

Pupil Premium Funding 2019/20

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

Rose Wood Academy has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

1. Speech and language deficit, especially in early language acquisition
2. Gaps in key areas of learning
3. Poor reading skills and understanding
4. Lack of parental engagement or skills to support child's education
5. Social and emotional issues affecting learning behaviours
6. Attendance and punctuality
7. Lack of opportunities to widen child's experiences

How We Will Measure the Impact of the Funding

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.

1. Children make good progress in line with or better than all children
2. The attainment of disadvantaged children is in line with or better than the attainment of non-pupil premium children
3. Children attend school regularly and on time
4. Children can managed their feeling, respond well to support and display good learning behaviours

The next review will be September 2020

The total amount allocated to the school for the current year is £117 240.

	Children Eligible for PP Funding :	Amount Received Per Pupil:	Allocation:
PP (Ever 6)	72	£1320	£95 040
Service Children	5	£300	£1 500
Post- LAC	9	£2300	£20 700
Total:			£117 240

1. Whole-school ethos of attainment for all		
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	Cost
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.	-
Monitor, track and promote individual reading for all through the 'Accelerated Reader' program for children from Year 2 –Year 6. Purchase additional resources to support this.	The Education Endowment Foundation evidence based research concluded that AR 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.	£8000
Promote reading for pleasure for all children through whole school events and a wide range of reading resources to encourage reading	School will ensure that different reading genres are available to all children to promote reading for all. This will include resources for reading for pleasure in class but also independently when outside in unstructured times such as break time. Developing reading for pleasure will help engender a love of reading and impact positively on reading outcomes.	£2000
Purchase revision materials for Year 6 children	To ensure that all children have access to quality SATS support materials at home	£150
To increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their	Parents' open days and exhibitions of beautiful work to share school practices and encourage parental involvement in children's	£500

children's education and are enabled with the skills they need to support them	learning. Target the parents of the disadvantaged children and work with them to engage with the school. PSA to work with key families to support them with supporting their child.	
To enable all eligible children to access residential visits	Through a strong belief that residential visits 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.	£700
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.	Staff Release Time
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.		
Action	Rationale	Cost/Impact
To support vulnerable children and address their emotional needs through the ELSA programme. Programme to be delivered by PSA.	Ensure that our most vulnerable children are supported and able to access education through strong social and emotional support.	£3000
Deploy PSA to support vulnerable families.	To reduce the impact of specific barriers to learning for disadvantaged children through supporting the family, enabling them to support their child's academic, social and emotional needs.	£6500
Target the attendance of disadvantaged pupils through close monitoring and the use of rewards to incentivise attendance.	Attendance of disadvantaged children remains a focus this year, as it is still below that of non-disadvantaged children.	£300
To have HLTA with designated responsibility for attendance	Vulnerable families to be supported and attendance encouraged for all children to ensure that attendance is above government expectations and the gap narrows between the pupil premium and non-pupil premium children.	£2000

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, PSA support and the support of the Educational Psychologist	Children’s emotional, social and behavioural needs should not be a barrier to learning and every effort should be made to minimise this through use of the services provided by external agencies and in school support	£5500
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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 2020	£140
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3. High quality teaching for all
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 identified through performance management.	£2700
To share best practice between schools through the Enquire Learning Trust and local schools. 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 is highly valued and shared expertise is used to positively impact on pupil outcomes	£800
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.	£2000
Senior leaders to monitor standards across school to inform next steps to improve teaching and learning. This will include targeted and rigorous pupil progress	Senior leaders need a very clear picture of standards across school and their expertise used to drive up standards.	Staff Release Time

meetings and performance management.		
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	£2000
Develop early reading in school to ensure that all children are targeted with early intervention to ensure that they have strong foundations in reading. EYFS lead and HLTA to attend 'Sounds Write' training as part of this.	To ensure that all children are taught the foundations of literacy well and can therefore build on this as they progress through school. Sounds Write is credited by the DFE as meeting all of its criteria for an effective phonics programme.	£3000
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.	£6000
To ensure specific early assessments from Learning Support are undertaken and used to support individual pupil outcomes	To ensure that any barriers to learning are identified and addressed to improve provision for all children	£2200
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.	Careful tracking enables the 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. 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.	£17 000

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 Release Time
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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	£30 000
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.	£19 000
To deploy an HLTA to raise standards for disadvantaged and key marginal children in Year 6	Shared belief in achievement for all to drive practices to ensure that all key marginal children meet age related expectations. Key Marginal data from previous year showed it to be a very effective intervention.	£5000

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
Use evidence driven approaches to support all children's learning. HT and DHT to attend Tom Sherrington's CPD on Rosenshine's Principles of Instruction. Findings from Rosenshine's work to be disseminated to staff to improve practice.	Rosenshine's principles come from three sources: research into cognitive science, research on the classroom practice of master teachers and research on cognitive support to help students learn complex tasks. Rosenshine's extensive research identifies the hallmarks of what is effective teaching.	£500

To track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff to account 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.	Staff Release Time
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.		
Action	Rationale	Cost/Impact
To develop senior and middle leadership. Identified staff to attend ELT's senior leadership development programme and other leadership CPD	Model of devolved leadership adopted in school with all levels of leadership directly involved in school improvement. Senior and mid-level leaders to be released to work collaboratively to drive school improvement forwards.	Staff Release Time
To develop leadership skills of mid-level leaders	Recognising the importance of mid-level leadership in school improvement, mid-level leaders are identified to work with Enquire Learning Trust on developing leadership skills, engaging with Middlesbrough's Leadership Hub and engaging with local school leaders, with a key focus on monitoring standards and championing their subject.	Staff Release Time
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.	Staff Release Time