**Pupil Premium Funding Impact Statement**

**2018/2019**

The primary aim of pupil premium funding is to diminish the difference between the attainment of disadvantaged and non-disadvantaged pupils. We are determined to ensure that all of our children are given every chance to realise their full potential and endeavour that no child will be left behind on our journey towards success for all. Pupil premium funding, along with allocations made from the school's own budget, will help ensure this money is spent to maximum effect to enable each and every pupil at Rose Wood Academy to achieve.

In order to achieve this aim, we target our spending in accordance with research findings from the Department of Education aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. Research undertaken by NFER for the Department for Education identified seven areas which were common in schools which were the most successful in narrowing the gap and we have used this evidence driven approach as our rationale for our pupil premium spending. This is further supported by the research of 'Transforming Tees' and is in line with the expectations within their 'High Achievement' review.

| Barriers to Educational Achievement |
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| Rose Wood Academy has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium: <br><br> 1. Speech and language deficit, especially in early language acquisition <br> 2. Gaps in key areas of learning <br> 3. Poor reading skills and understanding <br> 4. Lack of parental engagement or skills to support child's education <br> 5. Social and emotional issues affecting learning behaviours <br> 6. Attendance and punctuality <br> 7. Lack of opportunities to widen child's experiences |

| How We Will Measure the Impact of the Funding |
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| We use internal and external data; evidence through dialogue and observations and whole school monitoring to measure the impact of the pupil premium grant on our pupils' learning. We will review the effectiveness of our interventions we are using and adapt them to meet need when and where required. <br> 1. Children make good progress in line with or better than all children <br> 2. The attainment of disadvantaged children is in line with or better than the attainment of non-pupil premium children <br> 3. Children attend school regularly and on time <br> 4. Children can managed their feeling, respond well to support and display good learning behaviours |

**The next review will be September 2019**

**The total amount allocated to the school for the current year is £109 700.**

| | Children Eligible for PP Funding : | Amount Received Per Pupil: | Allocation: |
|---|---|---|---|
| PP (Ever 6) | 70 | £1320 | £92 400 |
| Service Children | 4 | £300 | £1200 |
| Post- LAC | 7 | £2300 | £16 100 |
| | | | |
| Total: | | | £109 700 |

**Rose Wood Disadvantaged Outcomes 2018-2019**

| | | Reading | Writing | Maths | GPS |
|---|---|---|---|---|---|
| **KS1 At Rose Wood** | Pupil Premium | 73 | 55 | 64 | - |
| | Non - PP | 89 | 89 | 92 | - |
| | All Pupils | 86 | 82 | 86 | - |
| **KS2 At Rose Wood** | Pupil Premium | 67 | 73 | 67 | 87 |
| | Non-PP | 85 | 90 | 90 | 90 |
| | All Pupils | 80 | 85 | 83 | 89 |
| **Pupil Premium Progress (KS1-KS2)** | | TBC | TBC | TBC | - |

**Ofsted Report December 2018 stated,**

**'The use of the pupil premium funding by senior leaders is effective. Leaders have full knowledge about barriers that pupils face and how to overcome these. As a result, all pupils who are entitled to this funding make strong progress.'**

| **1. Whole-school ethos of attainment for all** |||
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| Schools have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed. |||
| **Action** | **Rationale** | **Impact** |
| Senior leaders to ensure there is a shared vision and ethos of high expectation for all across the school.  This will underpin all school improvement priorities and staff performance management. | All staff have to be relentless in their belief that all pupils can achieve and have the right to access the resources and support they require to do so. | A successful year against school improvement priorities. Summer Enquiry by Enquire Learning Trust designed to evaluate progress against the school priorities stated that progress had been made in all areas. The report identified the key features of the progress made against each priority. |
| Monitor, track and promote individual reading for all through the 'Accelerated | The Education Endowment Foundation evidence based research concluded that AR | Accelerated Reader is well embedded across school. Staff show increasing confidence |

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| Reader' program for children from Year 2 –Year 6. Purchase additional resources to support this. | increases the reading age of disadvantaged children by an additional 5 months against 3 months for non-disadvantaged children in a 22 week time frame. | using the reports generated to target support accordingly. |
| Promote reading at home for all children through rewards to incentivise children and parents to engage with quality reading at home | Although a focus on reading at home has increased the frequency of home reading, there is a still focus on improving this further and ensuring that reading at home has maximum impact and helps develop reading stamina | Incentives for reading at home have increased the percentages of children reading three times a week in all classes since the beginning of the year. |
| Purchase revision materials for Year 6 children | To ensure that all children have access to quality SATS support materials at home | All pupil premium children attended additional revision sessions in the Spring Term and had materials to support their learning – in school and at home. |
| To increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their children's education and are enabled with the skills they need to support them | Parents' open days and exhibitions of beautiful work to share school practices and encourage parental involvement in children's learning. Target the parents of the disadvantaged children and work with them to engage with the school. We feel that intervening as early as possible is crucial, hence we are introducing parent interaction mornings in early years to model practices to support parents to support learning. | Very well attended parents' evenings. 'Exhibitions of Beautiful Work' and workshops took place across school to showcase children's work and inform parents. Examples of workshops included EYFS sessions on how to help your child at home with their reading and sessions to support children with learning their times tables. PSA targeted key parents to attend these sessions and was available throughout to support parents. |
| To enable all eligible children to access residential visits | Through a strong belief that residentials can enhance classroom learning and develop self-esteem and social skills, we feel that ensuring this is an opportunity available to all is very important | Seven disadvantaged children attended Robinwood residential and were given a 50% subsidy to enable them to go. |
| To ensure accountability for disadvantaged children through rigorous pupil progress meetings and monitoring | Through a strong school ethos of high expectations for all, all teaching staff are held accountable for disadvantaged children. | Pupil Premium children are identified on all year group trackers and progress is discussed in termly meetings. In school data shows a strong picture for disadvantaged children. |
| **2. Addressing behaviour and attendance** | | |

| Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support. | | |
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| **Action** | **Rationale** | **Cost/Impact** |
| Deploy PSA to support vulnerable children and families | To reduce the impact of specific barriers to learning for disadvantaged children supporting both the child and the family enabling them to engage fully in their learning | PSA has worked successfully with children and families across school. Regular supervision meetings have taken place throughout the year where vulnerable children have been discussed and appropriate actions taken |
| Target the attendance of disadvantaged pupils through close monitoring and the use of rewards to incentivise attendance. | Attendance of disadvantaged children remained static last year and is still below that of non-disadvantaged children. | Disadvantaged attendance increased by 0.5% from previous year and is ahead of the national figure. |
| Employ services of EWO to support the rigorous monitoring of attendance and to support with tackling the poorer attending children. | Vulnerable families to be supported  and encourage attendance for all children to ensure that attendance is above government expectations | This role was changed in-year and attendance support and monitoring is now delivered by a member of school staff. |
| To provide targeted support for children who have emotional, social or behavioural needs and their families through the use of play therapy, 1:1 and group therapies, work with the Bungalow Project, the PSA and the support of the Educational Psychologist | Children's emotional, social and behaviourally needs should not be a barrier to learning and every effort should be made to minimise this through use of the services provided by the Bungalow Project | All looked after children have received support from external agencies. Further to this, identified pupil premium children have received play therapy and support from Harbour, Forget-me-not, our Educational Psychologist or Stronger Families. |
| To provide social and emotional support to vulnerable children to ensure smooth transition across each phase and to secondary school.  Detailed handover meetings to discuss specific pupil needs. | Vulnerable children are recognised by school and all efforts made to ensure smooth transition across each phase and to secondary school. Places booked on Bungalow transition project to take place in June and July 2019 | Six pupil premium children attended additional transition sessions to secondary school. Feedback from children was positive. |
| **3.   High quality teaching for all**<br>**Schools emphasise 'quality teaching for first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.** | | |
| **Action** | **Rationale** | **Cost/Impact** |
| To develop pedagogy and practice of teaching staff to improve pupil outcomes for all through whole school CPD and targeted support for individual staff. | Engage with Enquire Learning Trust to provide CPD for staff alongside focussed support and targeted CPD to meet the needs of individuals as | All members of staff have attended a wide range of CPD. All staff have evaluated the impact of their CPD on their individual CPD records. There are some strong outcomes in |

| | identified through performance management | school for Pupil Premium children. |
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| To share best practice between schools through the Enquire Learning Trust, MSTA and the surrounding area. To learn from successful schools to support our own strategies for ensuring the best possible outcomes | Opportunity to communicate examples of good practice in teaching and learning are highly valued and shared expertise is used to positively impact on pupil outcomes | Core subject leads have attended hub meetings and all wider subject leads have completed a 'middle leader development' course through Middlesbrough's leadership hub. Through engaging with the hubs, staff have had opportunities to work with staff from other schools and share good practice. |
| To develop vocabulary throughout the curriculum to narrow the language gap | Evidence from research shows the extent to which language affects the gap between disadvantaged and non-disadvantaged (Hirsch 2003). He describes the language gap as the chief cause of the achievement gap between socio-economic groups. | Feedback from external moderation identified vocabulary as a strength in writing. Whole school approaches for developing vocabulary are in place but remain a focus moving forward to strengthen this further. |
| Senior leaders to monitor standards across school to inform next steps to improve teaching and learning. This will include targeted and rigorous pupil progress meetings and performance management. | Senior leaders need a very clear picture of standards across school and their expertise used to drive up standards | Rigorous pupil progress meetings have taken place termly. Senior leaders have monitored standards across school and acted on next steps. Monitoring has resulted in strong outcomes across school. |
| **4. Meeting individual learning needs** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs. | | |
| **Action** | **Rationale** | **Cost/Impact** |
| To address the language deficit in early years by offering targeted speech and language support through BLAST programme and through the Power of Reading | We feel that early intervention is crucial in addressing the language deficit and therefore target speech and language in EYFS to support early language acquisition | The Power of Reading is now embedded across early years and BLAST was delivered, alongside targeted speech and language support from a teacher. |
| To deliver individualised reading support at school through 1:1 and small group reading interventions. | To ensure that disadvantaged children who do not have adult support at home with one to one reading have the provision at school instead | Children who are not supported at home with their reading have been identified in each year group and additional in school reading support has been directed accordingly. |
| To ensure specific early assessments from Learning Support are undertaken and | To ensure that any barriers to learning are identified and addressed to improve provision for all children | Learning Support assessed eight pupil premium children. Reports were shared with |

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| used to support individual pupil outcomes | | parents and recommendations put into place. |
| Adopt the principles of PIXL across the school to identify target and track key pupils and ensure that additional support is given.  Children will be identified for interventions designed to address the gaps in their learning. Provision maps will be used to monitor the impact of these interventions and those from previous year used to help inform choices of intervention | Programs such as PIXL allow identification of key marginal children.  Through targeted support, tracking and assessment these children are able to make accelerated progress and are more likely to achieve across all key areas.<br><br>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. | All interventions were evaluated and their impact was highlighted on provision maps in each year group. Provision maps were shared in pupil progress meetings and decisions made about the selection of children for intervention and the efficacy of the intervention itself. Discussions about key marginal children across all boundaries have been a key focus of each pupil progress meeting. |
| Monitoring and assessment by SENDCo with referral to Education Psychologist where needed to ensure the appropriate provision and support is in place. | Ensuring the appropriate support is in place to meet the needs of any vulnerable learners is essential to ensuring that they all reach their full potential | SENDco has closely monitored the disadvantaged SEND children and made any necessary referrals. Our recent OFSTED report (Dec '18) stated that 'Pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged make strong progress.' |

## 5.   Deploying staff effectively

Schools devolve responsibility to frontline staff, use their best teachers to work with pupils to work with pupils who need the most support and train teaching assistants to support pupils' learning.

| Action | Rationale | Cost/Impact |
|---|---|---|
| To improve targeting and provision for  pupils at risk of underperformance through careful deployment and targeted CPD of teaching assistants and HLTAs | To ensure that teaching assistants and HLTAs have the relevant training to improve their practice, resulting in an increase in standards | All TAs and HLTAs have received extensive CPD. They have kept records of training they have received and evaluated its impact. |
| To deploy an additional teacher in to Year Six to enable targeted support | To allow targeted support in smaller groups in Year 6 and ensure that key marginal children are targeted.  EEF evidence shows that children taught in groups of fewer than 16, if targeted appropriately, make accelerated progress. | A target group of key marginal children was identified in Maths and English to be taught by the additional adult. |
| To deploy a PIXL teaching assistant to raise standards for | Shared belief of achievement for all to drive PIXL practices to | All PIXL children achieved the expected standard in reading |

Target Group:

| | RDG | Maths | GPS |
|---|---|---|---|
| EXS | 100% | 100% | 100% |
| GDS | 21% | 54% | 64% |

| disadvantaged and key marginal children in Year 6 | ensure that all key marginal children meet age related expectations PIXL data from previous year showed it to be a very effective intervention | and maths.1 PIXL intervention child achieved GDS in reading and 1 in maths. |
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| **6. Data driven and responding to evidence** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies | | |
| **Action** | **Rationale** | **Cost/Impact** |
| To ensure data is used to identify key marginal children and target teaching through PIXL membership, support and resources | To improve the percentage of children at combined age related expectations through a focus on key marginal children | Data and feedback from teachers used to select PIXL children. All PIXL children achieved the expected standard in reading and maths. 1 PIXL intervention child achieved GDS in reading and 1 in maths. |
| To track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff accountable and include a focus on the disadvantaged children. | All staff must be able to use data and 'Assessment for Learning' to identify standards for all pupil groups, including disadvantaged children, to inform next steps and improve attainment for all | Our recent Ofsted report stated 'Leaders have high expectations of all. The new system for checking the progress pupils make over time is effective. From this, those pupils who need additional support to catch up or those who need further challenge are quickly identified. As a result, pupils make good progress.' Pupil progress meetings took place each term where all pupil groups were discussed and individual children within these groups. Next steps were agreed and action taken. |
| Head and Deputy deployed in roles of Raising Standards Leaders to regularly evaluate progress and attainment of key marginal children through PIXL core team meetings and pupil progress meetings | School has continuous drive to ensure achievement for all. Data, 'Assessment for Learning' systems and professional dialogue are used to scrutinise progress of key marginal children and next steps in learning identified. | Raising Standard Leads met with PIXL core team on a regular basis. All PIXL children achieved the expected standard and one child achieved GDS in reading and one in maths. |
| **7. Clear, responsive leadership** | | |

| Senior Leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training. | | |
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| **Action** | **Rationale** | **Cost/Impact** |
| To develop senior and middle leadership | Model of devolved leadership adopted in school with all levels of leadership directly involved in school improvement. Senior and mid-level leaders, including deputy to be released to work collaboratively to drive school improvement forwards | Our recent Ofsted report stated, "The impact of senior leaders' work can be seen in the improvements to the quality of work in pupils' books and in teaching. Their strengths are being used effectively to support subject leaders who are new to their role." |
| To develop leadership skills of mid-level leaders | Recognising the importance of mid-level leadership. Staff are identified to work with Enquire Learning Trust on developing leadership skills and engaging with Middlesbrough Leadership Hub's 'Middle Leaders Development Programme'. | All subject leaders have been released to work with senior leaders to undertake thorough monitoring of their subject across school.  Key staff have worked with ELT to develop their practice and all identified staff completed the leadership development programme delivered by Middlesbrough's Leadership Hub. |
| Head and Deputy to engage with PIXL regional leader and attend PIXL conferences | To ensure PIXL practices are fully adopted and implemented, Head Teacher and Deputy to meet with PIXL regional leader and attend PIXL conferences, resulting in improved outcomes. | Head and Deputy attended PIXL conference and met termly with regional leader. All PIXL children achieved the expected standard and two children exceeded. |
| Enquire Learning Trust to offer accountability and support for leaders at all levels, providing the challenge the school needs to ensure best practice. | Through the Enquire remit of improving effectiveness of all schools in trust, school to work with core team to engender improved outcomes in school. The school will regularly be held to account and be challenged to justify practice and ensure improvements. Key actions for further improvement can be identified. | All members of ELT's core team have worked with staff across school, providing challenge and support. Termly enquiries have provided challenge and rigour. |