

Pupil Premium Strategy

Summary information

School	Roseberry Academy				
Academic Year	2020-21	Total PP budget 2020-21	£37660	Date of most recent PP Review	1.9.20
Total number of pupils	230	Number of pupils eligible for PP	38	Date for next internal review of this strategy	1.9.21

Teacher Assessment of 2019-2020 Year 6 cohort

<i>NB Some children eligible for PP also have SEND and external agency involvement for complex needs</i>	<i>Pupils eligible for PP (7 children)</i>	<i>Pupils not eligible for PP</i>
% attaining ARE in Reading	100	84
% attaining ARE in Writing	80	81
% attaining ARE in maths	80	66
% achieving expected standard or above in reading, writing & maths combined	80	62
% making at least expected progress in Reading	100	96
% making at least expected progress in Writing	100	87
% making at least expected progress in Maths	80	69

Attainment and progress of children eligible for PP across the school Spring 2020 (pre lockdown)

	<i>Pupils eligible for PP</i>						<i>Pupils not eligible for PP</i>					
	<i>EYFS</i>	<i>Y1</i>	<i>Y2</i>	<i>Y3</i>	<i>Y4</i>	<i>Y5</i>	<i>EYFS</i>	<i>Y1</i>	<i>Y2</i>	<i>Y3</i>	<i>Y4</i>	<i>Y5</i>
% attaining ARE in Reading	100	100	67	83	60	88	78	86	77	77	92	78

% attaining ARE in Writing	100	50	50	50	20	88	83	91	82	68	88	84
% attaining ARE in maths	100	50	67	67	60	88	74	86	82	74	92	81
% achieving expected standard or above in reading, writing & maths combined		50	50	50	20	75		86	68	65	81	73
% making at least expected progress in Reading		100	100	100	100	100		100	89	87	88	89
% making at least expected progress in Writing		100	75	83	60	88		100	89	83	88	97
% making at least expected progress in Maths		100	100	67	75	88		91	95	77	88	86

Review of £46495 expenditure for Previous Academic Year 2019-20

Targeted support

Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Planned Cost
Family Mentor (children and family support)	Children are able to regulate their own behaviour, responding positively to boundaries and routines in place. Families receive external support from a variety of agencies in order to address complex needs and create a safe environment for children. Children develop positive and healthy attachments to key people in their lives.	15737
Leader of Learning parental support sessions and 1:1 / small group support work with children (release time HLTA)	Adults are equipped with the skills and resources needed to be able to support their children's learning at home. Children are self assured and confident learners with positive learning dispositions.	3000
Purchase of home learning programmes (as in previous years) Mathletics and Reading Eggs with the introduction of Times Table Rock Stars	Children are able to access learning at home, consolidating knowledge and practising skills. This will enable parents who struggle to support their children academically to be a part of their learning. Families have positive attitudes towards learning and children's learning.	2213

<p>Additional support in class (<i>this is subject to change following termly Pupil Progress meetings</i>): Speech and language intervention focus on Inference and understanding Y1: Daily phonics and maths sessions Y3 Reading support Y4 Writing support Y5 Reading, writing, maths Y6 Reading and maths</p>	<p>Children make at least expected progress in relation to their starting point</p>	<p>16500</p>
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Other approaches

<p>Out of school clubs £3 per session (1 per week x 39 weeks)</p>	<p>After school clubs raised self esteem of children as participation enabled them to excel in non academic areas. This was seen to impact in class, with children more willing to persevere with difficult tasks.</p>	<p>£3510 planned <i>Minus 13 weeks due to lockdown</i> = £2340</p>
<p>Breakfast Club £3.50 per session x 39 weeks</p>	<p>Children who accessed Breakfast Club entered classes ready to learn and settled. Learning dispositions were seen to be much more positive, as children had eaten breakfast and had a calm start to the day.</p>	<p>Planned: estimated uptake 50% = £10230 <i>Minus 13 weeks due to lockdown</i> = £6819.80</p>

Total cost: 46609

Barriers to future attainment in 2020-21 (for pupils eligible for PP)

NB Not all children eligible for PP experience all of these barriers

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Lack of confidence and low self esteem
B.	Lack of routines and boundaries and the ability to self regulate
C.	Attachment difficulties
D.	Limited vocabulary and language skills on entry to school

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
E.	Support with learning at home	
F.	Complex social circumstances	
G.	Lack of nutritious breakfast and a calm start to each morning	
H.	Poor attendance and persistent absenteeism	
Intended outcomes for 2020-21		Success criteria
A.	Children are self assured and confident learners with positive learning dispositions	As a result of renewed confidence in learning and their own abilities, children make at least expected progress in relation to their starting point
B.	Children are able to regulate their own behaviour, responding positively to boundaries and routines in place	Children make at least expected progress as a result of their excellent behaviour
C.	Children develop positive and healthy attachments to key people in their lives	Children have positive relationships with key people and attachment difficulties cease to impact upon learning and attendance
D.	Children develop age appropriate language skills and a wide vocabulary	As a result of children's development in language, they make at least expected progress in Reading and Writing
E.	Adults are equipped with the skills and resources needed to be able to support their children's learning at home	Families have positive attitudes towards learning and children's learning continues outside of the school day, thus impacting upon engagement and progress
F.	Families receive external support from a variety of agencies in order to address complex needs and create a safe environment for children	Children feel safe, settled and happy and able to concentrate upon learning and make progress
G.	Children receive the nutrients they need each morning in order to concentrate upon learning	Children show positive learning dispositions and the ability to concentrate and make progress
H.	Children have good attendance (in line with, or better than, national) with no children persistently absent	Children make accelerated learning because they are in school every day, receiving quality teaching, intervention and support (academic and social and emotional)

Targeted support 2020-21

Action (to be led and overseen by Senior Leadership Team)	Intended outcome (to be reviewed termly at Pupil Progress meetings)
<p>Family Mentor (children and family support) to offer:</p> <p>Group and 1:1 nurture / social and emotional support sessions</p> <p>Telephone support meetings with parents/carers</p> <p>Art therapy sessions</p> <p>On demand support within class / on the playground</p>	<p>Children are able to regulate their own behaviour, responding positively to boundaries and routines in place.</p> <p>Families receive external support from a variety of agencies in order to address complex needs and create a safe environment for children.</p> <p>Children develop positive and healthy attachments to key people in their lives.</p> <p>As a result of renewed confidence in learning and their own abilities, children make at least expected progress in relation to their starting point.</p> <p>Children feel safe, settled and happy and able to concentrate upon learning and make progress.</p> <p>Children make at least expected progress as a result of their excellent behaviour.</p>
<p>Leader of Learning parental support sessions and 1:1 / small group support work with children (1 x pm per week)</p>	<p>Adults are equipped with the skills and resources needed to be able to support their children's learning at home.</p> <p>Children are self assured and confident learners with positive learning dispositions.</p>
<p>Purchase of home learning programmes: Mathletics, Reading Eggs and Times Table Rock Stars</p>	<p>Children are able to access learning at home, consolidating knowledge and practising skills. This will enable parents who struggle to support their children academically to be a part of their learning. Families have positive attitudes towards learning and children's learning continues outside of the school day, thus impacting upon engagement and progress.</p>
<p>Additional 1:1 / small group Teaching Assistant support in class (this is subject to change following termly Pupil Progress meetings) with interventions/support linked to regular assessment of need / gaps in learning and performance data.</p>	<p>Children's attainment is in line with their non-eligible peers and make at least expected progress in relation to their starting point, with some making accelerated progress.</p>
<p>Family Mentor to hold attendance workshops and nurture sessions for children.</p> <p>Family Mentor to work with families of children at risk of persistent absenteeism to identify barriers, needs and support.</p>	<p>Children's attendance is good and at least in line with national, with no children eligible for Pupil Premium funding persistently absent.</p>

Other approaches

Action	Intended outcome
Out of school clubs £5 per session (1 per week x 36 weeks) Estimated uptake 50%	Children show positive learning dispositions and the ability to concentrate and make progress. Children's self esteem improves, impacting upon their confidence to learn new skills in class.
Breakfast Club £4 per session x 5 days x 36 weeks Estimated uptake 50%	Children receive the nutrients they need each morning in order to concentrate upon learning
Total cost	8251 + 1000 + 365 + 10944 + 3420 + 13680 = £37660

Additional Information

Roseberry Academy offers a positive, safe learning environment for its school family, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst children. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes to learning. We aim for everyone to:

Enjoy Believe Achieve Inspiring Lifelong Learning

Aims:

At Roseberry Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind.

We strongly believe in the importance of passion and thirst for knowledge along with dedication and commitment to learning, and we are determined to ensure that our children are given every chance to succeed. Pupil premium funding represents a separate proportion of our budget that is carefully planned to meet the needs of children eligible for additional funding and the impact of this is evaluated termly to ensure that Pupil Premium funding is used for maximum effect.

We use a range of evidence sources to judge the academic, social and emotional progress of our children. We firmly believe that progress cannot be judged on data alone.

We are proud of all of our children, but especially those who may be disadvantaged and in difficult circumstances. They leave their classes at the end of the year as confident learners and good friends, able to talk about their feelings, hopes and dreams. Their end of year performance data only tells a small part of their story.

Background

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children, adopted children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

This fixed amount of money is expected to increase every year for the course of this current Parliament. At Roseberry, we will be using the indicator of those eligible for Free School Meals (FSM) as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. It is widely recognised that common barriers for *some* (not all – every family is different) FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Rationale for expenditure

2020 Spring Teacher Assessment data suggests that the gap between children eligible for Pupil Premium funding and their peers in school has closed, with many children eligible to receive Pupil Premium funding performing above their non-eligible peers. Due to lockdown, there is no national Pupil Premium performance data for 2019/20 against which to judge children at Roseberry.

To improve outcomes, the school must increase the percentage of children attaining Age Related Expectation or above in Reading, Writing and Maths and continue to narrow the gap between children eligible for Pupil Premium and their peers. The attendance of children eligible for Pupil Premium funding also needs to be addressed to ensure that attendance is good, in line with national expectation with no Persistent Absenteeism.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are 'no excuses' made for underperformance
- staff adopt a solution-focused approach to overcoming barriers
- staff support children to develop positivity towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and areas for development across the school
- We use educational research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- All teaching staff are involved in the analysis of data, identification of pupils and planning for intervention (termly Pupil Progress Meetings)
- All teaching and support staff are aware of Pupil Premium and vulnerable children
- All Pupil Premium children benefit from the funding, not just those who are deemed to be underperforming
- Underachievement at *all* levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive Quality First Teaching, with increasing percentages of outstanding teaching achieved by using our senior leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of our Keystones for Learning
- Share good practice within the school and draw on external expertise
- Provide high quality CPD, including educational research
- Improve assessment through joint levelling and moderation, in house and across cluster schools

Increasing learning time

We will maximise the time children have to catch up through:

- Working with identified families to improve children's attendance and punctuality
- Providing earlier intervention linked to termly Pupil Progress Meetings and structured phonics teaching in KS1 and EYFS using Read, Write, Inc
- Extended learning out of school hours including a Homework Club and Booster sessions

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly

- Matching the skills of the support staff to the interventions they provide (and evaluating effectiveness of interventions)
- Working with other agencies to bring in additional expertise, including home school support
- Providing support for parents
- Tailoring interventions to the needs of the child (e.g. Targeted revision / feedback sessions, additional Read, Write, Inc)
- Recognising and building on children's strengths (not purely academic) to further boost confidence

Providing for children's additional pastoral and wellbeing needs through access to a Breakfast Club (free for children eligible for Pupil Premium) and Nurture Group

Going the Extra Mile

In our determination to ensure that all children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data (attainment and progress), pupils' work scrutiny, planning scrutiny, observations, learning walks, case studies, and staff, parent and pupil voice
- In addition to ongoing Assessment for Learning and regular writing assessments, assessment data is collected termly so that the impact of interventions can be monitored regularly and further interventions planned
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to Pupil Progress Meetings each term and the identification of children and impact of intervention is reviewed with interventions adapted or changed if they are not working
- Regular feedback about performance is given to children
- Pupil performance is shared with parents through parents' evenings and annual reports and, for parents of children receiving intervention, Raising Achievement Plans (RAPs)
- The Principal maintains an overview of Pupil Premium spending
- The Academy Improvement Committee is informed of Pupil Premium expenditure termly through the Principal's Academy Profile report

Reporting

When reporting about Pupil Premium funding online the Academy Improvement Committee and Principal will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

We will include:

- Pupil Premium allocation for the current academic year
- details of how we intend to spend the allocation
- details of how we spent the previous academic year's allocation
- how it made a difference to the attainment of disadvantaged pupils