

# Rosley CE School Pupil Premium Strategy Statement

1. Summary information					
School	Rosley CE School				
Academic Year	2017	Total PP budget	£3220	Date of most recent PP review	Aug. 17
Total number of pupils	75	Number of pupils eligible for PP	2.6%	Date for next internal review of strategies	Jan.18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	100%	73%
% making expected progress in reading	100%	92%
% making expected progress in writing	100%	73%
% making expected progress in maths	100%	82%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Poor language & communication skills
B.	Poor gross & fine motor skills
C.	Social integration with peers
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Attendance due to medical conditions

4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Improved knowledge and use of vocabulary on a 1:1 basis and within the wider school environment - evidence will be gathered to show improved communication skills and use of vocabulary	Improved spoken language incorporating wider vocabulary and correct use of grammar

<b>B.</b>	Improved physical development, movement skills and handwriting - half termly assessments made against year group objectives	Improved gross and fine motor skills evidenced over the year, from starting points (within limitations of medical conditions)
<b>C.</b>	Pupils will develop strong relationships with their peers and be working & playing co-operatively - evidence from observations in different contexts will be gathered	Pupils will have established friendships within their peer groups
<b>D.</b>	Pupils' progress will not be hindered by absence due to medical appointments/conditions - half termly assessments made as part of whole-school policy	Pupils will make good progress from their starting points in most subjects

## 5. Planned expenditure

<b>Academic year</b>	<b>2017-18</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved knowledge and use of vocabulary on a 1:1 basis and within the wider school environment	i) Daily phonics sessions  ii) Working wall displays to focus on extending children's vocabulary	EEF states: "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress."  Teachers feel that this approach in the past has widened the range of vocabulary used by the children both in speaking and writing.	Ongoing monitoring of planning, teaching and classroom environments	JT	End of each term

<p>B. Improved physical development, movement skills and handwriting</p>	<p>i) PE lessons incorporate use of Basic Move skills</p> <p>ii) handwriting is taught in conjunction to spelling work</p> <p>iii) EYFS provision to include extensive opportunities for PD development</p>	<p>EEF states: "Existing studies suggest that physical development approaches are associated with a small improvement in cognitive outcomes, equivalent to approximately two additional months' progress"</p> <p>Research recommends handwriting and spelling are best taught in conjunction with one another</p> <p>Quality provision in EY will give a good starting ground on which progress can be built</p>	<p>Use of new PE assessment procedure</p> <p>Ongoing monitoring of writing including handwriting</p> <p>Use of Tapestry to record EY achievement</p>	<p>JT</p> <p>JT/KH/SW</p> <p>KN</p>	<p>End of each term</p>
<p>C. Pupils will develop strong relationships with their peers and be working &amp; playing co-operatively</p>	<p>i) PSHE work will focus on relationships, feelings and empathy</p>	<p>Staff have used specialised resources purchased for dealing with arising issues and development of personal well being, in past years. They feel that these have had a positive impact on pupil well-being and classroom relationships</p>	<p>Teacher observations &amp; monitoring of classroom &amp; playtime incidents</p>	<p>SW</p>	<p>Weekly</p>
<p>D. Pupils' progress will not be hindered by absence due to medical appointments/conditions</p>	<p>i) Good attendance will continue to be promoted to families</p> <p>ii) End of term/year attendance awards will be promoted</p>	<p>Regular attendance ensures that children's learning is continuous and avoids them having to 'catch up' with work of their peers</p> <p>Children have shown a desire to achieve an attendance award, in previous years</p>	<p>Regular monitoring of attendance figures and taking action in cases of absence falling below 90%</p>	<p>SW</p>	<p>Monthly</p>
<p><b>Total budgeted cost</b></p>					<p>£1600</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved knowledge and use of vocabulary on a 1:1 basis and within the wider school environment	<p>i) Use of Speech &amp; Language programme as advised by S &amp; L therapist, in small group</p> <p>ii) Focussed intervention work 1:1 with a class teacher to provide opportunities for vocabulary development</p>	<p>This has been recommended for use by external agency</p> <p>This approach was used last year and had a significant impact on speech and communication</p>	<p>Pupil progress meeting with SENCO</p> <p>S &amp; L therapist reports</p>	SW	End of each term
B. Improved physical development, movement skills and handwriting	<p>i) Use of SMART Moves programme strategies in PE sessions</p> <p>ii) Use of Write from the Start programme to develop handwriting</p> <p>iii) Purchase specialised equipment where appropriate, such as adapted recorder</p>	<p>This programme has been specifically designed to develop motor skills in children who experience motor difficulties. Coupled with evidence from EEF: "physical development approaches are associated with a small improvement in cognitive outcomes, equivalent to approximately two additional months' progress" this would benefit children physically and academically.</p> <p>This is another recommended intervention programme which we have used successfully in the past.</p> <p>Certain medical conditions require specialised equipment, to allow child access to provision offered to all children in school</p>	<p>Use of new PE assessment procedure</p> <p>Ongoing monitoring of writing including handwriting</p> <p>Use of Tapestry to record EY achievement</p> <p>Termly monitoring of progress</p>	<p>JT</p> <p>JT/KH/SW</p> <p>KN</p> <p>FR/SW</p>	End of each term
C. Pupils will develop strong relationships with their peers and be working & playing co-operatively	i) Implement WISKIDS programme using outside provider	<p>EEF states:" The impact of collaborative approaches on learning is consistently positive. The benefits can be up to 5 months progress".</p> <p>This programme has been successfully been used in the past and significant benefits were seen with building relationships, resilience and strategies for dealing with difficult situations.</p>	Teacher observation and plans to continue strategies at the end of the programme	SW	October half term
<b>Total budgeted cost</b>					£1620

iv. 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?
D. Pupils' progress will not be hindered by absence due to medical appointments/conditions	<p>i) Work with parents to offer support in attendance and work at home</p> <p>ii) Continue teaching pupil within EYFS to allow them to access learning opportunities missed last year through unavoidable absence</p>	<p>This is a sensitive area with medical considerations. However, we feel that working closely with parents to offer even reduced sessions will be of benefit EEF state: "increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact</p> <p>EEF states: "early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families". This will made possible more easily by remaining within the EY setting.</p>	<p>Liaise with parents</p> <p>Meetings with class teachers and parents</p> <p>Where attendance is not possible, short tasks will be offered for completion at home when it is felt appropriate.</p> <p>Half termly monitoring of progress against EYFS objectives</p>	SW/KH/KN	End of each term
<b>Total budgeted cost</b>					<b>£0</b>

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Social and emotional issues to be alleviated	<p>Staff use different approaches in teaching to allow children to engage with different groups</p> <p>TA support with small groups</p>	The children targeted developed better relationships with peers during the year. This was also noticed in pupils not in receipt of pupil premium.	This is ongoing, good practice that will continue to be implemented.	£5400

B. Development of behaviour management strategies to enable children to be able to diffuse situations promptly	Staff have access to high quality resources for focussed teaching relating to social & emotional issues during PSHE, P4C etc.	Staff felt more confident in dealing with a range of issues through the availability of a wide range of practical resources. Consistent approaches of all staff also helped deal with situations effectively.	The materials are a great resource. We need more time as a staff, to look through them together and ensure that we are maximising their usage with children throughout the school, not just with PP.	£200
C. Improved physical development and movement skills - gross and fine	Staff training in Basic Moves to ensure teaching of basic skills is of high quality	The staff involved with this felt more confident in teaching the basic moves needed for children in PE at their level. They were able to demonstrate step-by-step activities in developing movement skills.	Having a teacher who can deliver this training is essential and this will be continued to be delivered with new staff starting at Rosley.	£300

## ii. Targeted support

Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Social and emotional issues to be alleviated	Children to access extra-curricular activities including breakfast & after-school clubs; visits; enrichment activities	Although access to after-school clubs did allow pupils to interact more with peers in a more social context, which did have a positive impact, this time was also used to complete some homework activities. In this case, homework at home was not always completed so being able to do so at school, benefitted the child.	Having a wide variety of extra-curricular activities means we can offer many extended opportunities. We feel that this is a very good use of PP especially for the outcomes stated.	£350
A. Social and emotional issues to be alleviated	Art therapy	This was not completed as no suitable programme or therapist could be located.		N/A
A. Social and emotional issues to be alleviated	"Happy to be me" programme - Barnados	This programme was not possible to implement but an alternative one - WHISkids was delivered for 6 weeks to the whole class. This had excellent benefits in developing resilience and calming strategies to not only PP children, but others in the class.		£480

C. Improved physical development and movement skills - gross and fine	SMART moves programme - training for staff and implementation with small group	Training was not available but we acquired the SMARTMOVES materials which the class teacher and TA used within PE. Extra TA provision to deliver this was bought in which meant that the targeted children were able to have specific skills taught and they made good progress in this area. Non PP children also benefitted.		£770
D. Increased sessions of attendance where possible or learning opportunities optimised at home during times of absence	Work with parents to offer support in attendance and work at home	Extra TA provision was bought in to assist in settling child 1st thing in the mornings when attending, as this was proving to be problematic. This had a great impact upon settling the child into class routines. Attendance rose slightly but is still affected by medical condition. Meetings with parent were positive in agreeing the way forward.		£260

## 7. Additional detail

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