



Rossmere Primary School
Pupil Premium Strategy Statement

Autumn term 2020



Rossmere Primary School Pupil Premium Strategy Statement

Updated 7/12/2020

1. Summary information					
School	Rossmere Primary School				
Academic Year	2020/21	Total PP budget	£ (predicted)	Date of most recent PP Review	Internal Review Autumn 2019
Total number of pupils	384 (full time school)	Number of pupils eligible for PP	46.9%	Date for next internal review of this strategy	Summer 2021

2. Exit Data										
Year 6	Pupils eligible for PP 2018/2019 (Rossmere)	Pupils not eligible for PP 2018/2019 (Rossmere)	Gap 2019/2020	Pupils eligible for PP 2019/2020 (Rossmere)	Pupils not eligible for PP 2019/2020 (Rossmere)	Gap 2019/2020	Pupils eligible for PP (national)	Gap between Rossmere/ National	Pupils not eligible for PP (national)	Gap between Rossmere/ National
% ARE reading, writing and maths	26%	24%	-2%	41%	81%	-40%	51%	-10%	71%	10%
% ARE in reading	47.1%	75%	- 27.9%	59%	96%	-37%	58%	1%	76%	20%
% ARE in writing	64.7%	87.5%	- 22.8%	53%	81%	-28%	64%	-11%	81%	0%
% ARE in maths	73.5%	100%	- 26.5%	59%	100%	-41%	63%	-4%	82%	18%
Year 2	Pupils eligible for PP 2018/2019 (Rossmere)	Pupils not eligible for PP 2018/2019 (Rossmere)	Gap 2017/2018	Pupils eligible for PP 2019/2020 (Rossmere)	Pupils not eligible for PP 2019/2020 (Rossmere)	Gap 2019/2020	Pupils eligible for PP (national)		Pupils not eligible for PP (national)	
% ARE reading, writing and maths	57.7%	55.2%	+2.5%							
% ARE in reading	69.2%	65.5%	+3.7%	52%	88%	-36%	60%	-8%	78%	10%

% ARE in writing	65.4%	58.6%	+6.8%	43%	82%	-39%	53%	-10%	72%	10%
% ARE in maths	65.4%	65.5%	-0.1%	32%	88%	-56%	61%	-29%	78%	10%
Year 1 Phonics	<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 2019/2020 (Rossmere)</i>	<i>Pupils not eligible for PP 2019/2020 (Rossmere)</i>	<i>Gap 2019/2020</i>	<i>Pupils eligible for PP (national)</i>	<i>Gap between Rossmere/ National</i>	<i>Pupils not eligible for PP (national)</i>	<i>Gap between Rossmere/ National</i>
% ARE	77.3%	88.9%	-11.6%	84.6%	81.5%	+3.1%	70%	+14.6%	84%	-2.5%
Early Years	<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 2019/2020 (Rossmere)</i>	<i>Pupils not eligible for PP 2019/2020 (Rossmere)</i>	<i>Gap 2019/2020</i>	<i>Pupils eligible for PP (national)</i>	<i>Gap between Rossmere/ National</i>	<i>Pupils not eligible for PP (national)</i>	<i>Gap between Rossmere/ National</i>
% GLD	78.3%	71%	+7.3%	57.7%	87%	-29.3%	55%	+2.7%	73%	+14%

**2019/2020 data based on teacher assessment/predicted outcomes

Points to note:

- Most of cohort who did not achieve ARE exiting KS2 were both PP and SEND.
- PP pupils in year 6 did better than national average in reading.
- Non-PP children are beginning to thrive compared to national percentage.
- Interestingly, PP pupils did better in phonic screening than non-PP pupils.
- EYFS scores for both PP and non-PP children are above national average

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. Maths has the biggest gap between PP/non-PP. Writing is an area of weakness in ks2 when comparing to national results.
B.	Covid 19 effects on learning – Children have experienced a significant amount of time off school. Many did not/could not access home learning during this time. Lots of catch up and intervention needed.
C.	High number of pupils who have one or more number of vulnerabilities. Many of our SEND pupils are PP. We have a high proportion of SEND pupils -huge impact on data and 'gap'
D.	Covid 19 – effects on the child – Some children's mental health has been negatively impacted by not socialising, too much screen time or not having a consistent routine for a significant period
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Lower than national average for attendance including huge impact of ongoing Covid19 pandemic
F.	Parental engagement – lack of parental understanding of what children need to thrive (welfare/nurture). Low basic academic skills for parents – struggle to support their children with learning. Mental health issues with parents – this has been heightened by Covid19 Nutrition – Higher numbers of families struggling to feed their children due to financial issues caused by global pandemic. Home learning- Many parents are not encouraging their child to engage in any form of home learning during periods of isolation and during periods of lockdown

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	<p>To continue to close the gap between PP and non-PP children throughout school (measured by end of year outcomes in each year group and monitored termly). More PP children achieving ARE.</p> <ul style="list-style-type: none"> - Identify and eradicate children's gaps in skills and knowledge in core subjects with emphasis on mathematical skills. - Continue to foster a love of reading especially with PP families who may not have access to books within the home. Monitor through data, AR engagement - Adopt a whole-school writing scheme to develop a consistent and effective approach to teaching writing throughout school, improving writing attainment

B.	Interventions are effective, time limited, appropriate and ensure that children catch up to ARE. Catch-up funding has been used to support staff in 'closing gaps' between PP and non-PP pupils.
C.	Review how we record and analyse data from pupils in two or more vulnerable groups to give the most accurate picture
D.	Children at Rossmere receive outstanding mental health support that improves the mental health of pupils, including those who have been negatively impacted by Covid-19.
E.	To raise PP attendance to over 95%* and children are ready to start school on time. *Covid-19 may impact this
F.	Parents feel supported by the school and can access support with mental health, adult learning, food parcels/vouchers and access to equipment to allow their child to be successful.

Outcome	Actions	Resources/Project	Costs	Success criteria/Timeline	Staff Lead
<p>A – To continue to close the gap between PP and non-PP children throughout school.</p> <p>More PP children achieving ARE.</p> <p>B - Interventions are effective, time limited, appropriate and ensure that children catch up to ARE. Catch-up funding has been used to support staff in 'closing gaps' between PP and non-PP pupils</p>	<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. Year 6 staff to use additional teacher employed on a Friday to support year 6 pupils to catch up to top national expectations and to close the gap between PP/Non PP pupils Pupil progress meetings to help identify issues and ensure correct support is in place. 	Target Tracker subscription	<p>Target Tracker subscription - £1500</p> <p>Additional y6 teacher 1 day per week - £10000 Catch-Up Funding</p>	Gaps between PP and non-PP children continue to close with more PP children achieving ARE by end of Summer Term	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 do not know their age-related times tables at the end of Autumn term and plan appropriate intervention Teachers to concentrate on ensuring these children know 	<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</p>	<p>TTRS APP/Subscription and stats review - £123</p> <p>Prizes/rewards- £35</p>	80% of children to know age related tables. Y4 to complete first official Multiplication Check in summer term.	<p>Maths Lead/Team</p> <p>VG - TTRS</p>

	<p>these identified tables by end of Summer term.</p> <p><u>Whiterose/Maths No Problem</u></p> <ul style="list-style-type: none"> • Every year group to continue to use 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 SEN) with intervention to fill gaps from previous year(s) <p>Spelling</p> <p>Statutory word lists</p> <ul style="list-style-type: none"> • class teachers to identify children gaps in spelling using spelling files, Target Tracker, Spelling Shed • Use Spelling Shed to help teach, monitor, and target spelling • Teachers to concentrate on ensuring these children know these identified statutory words by end of Summer term. • All children revisit previous years statutory words – many will not have been covered due to Lockdown • Use Lexia programme to support poorest spellers 	<p>certificates and leader boards to be shared with children to encourage usage at home as well as in school (speed/coins/usage)</p> <p>Maths Team to continue to support staff developing the 'Mastery Approach' – particularly newer members of staff</p> <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.</p> <p>Spelling Shed to engage children with spelling a home</p>	<p>Subscription to website for planning - £750</p> <p>Spelling bee stickers/prizes - £60</p> <p>Spelling Shed £150</p>	<p>More children reaching ARE in writing (Target of 80%) in the summer term.</p>	<p>English Team</p>
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	<p>Handwriting</p> <ul style="list-style-type: none"> • KS1/KS2 to continue 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 Autumn term to continue to access high quality phonics intervention to try to close gaps • All children in Year 2 continually revisit Phonics knowledge • Children entering KS2 without secure phonic knowledge to still receive phonic intervention - Y3 staff to liaise with KS1. • Year 3 children who did not do year 2 resists to have phonic screening practise <p>Reading</p> <ul style="list-style-type: none"> • Accelerated reader to be reintroduced as whole school scheme for reading to support a love of reading and access to 'real' high quality books • Reading rewards, dojos, certificates used as rewards and motivators. • Every class to have 30 minutes 'Reading Time' per day in which 	<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>Accelerated Reader Programme</p> <p>New books for KS1/KS2 libraries to encourage love of reading (lower years books to be removed from higher year groups and given to KS1)</p>	<p>Handwriting scheme and resources - £348</p> <p>Future Steps Earth Programme - £200</p> <p>Books for library – £500 per area</p> <p>Books for topics – £2000</p> <p>Accelerated Reader - £3000</p>	<p>By end of Summer 2020 all Year 2 can pass their Phonics check ready for KS2</p> <p>By the ned of Autumn 2019, all y3 pupils who still need phonic intervention have made measurable progress.</p> <p><u>Library</u> Autumn 1 – Each area of school has an organised and inviting library area. New books purchased to 'fill gaps' in AR levels</p> <p><u>Book in a Box</u></p>	<p>English Team</p> <p>KS1 Lead/English Team</p> <p>Class teachers/ English Team</p>
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	<p>they can read to their teacher/quiz on books</p> <ul style="list-style-type: none"> • 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 • Each key stage area to have an inspiring library area • Every class to have reading corner or area (Post Covid) • Selection of PP children – those with potential to be GD – selected from each year group to receive high quality text from ‘Book in a Box’ every half term to help make books special and to build-up home bookshelf <p>Home Learning (in times of isolation/catch-up homework)</p> <p>Every child to access home learning if their bubble going into isolation. We will ensure this by:</p> <ul style="list-style-type: none"> * Live or pre-recorded lessons * Access to technology and internet through catch-up funding if child does not have appropriate device * Pre-organising home learning so that it may begin straight away <p>Phone calls to support parents in helping their child access home learning</p> <p>Year 6 to be provided with SATS revision booklets at no costs so that all can access</p>	<p>Whole class texts for English lessons (linked to topic)</p> <p>Revamped library areas</p> <p>Book in a Box scheme</p> <p>Laptops/iPad pre-loaded with relevant home learning APPS</p> <p>All parents to access Class Dojo as communication tool</p> <p>SATS Booklets</p>	<p>UKS2 tub chairs - £99 each (x8)</p> <p>£150 per month</p>	<p>Autumn – Teachers choose PP children to receive ‘Book in a Box’</p> <p>Spring term – Books go out to different children from list monthly</p> <p>Summer 2 – All children on list will have receive 3-4 book boxes each</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>SLT/Team Leaders and class teachers to monitor home learning carefully and ensure that every child still has access to learning, encouraging parents to support</p>	<p>Class Teachers, Team Leaders, SLT</p>
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<p>C - Review how we record and analyse data from pupils in two or more vulnerable groups to give the most accurate picture</p>	<p>Teachers identify barriers for all individual PP children who are under achieving.</p>	<p>Teachers to track targeted children as part of performance management by creating pen portraits</p> <p>All teachers to use 'Class on a Page' format to help them identify and track vulnerable groups, especially PP</p>		<p>Children without additional barriers who are not making expected progress to be carefully monitored and tracked throughout the academic year to help them make accelerated progress. To be monitored in termly Pupil Progress Meetings.</p>	<p>Class Teachers, Team Leaders, SLT</p>
	<p>The children with multiple significant barriers to receive additional support to achieve progress targets.</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>Other Barriers:</p> <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, Trail Blazers, Alliance etc</p> <p>Children tested for dyslexia and intervention programme put in place (Lexia)</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>Teachers to identify PP children without additional barriers and use carefully targeted interventions to ensure these children achieve ARE/progress target – this will involve disadvantaged pupils making accelerated progress from entry to nursery, as many begin well below age-related expectations.</p>			<p>Develop new way of recording and analysing PP data</p>	<p>V Gardiner</p>

	Begin to record this data separately to give a more accurate picture of gap between PP/Non-PP				
<p>D - Children at Rossmere receive outstanding mental health support that improves the mental health of pupils, including those who have been negatively impacted by Covid-19.</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 continue to be developed throughout school • Essential experiences to develop independence, resilience and risk-taking • Forest School skills- Cooperation, communication, problem solving, independent learning • P2B counselling support within school 2 days per week • Trail Blazer programme to start in school to arrange appropriate CBT for those most in need. 	<p>Right Respecting Schools registration/resources</p> <p>Each year group to complete essential experiences within school, forest or residential settings, Covid permitting</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>Trail Blazer programme</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><u>Mindfulness</u> By Dec - Continue to train all classes in school in mindfulness. Action plan for implementation in place and being followed.</p> <p>By July – Monitoring shows that children are finding it easier to remain calm. School is a calm environment</p> <p><u>RRS</u> By December-Relaunch.</p> <p>By July - Level 1 RRSA achieved.</p> <p><u>Mental Health Support</u> Ongoing - All concerns regarding mental health to be recorded via CPOMS for inclusion team to decide on appropriate support or intervention needed</p>	<p>J.Claydon</p> <p>Pastoral team</p> <p>Inclusion Team</p>

E - To raise PP attendance to over 95% and children are ready to start school on time.	<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. *This will restart post-COVID-19 • Covid-19 related attendance issues to be marked differently on SIMS 	<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 *Post Covid</p>	<p>Attendance rewards - £200</p> <p>PSA - £24,292</p>	<p>By July –</p> <p>Attendance for the year to be above 95%</p> <p>All Pupil Premium children attend school at least in line with national non-pupil premium children.</p>	<p>Team leaders, class teachers, PSA</p>
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<p>F. Parents feel supported by the school and can access support with mental health, adult learning, food parcels/vouchers and access to equipment to allow their child to be successful.</p>	<ul style="list-style-type: none"> • Parents Evenings – School to share attendance and attainment with parents frequently (even if parents evening held over the phone) • Parent information meetings (even if over Zoom) in key year groups to explain assessment process and national expectation • Signpost parents to Adult learning opportunities within the community/online. • Pupil and parent questionnaires to ask for opinions and suggestions in addition to gatherings % satisfaction • 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. • Parents to feel supported with homework and home learning during periods of isolation – access to technology, internet, online support from class teacher • Supporting parent's ability to work beyond school hours through breakfast clubs and after school clubs when possible. • Support parents in financial difficulty by subsidising cost of trips/school uniform and providing food parcels, free revision guides, free loans of technology etc • KS2 Tuck shop on going and 	<p>Daily breakfast club to support working parents or parents who need support with children's punctuality</p> <p>Adult Learning and online courses signposted and advertised</p> <p>Class dojo/school Facebook to be utilised by all staff</p> <p>Parent meetings/sessions throughout the academic year</p> <p>Monitor completion of homework/reading books throughout school</p> <p>Daily access to free breakfast for all (accessed through high PP numbers)</p> <p>Laptop/iPad loans to most vulnerable children to support with homework and home learning in periods of isolation</p> <p>Food parcels delivered including breakfast parcels from NBSP</p>	<p>Breakfast Club staffing -</p> <p>Food budget inc. free fruit - £2000</p> <p>Laptops/iPads – Catch-up funding</p> <p>Free revision guides for year 6 – catch-up funding</p> <p>Breakfasts cereal and bagels – Funded by NSBP</p>		<p>All staff/PSA</p>
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