

Rosley CE School Pupil Premium Strategy Statement

1. Summary information					
School	Rosley CE School				
Academic Year	2018	Total PP budget	£1800	Date of most recent PP review	Aug. 18
Total number of pupils	70	Number of pupils eligible for PP	4%	Date for next internal review of strategies	Jan.19

2. Current attainment			
Year 6: 2017-18		<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	86%
% making expected progress in reading		N/A	100%
% making expected progress in writing		N/A	86%
% making expected progress in maths		N/A	86%
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 will be making good progress in maths and English - end of year attainment	Pupils will achieve at least age-expectations in maths & English
E.	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
F.	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		2018-19			
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	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
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 iii) EYFS provision to include extensive opportunities for PD development	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" Research recommends handwriting and spelling are best taught in conjunction with one another Quality provision in EY will give a good starting ground on which progress can be built	Use of new PE assessment procedure Ongoing monitoring of writing including handwriting Use of Tapestry to record EY achievement	JT JT/KH/SW/JL LW	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 Continued use of Whiskids resources from last year Improved play facilities	Teacher observations & monitoring of classroom & playtime incidents Pupil questionnaire	SW JT	Weekly Annually
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	Regular attendance ensures that children's learning is continuous and avoids them having to 'catch up' with work of their peers Children have shown a desire to achieve an attendance award, in previous years	Regular monitoring of attendance figures and taking action in cases of absence falling below 90%	SW	Monthly

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	i) Use of Speech & Language programme as advised by S & L therapist, in small group ii) Focussed intervention work using 'Time to Talk' 1:1 with a class teacher to provide opportunities for vocabulary development	This has been recommended for use by external agency This approach was used last year and had a significant impact on speech and communication	Pupil progress meeting with SENCO	JB	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 (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.</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</p> <p>JT/KH/SW/JL</p> <p>FR/SW</p>	End of each term
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>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>	Liaison with club/trip leaders and parents	SW	End of each term
D. Pupils will be making good progress in maths and English	1:1 support with reading comprehension and maths (on specific concepts)	<p>EEF states: 'reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers'</p>	Reading progress measured through Accelerated Reader Maths progress measured by end of term assessments	JT	Termly
Total budgeted cost					£800
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' 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/JB	End of each term
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	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) increases pupils' dexterity and fine motor skills. EEF also suggest that support through digital technology can improve progress by 4 months	Liaise with music teacher and parent Set up tablet with apps linked to lesson objectives	SW	End of each term
Total budgeted cost					£1000

6. Review of expenditure				
Previous Academic Year		2017-18		
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	School phonics levels improved significantly. Target children demonstrated a significant increase in vocabulary and recognition/use of phonic strategies.	The approach to phonics is being continued as it was so successful.	£1500
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	Basic moves did lead to some improvement in PD especially for non PP children. The focus on handwriting has helped children develop their cursive style.	Children on PP still require a more specific programme in the form of Smartmoves, but the Basic Moves is to be continued. Handwriting with children on PP although improving, is still an issue and we are looking at further interventions.	£0
C. Pupils will develop strong relationships with their peers and be working & playing co-operatively	i) PSHE work will focus on relationships, feelings and empathy	This has given some children a deeper insight into how some children especially on PP are feeling and there have been positive developments in this area.	This is to be ongoing and best delivered through the PSHE programme.	£0
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	Attendance has improved although this is often out of our control. Children have been brought in for part days where possible to avoid a whole day's absence.	The end of year awards did not get off the ground very well and this is to be continued this year.	£10
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

<p>A. Improved knowledge and use of vocabulary on a 1:1 basis and within the wider school environment</p>	<p>i) Use of Speech & Language programme as advised by S & 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>The S& L programme is having a positive impact and also with some non PP children who are in the group to give opportunity for talk. PP children have enjoyed a wider vocabulary and conversations with peers and adults are now more coherent and developed.</p>	<p>This is an excellent programme for PP and non PP children and will be continued. It has also been useful for continued work at home, by the parent.</p>	<p>£650</p>
<p>B. Improved physical development, movement skills and handwriting</p>	<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 has had a good impact upon PP children and some non PP children.</p> <p>Write from the start has had a positive impact and handwriting is more legible now.</p>	<p>The Smart Moves has been difficult to run across classes as it means 1 child has to miss another lesson so we have kept the session to children from 1 class only. We are looking to secure formal training in this – this may be possible via our school cluster.</p>	<p>£560</p>
<p>C. Pupils will develop strong relationships with their peers and be working & playing co-operatively</p>	<p>i) Implement WISKIDS programme using outside provider</p>	<p>There has been a limited impact from this programme. However, the strategies which were relayed to staff through CPD mean that it can be continued.</p>	<p>We are continuing with strategies and need to make a concerted effort to build these into our everyday teaching in each class.</p>	<p>£500</p>
<p>D. Pupils' progress will not be hindered by absence due to medical appointments/conditions</p>	<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>Good progress is being made and support from home has improved this year.</p>	<p>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.</p>	<p>£0</p>

7. Additional detail

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