

Pupil premium strategy statement (primary)

1. Summary information					
School:	Rosley CE				
Academic Year	2016	Total PP budget	£7760	Date of most recent PP review	Dec.16
Total number of pupils	64	Number of pupils eligible for PP	3%	Date for next internal review of strategies	June 2017

2. Current attainment		
	<i>Pupils eligible for PP (Rosley School)</i>	<i>Pupils not eligible for PP (Rosley School)</i>
% achieving expected standard in reading, writing and maths	60%	33%
% making expected progress in reading		
% making expected progress in writing		
% making expected progress in maths		

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.	Social & emotional issues affecting day-to-day outcomes
B.	Emotional & behavioural issues affecting performance in class
C.	Poor physical development and movement
External barriers (<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.	Social and emotional issues to be alleviated	Improved relationships with more consistent and stable behaviours

B.	Development of behaviour management strategies to enable children to be able to diffuse situations promptly	Children will be able to manage their own behaviour more effectively, with reduced number of incidents
C.	Improved physical development and movement skills - gross and fine	Physical development progress to be in-line with age-related at end of the year
D.	Increased sessions of attendance where possible or learning opportunities optimised at home during times of absence	Good progress will be made towards end of year expectations

5. Planned expenditure

Academic year	2016-17
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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

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. Social and emotional issues to be alleviated	Staff use different approaches in teaching to allow children to engage with different groups	Many of our children have issues in this context so we feel it is vital to dedicate timetabled sessions as well as sessions as and when required to address certain issues.	Monitor relationships on a daily basis via school walk/learning walks and informal chats during breaktimes Headteacher and governor classroom visits	SW	Termly
B. Development of behaviour management strategies to enable children to be able to diffuse situations promptly	TA support with small groups Staff have access to high quality resources for focussed teaching relating to social & emotional issues during PSHE, P4C etc.	EEF suggests that: "SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)" also: " Where TAs work with small groups or on an individual basis, moderate positive benefits are shown."	Introduce staff to resources purchased to help address specific issues. Monitor usage.		

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	EEF suggest that intervention in Early Years can have an impact of up to 5 months progress. Work on physical development is a prime area in the EYFS and transfers to finer motor skills such as writing and drawing	Progress will be monitored by the English, PE and SEN co-ordinators	JT/JB	April 2017
Total budgeted cost					£5900
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. Social and emotional issues to be alleviated	Children to access extra-curricular activities including breakfast & after-school clubs; visits; enrichment activities	Our wide range of after-school clubs offer social opportunities with varying groups of children in different contexts such as baking, sports, art EEF suggest that participation in sports and arts activities can lead to 2 months additional progress Our enrichment activities and trips are also aimed at providing outdoor opportunities not possible in-school. The cost of these can be prohibitive to families of these children so it is vital we can subsidise them so they are not at a disadvantage	Monitor the clubs/activities attended and interactions between children during activities Liaise with parents	Class teachers/club leaders	April 2017
A. Social and emotional issues to be alleviated	Art therapy	EEF suggest that participation in arts activities can lead to 2 months additional progress Headteacher work with pupils has observed a noticeable change in behaviour during art activities so this is being looked into	Ensure that therapy is obtained through reputable source and work closely with therapist. Liaise with parents	SW	May 2017

A. Social and emotional issues to be alleviated	"Happy to be me" programme - Barnados	This combines social & emotional learning and collaborative learning which EEF suggest allow 4-5 months additional progress	Monitoring at the end of programme by leader	SW	March 2017
C. Improved physical development and movement skills - gross and fine	SMART moves programme - training for staff and implementation with small group	This programme has been designed for children with specific movement and physical development issues EEF state "Physical development approaches are associated with a small improvement in cognitive outcomes, equivalent to approximately two additional months' progress."	Secure high quality training PE & SEN co-ordinators to monitor Records of progress to be maintained	SW/JT	July 2017
Total budgeted cost					£1860
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?
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	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/JB	June 2017
Total budgeted cost					N/A

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated 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
Raise attainment of children from disadvantaged backgrounds, in line with age related expectations	TA support in Yr 5/6 class to work with individuals and/or small groups	The attainment of pupils in receipt of PP exceeded that of pupils not in receipt. Other pupils in the same class but in the lower year group also benefitted by inclusion in some of the group work.	This was a good approach which far exceeded our expectations with regards to end of year attainment. We are continuing with this, this year.	£5165.48
Provide opportunities for disadvantaged children to build on social & emotional skills	Purchase of a range of resources to enable teacher to deliver interventions tackling emotional health & well-being	Some of these resources were well met by the pupils and of those for whom these were directly purchased, all showed a more consistent focus and engagement. They all achieved expected outcomes.	These resources were utilised with many children and will be continued to be used in other classes. We need the wide variety in order to address the wide ranging issues we have with the children.	£331.62
Extend opportunities for children to participate in the arts and extra-curricular activities, including class visits	Music lessons, after-school clubs, class trips including residential city visit	Of those children who had PP used in this way, all of them were noticeably more positive in their last year at school and interacted well with peers. They also made good progress in most areas.	This was well received by parents of disadvantaged children as they were able to enjoy the same opportunities as their peers. They also did not have to deal with the issue of missing out on opportunities and were able to enjoy these experiences with their peers, which is so important particularly in their last year of school. We will continue to utilise PP in this way.	£4123.99
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated 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
Raise attainment of children from disadvantaged backgrounds, in line with age related expectations	1:1 tuition out of school hours	For the 3 children this was directed at, all made good progress in the area targeted, from their attainment at the end of KS1.	This approach worked well and although involved extra work on the part of our teaching staff, was well worth it and will be done again if appropriate.	£1187.35

<p>Allow pupils access to technology to improve outcomes</p>	<p>Purchase I-Pads for children with limited access to technology at home, in order to access digital homework tasks including online subscriptions</p>	<p>This use of PP enabled 3 of our children to access maths and spelling programmes at home, which in itself, was successful.</p> <p>The spelling programme was particularly well-received by children and was utilised by other children who gained equal benefits and outcomes.</p>	<p>The progress made in the subjects was varied but the children engaged well in the programmes. The progress in the subjects was perhaps not purely down to the engagement in the programmes.</p> <p>We would use PP in the future in this way, as without the ICT access, the children would definitely have been at a disadvantage regarding homework the class were expected to undertake.</p>	<p>£1191.56</p>
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7. Additional detail

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