

Pupil Premium Impact Statement 2015/16

At Rosebrook, we aim to provide the children with a wide range of experiences to support and develop their learning. This includes identification of the needs of each child at their current point of development in order to move their learning on further.

We also aim to remove children's social, emotional and behavioural barriers to learning in order for teachers to be able to focus on teaching and learners to be able to focus on learning. With this in mind, a significant proportion of the Pupil Premium funding is allocated to ensuring that we have the right team of staff to support Pupil Premium children and their families; making sure that children come to school ready to learn. As a result of the team comprising of a full time Child Protection Officer, PSA and a range of therapists working in conjunction with our Deputy Headteacher (Inclusion), the early identification of children and families requiring support is now more proactive.

All children attending Play Therapy sessions have made accelerated progress within core subjects.

Children with Speech and Language difficulties have been identified earlier, this is impacting positively on attainment and progress in Reception and KS1 (see Phonics Screening data).

Our PSA has worked closely with parents, resulting in vulnerable families being supported effectively and this is impacting positively on parental engagement in their children's learning and attendance (up by 1% from the same time last year).

Extra-curricular clubs are well attended by PP children and they have given children opportunities for enrichment which has broadened their horizons and increased their enjoyment in school. 100% Parents agree or strongly agree that their child is happy at Rosebrook. (Parent View 5.2.16)

School visits, subsidised by PP funding, have supported children's cultural and social development in order for them to progress as a result of having a wider range of opportunities to learn outside of the classroom. Music tuition is having a positive impact on children's confidence and self-esteem. It has also helped with concentration and perseverance.

As a result of a whole school focus on teaching and learning, targeted 1:1 tuition and increased teaching assistant support, PP children's progress rates are increasingly in line with their in school peers and PP children's attainment is in line with their in school peers by the end of KS2. In addition to this, a greater number of pupils at Age Related Expectations than at the same point last year.