018/2019 (Rossmere)</i>	<i>Gap 2018/2019</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
% ARE reading, writing and maths	42%	58%	-16%	26%	24%	-2%	51%	71%
% ARE in reading	67%	75%	-8%	47.1%	75%	-27.9%	58%	76%
% ARE in writing	66%	75%	-8%	64.7%	87.5%	-22.8%	64%	81%
% ARE in maths	71%	83%	-12%	73.5%	100%	-26.5%	63%	82%
Year 2	<i>Pupils eligible for PP 2017/2018 (Rossmere)</i>	<i>Pupils not eligible for PP 2017/2018 (Rossmere)</i>	<i>Gap 2017/2018</i>	<i>Pupils eligible for PP 2018/2019 (Rossmere)</i>	<i>Pupils not eligible for PP 2018/2019 (Rossmere)</i>	<i>Gap 2018/2019</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
% ARE reading, writing and maths	48%	69%	-21%	11%	20.4%	-9.4%	*	*
% ARE in reading	61%	81%	-20%	59.3%	66.7%	-7.4%	60%	78%
% ARE in writing	52%	73%	-21%	25.9%	40.7%	-14.8%	53%	72%
% ARE in maths	57%	85%	-28%	55.6%	70.4%	-14.8%	61%	78%

Year 1 Phonics	<i>Pupils eligible for PP 2017/2018 (Rossmere)</i>	<i>Pupils not eligible for PP 2017/2018 (Rossmere)</i>	<i>Gap 2017/2018</i>	<i>Pupils eligible for PP 2018/2019 (Rossmere)</i>	<i>Pupils not eligible for PP 2018/2019 (Rossmere)</i>	<i>Gap 2018/2019</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
% ARE	79%	80%	-1%	77.3%	88.9%	-11.6%	70%	84%
Early Years	<i>Pupils eligible for PP 2017/2018 (Rossmere)</i>	<i>Pupils not eligible for PP 2017/2018 (Rossmere)</i>	<i>Gap 2017/2018</i>	<i>Pupils eligible for PP 2018/2019 (Rossmere)</i>	<i>Pupils not eligible for PP 2018/2019 (Rossmere)</i>	<i>Gap 2018/2019</i>	<i>Pupils eligible for PP (national)</i>	<i>Pupils not eligible for PP (national)</i>
% GLD	44%	81%	-37%	78.3%	71%	+7.3%	*	*

*Data still unavailable *May not include re-marks

3. Barriers to future attainment (for pupils eligible for PP, including high ability) – approximately % 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. The gap widened in KS2 but got smaller in KS1 from the previous year's data. (Cohort exiting KS2 had a particularly large percentage of PP) The further down the school, the smaller the gap. In EYFS, PP children did better than non-PP children.
B.	More able children, particularly in EYFS, making slower progress
C.	Children not getting enough opportunities to develop skills in other curriculum areas
D.	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
E.	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>	
F.	Lower than national average for attendance
G.	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 KS2 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 with emphasis on reading
B.	Ensure progress of the most able children in EYFS by moving them on more quickly, particularly in reading, phonics and maths. (SIP)
C.	Have a broad and balanced curriculum in which children can find, explore and develop their talents
D.	To continue to support children's personal development through understanding their emotions and understanding others around them.
E.	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.
F.	To raise PP attendance to over 95% and children are ready to start school on time.
G.	To continue 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.

Academic year					
Outcome	Actions	Resources/Project	Costs	Success criteria/Timeline	Staff Lead
A - Raise attainment and improve progress in Key Stage 2 so that it matches national expectations with particular focus on reading (SIP)	<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 support/intervention for disadvantaged pupils to help close the attainment gap – this will involve disadvantaged pupils making accelerated progress from entry to nursery, as many begin well below age-related expectations. Pupil progress meetings to help identify issues and ensure correct support is in place. Whole school agreed testing format to ensure consistency 	<p>Whole school agreed testing format</p> <p>Target Tracker subscription</p>	<p>Whole school agreed testing format -</p> <p>Target Tracker subscription - £1500</p>	<p>Gaps between PP and non-PP children continue to close with more PP children achieving ARE by end of Summer Term</p>	<p>All Staff – monitored by SLT/PP Champion</p>
	<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. 	<p>Times Tables Rockstars to continue to be implemented and used throughout KS2 with focus in LKS2 to support Multiplication Knowledge Check.</p> <p>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)</p>	<p>TTRS APP/Subscription and stats review - £123</p> <p>Prizes/rewards- £35</p>	<p>80% of children to know age related tables. Y4 to complete first official Multiplication Check in summer term.</p>	<p>Maths Lead/Team</p> <p>VG - TTRS</p>
	<p><u>Whitrose/Maths No Problem</u></p> <ul style="list-style-type: none"> Every year group to continue to use Whitrose/ 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 	<p>Maths Team to work alongside Grange School (Mastery school) to continue to support implementation</p>	<p>Subscription to website for planning - £750</p>		

	<p>for extreme 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 words <p>Handwriting</p> <ul style="list-style-type: none"> Ks1/ks2 to implement Letterjoin cursive handwriting scheme to improve handwriting across school Teachers to have high expectations of presentation in books Future Steps Earth programme to continue in EYFS and as intervention tool in other year groups <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 Children entering KS2 without secure phonic knowledge to still receive some phonic intervention - Y3 staff to liaise with KS1 New RWI books to be purchased for class use and to be used as home readers – consistent and matched to current phonic level 	<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 bees competitions to be introduced to raise the profile of spelling. English team to look at programmes to engage children at home – Spelling Shed?</p> <p>Agreed cursive handwriting scheme – Letterjoin</p> <p>Read, Write Inc/Direct Phonics training delivered to new members of staff in team to ensure consistent approach across ks1</p> <p>New books purchased to be used in KS1</p> <p>Accelerated Reader Programme</p>	<p>Spelling bee stickers/prizes</p> <p>Spelling Shed £150</p> <p>Handwriting scheme and resources - £348</p> <p>Future Steps Earth Programme - £200</p> <p>New RWI school books</p> <p>New RWI home books - £1500</p>	<p>More children reaching ARE in writing (Target of 80%) in the summer term.</p> <p>October 2019 – Staff meeting to go through handwriting policy and expectations.</p> <p>By end of Summer 2020 all Year 2 can pass their Phonics check ready for KS2</p> <p>By the end of Autumn 2019, all y3 pupils who still need phonic intervention have made measurable progress.</p>	<p>English Team</p> <p>English Team</p> <p>KS1 Lead/English Team</p>
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	<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. • Accelerated reader to be introduced as whole school scheme for reading to support a love of reading and access to 'real' high quality books • Reading Plus available on tablets or desktops as intervention tool • Reading rewards, dojos, certificates used as rewards and motivators. • Every class to have 30 minutes 'Reading Time' per day in which they can read to their teacher/quiz on books • Each class to read a high-quality class story at the end of the day • New texts purchased to promote love of reading • Whole class texts linked to topic used through English sessions • Every class to have reading corner or area 	<p>Reading Plus Programme – to be used as intervention tool until subscription ends</p> <p>New books for KS1/KS2 libraries to encourage love of reading</p> <p>Whole class texts for English lessons (linked to topic)</p>	<p>Reading Plus subscription – £400</p> <p>Books for library – £2000</p> <p>Books for topics – £2000</p> <p>Accelerated Reader - £3000</p>	<p>Autumn 1 – each classroom has a reading corner/area. Each area of school has an organised and inviting library area.</p> <p>Rossmere is a 'reading school'. Reading is visible throughout school, children are developing a love of reading through high quality texts.</p> <p>Monitor AR progress and engagement at each data collection point (half termly)</p>	<p>Class teachers/ English Team</p>
<p>B - Ensure progress of the most able EYFS children by moving them on more quickly, particularly in reading, phonics and maths. (SIP)</p>	<ul style="list-style-type: none"> • The curriculum should ensure that skills are taught in a sequential manner, and that there are no barriers or limits to a child making good progress, • Phonics is taught systematically with opportunities to practice reading from books that match phonics knowledge. Children read with increasing fluency and speed. • Children read at least once a week to an adult. • The curriculum ensures that most children achieve the early learning goals, particularly in maths and literacy. • The curriculum ensures that children develop a wide vocabulary. 	<p>New RWI books purchased to be used in EYFS</p>	<p>RWI Books - £1500</p>	<p>By December - All children assessed using RWI phonics assessment and grouped appropriately.</p> <p>By March - Progress to be accelerated for those children who are more able.</p> <p>By July - All EY children have made at least expected progress in all areas of the curriculum.</p>	<p>Team Leader/Assistant Head Teacher/Class Teachers</p>
<p>C- Ensure children have a</p>	<ul style="list-style-type: none"> • Introduce new curriculum – ensure it gives knowledge and cultural capital 	<p>Cornerstones</p>	<p>Cornerstones £2,800</p>	<p>By December - All teachers following the Cornerstones</p>	<p>Curriculum Team</p>

<p>broad and balanced curriculum in which children can find, explore and develop their talents</p>	<p>to succeed in life. It should be broad and balanced with opportunities for independence and enrichment.</p> <ul style="list-style-type: none"> • Ensure the curriculum is sequential in the teaching of skills for all pupils • Use specialists to teach MFL, drama and sport – ensure that skills are developed and teacher subject knowledge increases for sustainability. 	<p>Specialist teachers</p>	<p>Resources £1,000</p> <p>MFL – Lingotots £8,000 Sports' coach £18,000 Sport Drama teacher £15,000 (some to cover PPA)</p>	<p>Curriculum – work scrutiny, and pupil interview shows that it is having a positive impact.</p> <p>By March - Review of curriculum 'experiences' (including through parent survey) shows that wider skills are increasing and children are motivated</p> <p>By December - Observations to show that quality of teaching is good, children are engaged and behaviour for learning is good.</p> <p>By March - Skills of all children are improving, as is self confidence and resilience – this will be shown in pupil satisfaction surveys</p> <p>By July - Teacher subject knowledge has improved so that teachers feel confident to teach MFL and drama – this will be shown through staff surveys</p>	<p>SLT to monitor</p>
<p>D - To continue to support children's personal development through understanding their emotions and understanding others in the world around them.</p>	<ul style="list-style-type: none"> • New PSHE curriculum focus on mindfulness, cultural understanding, tolerance and equality. • Each class to have 'mindfulness' activities every day after lunch • Rights Respecting Schools to be introduced throughout school • Provide opportunities for children to be responsible citizens and part of their community. • Essential experiences to promote independence, resilience, risk-taking and develop confidence in new situations • Forest School skills- Cooperation, communication, problem solving, independent learning • P2B counselling support within school 2 days per week 	<p>Right Respecting Schools registration/resources</p> <p>Each year group to complete essential experiences within school, forest or residential settings</p> <p>Relevant/specific forest school sessions in every year group</p> <p>P2B Counselling available with 'place to talk' for all children</p>	<p>Rights Respecting Schools registration /resources – £1000</p> <p>Essential experience costs - £1000</p> <p>Forest school costs – £10,000</p> <p>P2B - £26,000</p>	<p>Mindfulness</p> <p>By Dec - Continue to train all classes in school in mindfulness. Action plan for implementation in place and being followed.</p> <p>By March - Review of action plan – Phase Reviews to identify aspects of mindfulness in all classes.</p> <p>RRS</p> <p>By December- Launch complete, all questionnaires complete, steering group formed, assemblies have taken place, class charters in place.</p> <p>By July - Recognition of Commitment achieved Level 1 RRS achieved.</p>	<p>J.Claydon</p> <p>Pastoral team</p>

<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>SEND Code of Practice followed to ensure any needs are identified correctly.</p> <p>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>E - To raise PP attendance to over 95.5% and children are ready to start school on time. (SIP)</p>	<ul style="list-style-type: none"> • All teachers and team leaders to take action to improve attendance of the children they are responsible for, through rewards and positive communication with parents / carers. • Staff share attendance updates regularly with all parents • PSA to work with most vulnerable parents/carers to improve attendance • Rewards for successful classes to be given weekly. 	<p>All staff to have training on attendance.</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 - £500</p> <p>PSA - £24,292</p>	<p>By July –</p> <p>Attendance for the year to be at 95.5%</p> <p>All Pupil Premium children attend school at least in line with national non-pupil premium children.</p>	<p>Team leaders and class teachers</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 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/dojo when possible 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 • KS2 Tuck shop ongoing and Magic Breakfast application completed to ensure children are adequately fed. • Baby group weekly to develop parental engagement, support most vulnerable families and to encourage uptake of 2-year-old provision. 	<p>Additional sports club every night and staff run clubs</p> <p>Homework club twice a week in ks2 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>Magic Breakfast applied for.</p> <p>Baby Group weekly</p>	<p>After school Clubs staffing – Sports Coach</p> <p>Homework clubs staffing - additional adult budget *</p> <p>Food budget inc. free fruit - £2000</p>		<p>All staff/PSA</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

**** Please note that this plan includes far more costs than can be covered by Pupil Premium funding alone – all costs included here are over and above the standard curriculum offer and funded from Pupil Premium, deprivation funding and the standard budget.**