

Rockland St Mary Primary School - Pupil premium strategy statement

1. Summary information				
School	Rockland Community Primary School			
Academic Year	16-17	Initial total PP budget £1,320 Nov £17,160 (March 2016 set at £19,800)	Date of most recent PP Review	6/12/ 16
Total number of pupils	67	Number of current pupils eligible for PP	14	Date for next PP Strategy Review March 17

2. Current attainment July 2016 data. (figures taken from Raise, Autumn 2016)		
End of KS2	<i>Y6 pupils eligible for PP</i>	<i>Y6 pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	0%	53%
% making at least expected progress in reading	33%	71%
% making at least expected progress in writing	33%	79%
% making at least expected progress in maths	0%	75%
End of KS1 (2 children)	<i>Y2 pupils eligible for PP</i>	<i>Y2 pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	0%	
% of children meeting the required standard in the Y1 phonics retakes (1)	100%	83%
% making expected progress from EYFS – Y2 in reading	100%	78%

% making expected progress from EYFS – Y2 in writing	100%	70%
% making expected progress from EYFS – Y2 in maths	100%	77%
Targets for Summer 2017		
Y6 children – cohort size 12 ; Pupil Premium =4	<i>Y6 pupils eligible for PP</i>	<i>Y6 pupils not eligible for PP (national average based on 2016 results)</i>
% achieving expected standard in reading, writing & maths	100%	53%
% making at least expected progress in reading	100%	71%
% making at least expected progress in writing	100%	79%
% making at least expected progress in maths	100%	75%
KS1 children– cohort size 5 Pupil Premium =2	<i>Y2 pupils eligible for PP</i>	<i>Y2 pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing & maths	100%	---
% making at least expected progress in reading	100%	78%
% making at least expected progress in writing	100%	70%
% making at least expected progress in maths	100%	77%
% attaining the expected level at the end of Y1 phonics	66%	81%
Y3-5 –3 children	<i>Y3-5 pupils eligible for PP</i>	

% of KS 2 PP children making 7 points progress in reading	100%	
% of KS 2 PP children making 7 points progress in writing	100%	
% of KS 2 PP children making 7 points progress in maths	100%	

Notes –

- Currently 2 EYFS PP children.
- Short term interventions are collated using Pupil Asset to inform longer term assessment (points progress).
- Interventions are targeted so that, by the end of the year, our target is for all Pupil Premium children will be working within their age related band.
- This is evidenced through teacher assessment files and outcomes of Pupil Progress meetings.
- Historical end of KS data for the Y2 and Y6 cohorts are insecure and historically, teaching has been graded as requiring improvement

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. High staff turnover at all levels which impact on continuity within the class and intervention. This is being addressed by: -

1. Recruitment of new Federation Head teacher with effect from 1 September 2016
2. Recent appointment of a Senior Teacher with responsibility for data management and analysis
3. Accountability of all staff to ensure consistency in managing problems with performance

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

B. Lack of systems in place to measure and evidence progress in small steps in order to demonstrate impact of a particular intervention. This is being addressed by: -

1. Establishing a system of assessment that enables entry and exit assessments to take place. Teachers have ownership of this.
2. Developing staff ownership so that teachers are responsible for the progress made of vulnerable groups.
3. Refine half termly Pupil Progress meetings so that evidence of progress of vulnerable groups is presented and evaluated by senior leaders.
4. Refine whole school tracking to enable vulnerable groups to be isolated as a group and their progress to be tracked more closely.

C.	<p>Teachers not having ownership of intervention and tracking progress within their class. This is being addressed by: -</p> <ol style="list-style-type: none"> 1. Senior Leaders setting clear expectations in terms of progress of all individuals within the class. 2. Senior Leaders setting clear expectations of teachers directing teaching assistants to deliver targeted intervention. 3. Senior Leaders holding teachers to account through Pupil Progress meetings (half termly). 4. Performance Management targets linked to Teacher Standards 2, 6 and 8 and teachers are responsible for intervention of all children and held to account for progress made by all children.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	<p>Relevant interventions will be targeted at all Pupil Premium children. Growth mind set training from 5/1/17 for all staff across Federation</p>	<ul style="list-style-type: none"> • Targeted interventions are established and operational by end of Spring term 2017 (beginning 5/1/17) – learning, social skills, self esteem • Teachers can evidence specific progress through children’s work/books and assessment information (e.g. reading ages)
B.	<p>Improve outcomes for Pupil Premium children.</p>	<ul style="list-style-type: none"> • End of year attainment and progress data shows that children who are eligible for Pupil Premium are attaining in line with Pupil Premium children nationally.
5. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria

C.	Pupil Premium funding will be used in a targeted and systematic way so that money can be directly linked to output for those eligible for the funding.	<ul style="list-style-type: none"> • Senior Leaders can evidence a clear link between money spent and children’s progress in books and assessment information (for example reading ages, spelling ages, attendance rates etc.). • A Pupil Premium money spending plan will be in place for the academic year to enable a more transparent link between funding received and outcomes.
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6. Planned expenditure					
Academic year	2016-17 (14 pupil premium children) - £18,480 (14 children@£1,320 per child)				
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					
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?
i. Quality of teaching for all (continued)					

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?
Make at least 2.0 points progress per term (all children) in reading, writing and maths when assessed against end of year statements (National Curriculum)	Guided group work	<ol style="list-style-type: none"> 1. From analysis of the Education Endowment Foundation toolkit we can see that small group tuition has a rating of +4. 2. Classes have 2 year groups and targeted small group tuition/teaching will enable us to specifically teach the group of children (including Pupil Premium children). 	Monthly lesson observations. Half termly pupil progress meetings.	SLT	<ol style="list-style-type: none"> 1. Half termly at pupil progress meetings. 2. Half termly data scrutiny and analysis.
All children to receive effective feedback on their work and know what to do to improve.	Response marking.	<ol style="list-style-type: none"> 1. From analysis of the Education Endowment Foundation toolkit we can see that feedback has a high impact for low cost. 2. This has been identified as an OFSTED key issue and features in our school improvement plan. 	Monthly book scrutinies. Feedback is a feature of Performance Management targets for all teachers – these are reviewed termly.	SLT	<ol style="list-style-type: none"> 1. Half termly at pupil progress meetings. 2. Half termly data scrutiny and analysis.
Budget notes:				Total budgeted cost	

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?
Y6 Pupil Premium children to meet the expected standard at end of Y6 in reading, writing and maths combined.	Targeted intervention using Head teacher	<ol style="list-style-type: none"> 1. Attainment across the Key Stages shows that attainment in maths is insecure for most pupils including Pupil Premium pupils 2. From analysis of the Education Endowment Foundation toolkit we can see that 1-1/small group tuition has an impact of +5 (moderate impact for high/moderate costs based on extensive evidence). Costs will be reduced due to use of Head teacher to deliver the targeted intervention. 	<p>Liaison with class teachers.</p> <p>Analysis of improvements in the scores of our Pupil Premium Children</p>	LO	<ol style="list-style-type: none"> 1. Half termly at pupil progress meetings. 2. Half termly data scrutiny and progress analysis.

ii. Targeted support (continued)					
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?

<p>All children eligible for Pupil Premium to have access to quality first teaching to address their specific curriculum difficulties.</p>	<p>Targeted small group and 1-1 tuition based on need, using the following interventions: -</p> <ol style="list-style-type: none"> 1. Catch-Up Maths 2. Reading comprehension. 3 Phonic support 4. Personalised in class support based on class lesson to ensure equal access to the curriculum 5, Catch up Literacy support 	<ol style="list-style-type: none"> 1. From analysis of the Education Endowment Foundation toolkit we can see that: - <ul style="list-style-type: none"> • Oral language interventions (+5) • Reading comprehension strategies (+5) • Small group tuition (+4) • Social and emotional learning (+4) • Meta-cognition and self-regulation (+8) 2. From in school analysis of test scores and teacher assessments, it is evident that Pupil Premium children have gaps in their learning and require additional support to address this. 	<p>Liaison with class teachers and staff delivering interventions. Analysis of improvements in the scores of our Pupil Premium children.</p>	<p>LO</p>	<ol style="list-style-type: none"> 1. Half termly at pupil progress meetings. 2. Half termly data scrutiny and progress analysis.
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	<p>EYFS Core training consisting of 1 training day per term and a twilight meeting in the second half of each term to share the impact of changes made and establish the theme for the following term.</p> <p>Day 1 of the training will take place in January and will be focusing on the following areas:</p> <p>Disadvantaged</p>	3.			3.
<p>Budget notes</p> <p>Teaching assistant time to deliver in-class support -</p> <p>Teaching assistant time to deliver targeted end of Key Stage interventions</p> <p>Small group and 1-1 tuition 6 hours per week</p> <p>Training course for Catch Up Maths and for Catch up Literacy for new T.A. (Spring 2017)</p>					<p>Total budgeted cost</p> <p>£1002.24+ £800 for catch up programmes =£1802.24</p>

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?
<p>To provide 1-1 work to enable EYFS children to:</p> <ul style="list-style-type: none"> • Work within a class setting without anxiety and distress • Build and maintain appropriate relationships with peers and adults. 	1—1 support delivered by qualified TA	<p>1.From analysis of the Education Endowment Foundation toolkit we can see that: -</p> <ul style="list-style-type: none"> • Social and emotional learning (+4) • Meta-cognition and self-regulation (+8) <p>2. The impact of focussed support of this nurture work is difficult to measure in terms of output as outcomes may not been seen for months/years.</p>	<p>Lesson drop-ins</p> <p>Pupil Progress meetings</p> <p>Analysis of data, including attendance and behaviour referrals.</p>	EYFS Lead	Through half termly review meetings.
Pupil Premium children have opportunities in line with all children.	To provide access to all school visits for Pupil Premium children.	<p>1. From analysis of the Education Endowment Foundation toolkit we can see that: -</p> <ul style="list-style-type: none"> • Sports participation (+2) • Outdoor Education (+3) 	Letter to parents informing them of their entitlement regards access to clubs and school visits and Forest Schools.	SLT	Termly review.

<p>Pupil Premium children have access to Breakfast Club in line with all children</p>	<p>To provide access to breakfast for Pupil Premium Children</p>	<p>2. From analysis of research undertaken in Chelsea and Kensington (2006) we can see that: -</p> <ul style="list-style-type: none"> • Breakfast Clubs (+2) 	<p>Letter to parents informing them of their entitlement</p>	<p>SLT</p>	<p>Termly Review</p>
<p>Improve ownership of own learning and resilience to tackle challenge in learning. To develop good characteristics of learning and the ability to self-regulate.</p>	<p>PATHS programme</p>	<ul style="list-style-type: none"> • From analysis of the Education Endowment Foundation toolkit we can see that: - • Behaviour interventions and social and emotional learning interventions both have an impact of +4 (moderate impact for moderate costs based on extensive evidence) • Meta-cognition and self-regulation intervention has an impact of +8 (high impact for very low cost, based on extensive evidence). <p>1. PATHS is introduced in school in January 18</p>	<p>School PATHS lead to oversee day to day implementation through learning walks, talking to children, checking coverage of the curriculum map (6 weekly).</p>	<p>HT</p>	<p>Fortnightly learning walks to establish that PATHS is embedded. Half termly PATHS audit. Through pupil progress meetings to analyse teacher assessment of characteristics of learning alongside attainment</p>

Budget notes Training for PATHS = £2000

Growth mind set training provided through NB2B (cost for NB2B = £1900 proportion of this money for PP pupils = £136)

EYFS Lead teacher training to support PP children in EYFS @£175 -ZM supply 3 days' supply = £450

Breakfast club @ £4 per child per day.

After school clubs @ £5 per session. Residential school trip in summer trip 2017 for Year Five and Year Six @ £ 105 per child x 6 = £900. Christmas theatre trip 2016 £10 x 14 = £140

School trips for remaining 10 children @. £15 per child =£150

Forest Schools = £36 per child x 14 = £504

Catch Up Maths = £395

Catch Up Literacy =£395 + one day of supply for teacher supporting TAs in delivery = £150

Individual and small group T.A support @ £7.50 per hour x 15 hours per week x 39 weeks =£4,3875

Total budgeted cost £17,845

TBC £2000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

No money is held as a contingency fund. Our funding is very much linked to teaching assistant hours, we need to be able respond quickly to changing the way that we support children for less. Therefore we have put in the maximum amount of time we can use TAs for to support pupils with diminishing the difference.

We also want to be able to ensure our children can take part in trips and visits have opportunities for breakfast clubs, after school clubs and music tuition, so these are included in the calculations for the year.