

Rosley CE School Pupil Premium Strategy Statement

1. Summary information					
School	Rosley CE School				
Academic Year	2019	Total PP budget	£2640	Date of most recent PP review	Sept.19
Total number of pupils	70	Number of pupils eligible for PP	4%	Date for next internal review of strategies	Jan.20

2. Current attainment			
Year 6: 2018-19	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP</i>
% achieving expected standard in reading, writing and maths	N/A		63%
% making expected progress in reading	N/A		71%
% making expected progress in writing	N/A		86%
% making expected progress in maths	N/A		71%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<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		
D.	Focus on completing work to the standard capable		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
E.	Attendance due to medical conditions		
F.	Curriculum access 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.	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)
C.	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
D.	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
E.	Pupils will be able to access all areas of the curriculum including those at which they excel and enjoy - termly monitoring of progress in these areas	Pupils will make at least 'good' progress in all curriculum areas

5. Planned expenditure					
Academic year		2019-20			
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 ?
A. Improved knowledge and use of vocabulary on a 1:1 basis and within the wider school environment	<ul style="list-style-type: none"> i) Daily phonics sessions ii) Working wall displays to focus on extending children's vocabulary iii) Children keep their own reading journal and compile a glossary at the back to record the meanings of new words they meet. 	<p>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."</p> <p>Teachers feel that these approaches in the past has widened the range of vocabulary used by the children both in speaking and writing.</p>	Ongoing monitoring of planning, teaching and classroom environments	JT	End of each term
B. Improved physical development, movement skills and handwriting	<ul style="list-style-type: none"> i) PE lessons incorporate use of Basic Move skills ii) handwriting is taught in conjunction to spelling work iii) KS1 provision to include continuous provision for children still needing access to practical & physical activities 	<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>Use of PE assessment procedure</p> <p>Ongoing monitoring of writing including handwriting</p>	<p>JT</p> <p>JT/KH/SW/JL</p> <p>LW</p>	End of each term

C. Pupils will develop strong relationships with their peers and be working & playing co-operatively	i) New PSHE curriculum work will focus on relationships, feelings and empathy	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	Teacher observations & monitoring of classroom & playtime incidents	SW	Weekly
		Continued use of Whiskids resources from last year Improved play facilities brought to light by the schools council	Pupil questionnaire	JT	Annually
D. Pupils' progress will not be hindered by absence due to medical appointments/conditions	i) Good attendance will continue to be promoted to families ii) End of term/year attendance awards will be promoted	Regular attendance ensures that children's learning is continuous and avoids them having to 'catch up' with work of their peers	Regular monitoring of attendance figures and taking action in cases of absence falling below 90%	SW	Monthly
		Children have shown a desire to achieve an attendance award, in previous years			
E. Pupils will be able to access all areas of the curriculum including those at which they excel and enjoy	i) work differentiated using 'hot' spicy and 'super spicy' groups ii) TAs deployed to support pupils as and when needed	Children's work needs to be set at the appropriate level in order to make steps of progress	Teacher's planning is monitored by the Headteacher	SW	Termly
		Good use of TA support will allow children to have their level of work explained in greater detail in smaller groups	Progress of all children is tracked on school tracking system and reviewed at least termly		
Total budgeted cost					£500

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 ?
A. Improved knowledge and use of vocabulary on a 1:1 basis and within the wider school environment	<p>i) Use of Speech & Language programme as advised by S & L therapist, in small group</p> <p>ii) 1:1 support focus on extending vocabulary through walks around the school & working with a range of stimuli e.g. pictures</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 meetings with SENCO</p> <p>TAC meetings with parents</p>	JP	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) Use of specialised equipment (melodica, balance bikes etc.)</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 although only for specific children (from review of last year's impact)</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>Termly monitoring of progress</p>	<p>JT/JP</p> <p>JT/SW</p> <p>CV/SW/JP</p>	End of each term

C. Pupils will develop strong relationships with their peers and be working & playing co-operatively	i) Access to after-school clubs ii) Part-payment towards class trips	EEF states:" The impact of collaborative approaches on learning is consistently positive. The benefits can be up to 5 months progress". 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.	Liaison with club/trip leaders and parents	SW	End of each term
D. Pupils' progress will not be hindered by absence due to medical appointments/conditions	i) Work with parents to offer support in attendance and work at home	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	Liaise with parents Meetings with class teachers and parents Where attendance is not possible, short tasks will be offered for completion at home when it is felt appropriate	SW/JP	End of each term

Total budgeted cost £1652

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?
E. Pupils will be able to access all areas of the curriculum including those at which they excel and enjoy	Provision of piano lessons	EEF states about interventions through the arts, including music: 'the impact of arts participation on academic learning appears to be positive... Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported with 2 months approx. progress'. Playing a musical instrument (piano, guitar, melodica) increases pupils' dexterity and fine motor skills.	Liaise with music teacher and parent	SW	End of each term

Total budgeted cost **£488**

6. Review of expenditure				
Previous Academic Year		2018-19		
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. 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	The daily phonics for all children is having a positive impact and the vast majority of children are passing the phonics screening. Working walls are also having a positive impact of children's learning and vocabulary. The use of knowledge organisers on the walls are contributing to this in KS1.	Phonics is an integral part of the Reception & KS1 curriculum and ensuring that this is taught effectively in these years impacts dramatically upon children's development of language skills in KS2.	£300
B. Improved physical development, movement skills and handwriting	i) PE lessons incorporate use of Basic Move skills ii) handwriting is taught in conjunction to spelling work	Children are developing good basic skills in PE through teachers focussing on their Basic Moves training. Handwriting is generally developing with some children requiring further support through a more specialised programme.	We will continue with the Basic Moves approach in PE. Our handwriting approach in the Early Years is currently being reviewed with a view to making improvements.	£200
C. Pupils will develop strong relationships with their peers and be working & playing co-operatively	i) New PSHE curriculum work will focus on relationships, feelings and empathy	Children are still showing a good empathy and through continued use of resources such as those introduced through Whiskids, they are able to express their feelings to others.	The PSHE curriculum has been revised this year and is being implemented. There are still some children who find it hard to integrate with larger groups of children and we are looking at new ways to support them.	
E. Pupils' progress will not be hindered by absence due to medical appointments/conditions	i) Good attendance will continue to be promoted to families ii) End of term/year attendance awards will be promoted	Attendance rates have stabilised somewhat and we now have a code to record absence through special medical conditions in order to separate cases of other illnesses.	We continue to encourage children to come in for part-days where possible in cases of certain illnesses.	

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. Improved knowledge and use of vocabulary on a 1:1 basis and within the wider school environment	<p>i) Use of Speech & Language programme as advised by S & L therapist, in small group</p> <p>ii) Focussed intervention work using 'Time to Talk' 1:1 with a class teacher to provide opportunities for vocabulary development</p>	<p>The Black Sheep S & L programme is working well and a small number of other children with similar issues are also benefitting from this small group work.</p> <p>Intervention work with a small group has hugely increased the vocabulary bank of the children taking part. Some of these children are not PP but have been included in order to maximise the impact.</p>	<p>Certain aspects of this programme are being continued, however some are still too advanced for the target pupil.</p> <p>This has been adapted by the TA to fit in more with aspects which are more relevant to the children whom are included in the intervention work.</p>	£300
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>This is having a positive impact and again, on some children not in receipt of PP. These children have been included as they have similar needs but also to add to the socialising benefits to the other child.</p> <p>This has had a limited impact on target pupils.</p>	<p>This programme will continue to be used.</p> <p>The programme works well for some children but not all. We continue to devise alternative methods to develop fine motor skills.</p>	£200
C. Pupils will develop strong relationships with their peers and be working & playing co-operatively	<p>i) Access to after-school clubs</p> <p>ii) Part-payment towards class trips</p>	<p>Relationships are definitely being strengthened by pupils accessing clubs. This has included breakfast club where one particular child is enjoying a more settled start to the day.</p> <p>Children are enjoying class trips and feel included alongside the rest of their classmates.</p>	<p>We feel that this is an important aspect of school life. For use of PP and will be continuing this.</p>	£135

D. Pupils will be making good progress in maths and English	1:1 support with reading comprehension and maths (on specific concepts)	This has had mixed impact – for some it has been positive and good progress is evident whereas for others it is still variable from day to day.	The use of PP for this will not be continued as for the pupil who still requires it, other funds are now available. For the pupil on whom it has had a positive impact, we feel is at the targeted level now and we are using PP for development of other areas more pertinent to their overall progress in other curriculum areas. This will continue to be monitored.	£200
E. Pupils' progress will not be hindered by absence due to medical appointments/conditions	i) Work with parents to offer support in attendance and work at home	Good progress is being made and support from home has remained good this year.	It is important to maintain good relationships and work with parents on the best ways in which to support their children – be it through work at home, or programmes/resources required in school.	£0
F. Pupils will be able to access all areas of the curriculum including those at which they excel and enjoy	Provision of piano lessons Provision of tablet / iPad to support learning	The piano lessons have had a huge positive impact upon both the physical and social development of the child involved. The provision of an iPad has had limited impact although for some children this has been very positive.	We will be maintaining the piano lessons. We will continue to allow access to using the iPad with certain children but monitor the impact this is having on their development to ascertain whether or not it is having a positive influence on the curriculum area it is directed at.	£465

7. Additional detail