

## Pupil Premium Strategy

Summary information					
<b>School</b>	Roseberry Academy				
<b>Academic Year</b>	2019-20	<b>Total PP budget 2019-20</b>	£46495	<b>Date of most recent PP Review</b>	1.9.19
<b>Total number of pupils</b>	229	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	1.9.20

Attainment of July 2019 Year 6		
<i>NB Some children eligible for PP also have SEND and external agency involvement for complex needs</i>	<b><i>Pupils eligible for PP (7 children)</i></b>	<b><i>Pupils not eligible for PP</i></b>
<b>% attaining ARE in Reading</b>	<b>29</b>	94
<b>% attaining ARE in Writing</b>	<b>86</b>	97
<b>% attaining ARE in maths</b>	<b>43</b>	87
<b>% achieving expected standard or above in reading, writing &amp; maths combined</b>	<b>14</b>	74
<b>% making at least expected progress in Reading</b>	<b>29</b>	68
<b>% making at least expected progress in Writing</b>	<b>86</b>	75
<b>% making at least expected progress in Maths</b>	<b>57</b>	61

Attainment and progress of children eligible for PP across the school in July 2019												
	<b><i>Pupils eligible for PP</i></b>						<b><i>Pupils not eligible for PP</i></b>					
	<b><i>EYFS</i></b>	<b><i>Y1</i></b>	<b><i>Y2</i></b>	<b><i>Y3</i></b>	<b><i>Y4</i></b>	<b><i>Y5</i></b>	<b><i>EYFS</i></b>	<b><i>Y1</i></b>	<b><i>Y2</i></b>	<b><i>Y3</i></b>	<b><i>Y4</i></b>	<b><i>Y5</i></b>
<b>% attaining ARE in Reading</b>	<b>50</b>	<b>60</b>	<b>67</b>	<b>67</b>	<b>89</b>	<b>81</b>	85	83	68	88	81	90
<b>% attaining ARE in Writing</b>	<b>50</b>	<b>60</b>	<b>67</b>	<b>33</b>	<b>89</b>	<b>100</b>	85	83	56	76	81	97

<b>% attaining ARE in maths</b>	<b>50</b>	<b>60</b>	<b>67</b>	<b>100</b>	<b>89</b>	<b>80</b>	85	78	64	88	84	74
<b>% achieving expected standard or above in reading, writing &amp; maths combined</b>	-	<b>60</b>	<b>67</b>	<b>33</b>	<b>78</b>	<b>80</b>	-	78	52	72	76	66
<b>% making at least expected progress in Reading</b>	-	<b>100</b>	<b>67</b>	<b>100</b>	<b>89</b>	<b>80</b>	-	96	76	96	92	97
<b>% making at least expected progress in Writing</b>	-	<b>100</b>	<b>100</b>	<b>67</b>	<b>89</b>	<b>100</b>	-	96	68	80	100	97
<b>% making at least expected progress in Maths</b>	-	<b>100</b>	<b>100</b>	<b>100</b>	<b>89</b>	<b>80</b>	-	91	72	88	95	79

### Review of £50,760 expenditure for Previous Academic Year 2018-19

#### Targeted support

<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Cost</b>
All: Family Mentor (children and family support)	Children feel confident to speak about their social / emotional/academic concerns and are better able to self regulate behaviour. This has had a positive impact upon learning dispositions. Parental support has assisted parents to set boundaries at home which has, in turn, had a positive impact upon behaviour in school and attachments. Attendance workshops	£8550
All: Leader of Learning parental support sessions and 1:1 / small group support work with children	Parents have received support positively, stating that they are more able to support children with their learning at home. Interventions run by the Leader of Learning have had a positive impact upon pupil progress.	£3000
<b>Y1: Writing</b> - Daily 1:1 focussed activities with TA Speech and language programmes with TA	100% of children eligible for PP made at least expected progress in relation to their starting points.	£2983

<p><b>Y2: Managing feelings and behaviour</b> – Family Mentor support – small groups and 1:1 social and emotional development Memory – barrier games with TA Speech and language programme with TA <b>Writing</b> - Handwriting - additional, supported, daily handwriting session <b>Reading</b> - Phonics – access Read Write Inc Autumn 2018 in small group with TA</p>	<p>100% of children eligible for PP made at least expected progress in relation to their starting points in writing and maths, compared with 67% in reading.</p>	<p>£3360</p>
<p><b>Y3: Maths</b> - TA small group intervention / class support <b>Physical</b> - Gross motor skills programme with TA <b>Writing</b> - Intervention for handwriting with TA Common exception word spelling group with TA</p>	<p>100% of children eligible for PP made at least expected progress in relation to their starting points in reading and maths, compared with 67% in writing.</p>	<p>£3334</p>
<p><b>Y4: Reading Writing Maths</b> - Small group support with TA <b>Reading</b> – Comprehension support with TA <b>Maths</b> - Times tables 1:1 intervention with TA <b>Writing</b> - Grammar intervention with TA</p>	<p>89% of children eligible for PP made at least expected progress in relation to their starting points in reading, writing and maths.</p>	<p>£5967</p>
<p><b>Y5: Maths</b> - Reasoning papers intervention group with TA <b>Reading</b> – Comprehension small group with TA</p>	<p>100% of children eligible for PP made at least expected progress in relation to their starting points in writing, compared with 80% in reading and maths.</p>	<p>£3861</p>
<p><b>Y6: Writing</b> – Small group adult support within the classroom and TA editing group Active Literacy intervention group with TA 1:1 editing looking at punctuation with TA Spelling strategies and patterns activities intervention with TA <b>Reading</b> - Speed reading, grammar and Greater Depth comprehension questions support with TA <b>Maths</b> – Singapore maths group 1:5 Pre-teaching new concepts - TA Dynamo maths – personalised intervention 1:1 TA arithmetic sessions Small group support with TA linked specifically to analysis of need</p>	<p>Progress for this year group was poor in relation to their starting points. However, this cohort contained children eligible for PP with complex social and emotional needs with external agency support, as well as children with Special Educational Needs.</p>	<p>£5967</p>
<b>Other approaches</b>		
<b>Action</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Cost</b>

Out of school clubs £3 per session (1 per week x 39 weeks)	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.	£3510
Breakfast Club £3.50 per session x 39 weeks	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.	Estimated uptake 50% = £10230

### Barriers to future attainment in 2019-20 (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)*

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

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	Support with learning at home
<b>F.</b>	Complex social circumstances
<b>G.</b>	Lack of nutritious breakfast and a calm start to each morning

Intended outcomes for 2019-20		Success criteria
<b>A.</b>	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>B.</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
<b>C.</b>	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

<b>D.</b>	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
<b>E.</b>	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
<b>F.</b>	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
<b>G.</b>	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

<b>Targeted support</b>	
<b>Action (to be led and overseen by Senior Leadership Team)</b>	<b>Intended outcome (to be reviewed termly at Pupil Progress meetings)</b>
Family Mentor (children and family support)	<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>
Leader of Learning parental support sessions and 1:1 / small group support work with children	<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>

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 continues outside of the school day, thus impacting upon engagement and progress.
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	Children make at least expected progress in relation to their starting point
<b>Total cost</b>	<b>£8550 + £3000 + £2097 + £10800 = £24447</b>
<b>Other approaches</b>	
<b>Action</b>	<b>Intended outcome</b>
Out of school clubs £3 per session (1 per week x 39 weeks)	Children show positive learning dispositions and the ability to concentrate and make progress
Breakfast Club £3.50 per session x 39 weeks Estimated uptake 50%	Children receive the nutrients they need each morning in order to concentrate upon learning
Y5 and Y6: Goblin Kit Car Club	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>Total cost</b>	<b>£18427 + £3159 + £500 = £22086</b>
<b>Additional Information</b>	

*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 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**

2019 pupil performance data suggests that although the gap between children eligible for Pupil Premium funding and their peers in school has closed, children who are eligible to receive Pupil Premium funding do not perform as well as their peers or children eligible for Pupil Premium *nationally*. This is an area for improvement and is outlined in the Academy Improvement Plan

To improve outcomes, the school must increase the percentage of children attaining Age Related Expectation or above in Reading, Writing and Maths and narrow the gap between children eligible for Pupil Premium and their peers.

## **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



- Using team leaders to provide high quality interventions across their phases
- 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