

Pupil Premium spending 2015/16

The Pupil premium for this year is £306,200.

Children in receipt of Pupil Premium at Rosebrook, by the end of KS2, broadly make the same level of progress in the core subjects as do their non-Pupil Premium counterparts. This bucks the national trend and is a relative strength of the school, in its ability to narrow the in school gap between all children. Following the success of the pupil premium formula of spending for previous years, many of the existing spending has been extended as well as a detailed picture of non-financial contributions to the support of pupils in receipt of pupil premium funding.

Below are a set of priorities along with their costings:

Rosebrook Primary School				
Staff Lead:		Alison Tasker (Deputy Head –Inclusion Eddie Huntington (Head teacher)		
Areas of development:		1. Parental engagement.		
		2. Data analysis informing next steps.		
		3. Feedback mechanisms		
Area 1. Parental engagement				
Action	By who	Timeframe	Resources /Costs	Impact
Sharing a lesson; Parents invited into school during curriculum weeks. EY open days.	Class teachers	Termly	Nil	Parents more aware of how to support children at home.
PSA : Making a nutritious and cost effective meal (parent and child). Increase awareness of Foodbank (both in terms of support and charitable giving)	Parent Child PSA Foodbank	Twice weekly	Equipment for start-up. £800	Parents and children working together. Raised awareness of healthy

				diet and the importance of regular mealtimes. Support for and from Foodbank.
Parent attendance at class assemblies	Teachers Parents	Weekly	Nil	Parents are made aware of the curriculum covered during the last half term and are able to engage with their child more fully at home.
Invite parents to transition meetings from Reception to Y1, to highlight the differences of approach, set up possible areas of support and to re-focus attention on phonics.	EY and Y1 staff EY leader KS1 leaders	Autumn term	Time	Improved understanding of expectations and readiness for more formal learning. Improved awareness of the teaching of phonics.
Exploring a range of new parenting courses to be provided by the PSA	PSA	Spring and ongoing.	CPD And cost of parenting program	Strengthening family relationships.

			me materials. £1,200	
Speech and Language Therapy, working in EY to provide a range of courses for parents to support with S & L issues.	SALT EY team AHT	Ongoing	SLA £4,950	Improved SAL development and engagement of parent and child.
Parents invited to attendance assemblies. Those who attend will be entered into a raffle for a Tesco voucher.	Parents	Spring and ongoing	Tesco voucher £20 x 2	Improved attendance.
Develop new parent friendly lines of communication; increase SMS alerts, new Facebook page, and weekly blog on school website.	Office staff SLT	Ongoing	Time (SIMS alerts already provided through school budget)	Parents feel involved and can easily access information about the school day, week and events.
CAFs To open a CAF with any family needing support from any one agency including attendance.	PSA	Ongoing	PSA time £20,184 (75%)	Improved pupil outcomes for vulnerable families.
The school to pay for enhanced therapy sessions in addition to those provided by the LA and also provide speech and language support for our youngest children.	CATS TAMHS Speech & Lang.	Ongoing	SLA £11,992.50 £3,621.15 (S & L already costed)	Overcoming barriers to learning (emotionally and cognitively).
Develop the role of the PSA to deliver CAF	PSA	Ongoing	CPD for the PSA	Improved attendance.

support, attendance advice, adult education (inc. parenting programmes) and the organisation of after school clubs and Children's University activities.			Time commitment Children's University £800	Children involved in purposeful learning. Parents more able to support their child's learning.
Promote the work of the PSA through a flyer to parents with contact details and increase PSA visibility at parent events.	PSA office	Ongoing	Time and printing	Increase in parental awareness and use of CPD and support mechanisms available through the school.
Develop the role of Parental volunteers through in school CPD.	Parents Team leaders PSA	Termly	Time	Higher profile and status given to parents in the community.
Pre nursery/school home visit to develop links with parents provide information and assess possible needs.	PSA and EYFS lead	Ongoing	Staffing costs (paid for through school budget)	Effective early intervention . Improved pupil outcomes
Full time child protection worker to work closely with families and multi agencies.	DHT (inclusion)	ongoing	£20,930	Reduction in the number of children reaching Child in Need or Child Protection

				status, resulting in improved attendance and improved outcomes.
Junior Community Cadets: Y5 Citizenship sessions, including, essential services, the court system and elements of PSHE within real contexts delivered by professionals both within school and in the local community.	LKS2 TL	ongoing	£2,389	Development of the rights respecting ethos in the school and awareness of corporate responsibilities. Support for vulnerable children in how to access a range of services and how to become a better citizen.
Breakfast club is provided at a nominal 20p per day contribution. There is no need to book and charges are only made on the days attended.	HT	ongoing	£2,900	Children ready for school on time. Children fed and mentally prepared for the day ahead.

				Breakfast available for booster groups too! Support for families to get their children to school on time and to prepare for better attendance and improved results.
Subsidies for school trips to make costs affordable and so that Pupil premium families feel as though they can make a small contribution.	HT	ongoing	£19,500	Increased knowledge and understanding of the world outside and the local community. Increase in standards through purpose and increased engagement with the subject areas.
Allow those in receipt of pupil premium the opportunity to attend the residential through a subsidy.	HT	Once a year	£6,500	Improved PSED for vulnerable groups.

				Access to a range of cross curricular activities otherwise unattainable.
A range of outside providers are bought in to provide after school clubs. The current range includes Multi-sports, Champions club, Dance and Karate. Free access is provided for children in receipt of pupil premium.	PSA DHT (I)	ongoing	£8,500	Improved involvement with extra-curricular activity. Access for difficult to fund activities for all
Deputy Head (Inclusion) non-class based to oversee support for Pupil Premium and to co-ordinate interventions, the role of PSA and Child protection officer and measure for impact.	HT and Govern ors	ongoing	£43,000	Heightened support for key members of staff, ensuring that the vulnerable children in school are supported and receive appropriate intervention both at home and at school, through a fully co-ordinated approach,

				resulting in improved engagement and better results.
All children in the school have access to the Mathletics/Spellodrome/Reading Eggs website and for children who do not have internet access at home, or access to a computer can join a club outside the school day. This is staffed by Teaching Assistants who are paid for their additional time	DHT	ongoing	£28,000	Improved skills in Maths, Reading and Spelling. Access to Maths, Reading and Spelling support outside of the school day.

Area 2. Data analysis informing next steps

Action	By who	Timeframe	Resources /costs	Impact
Regular meetings of SSLT with staff to look at emerging data and work with targeted children. (fortnightly rota)	SSLT	Spring	Time	Clearer identification of next steps to learning.
Half termly scrutiny of data for PP cohort to measure in school difference as well as national gaps.	SSLT	Ongoing	Time	Equality of outcomes and targeted support where needed.
Close monitoring of intervention impact sheets to ensure maximum impact.	SSLT	Ongoing	Time	Clearer identification of next steps to learning.
Regular (half termly) monitoring of 1:1 tuition, small group and booster sessions to ensure that children are	KS2 leader and DHT	Ongoing	Time	Clearer identification of next steps to learning.

being correctly targeted.				
During scrutiny of work, look for evidence of Next Day Intervention and targeted support in response to feedback.	SLT	Ongoing	Time	Increased quality first and supported teaching, leading to improved attainment and progress for all.
Lesson Study linked closely to anomalies of Venn Diagram analysis of CRWM.	Teachers SLT	Termly	Time	CPD through supported collegial approach resulting in improved quality of teaching and learning and narrowing of anomalies.
Pupil case study/pursuit by SLT of PP child.	SLT	Termly	Time	Children's views shared. Children learning experience monitored.
Non class based Deputy for Teaching and Learning, so that targeted support can be provided for teaching and learning, particularly in KS2. This includes coaching and mentoring staff, working	HT	ongoing	£47,800	Improved Quality First Teaching. Through effective feedback children make better progress. High quality CPD securing HQ teaching for class teachers and TAs.

<p>alongside staff in the classroom so that children have more effective teacher feedback on their work.</p>				
<p>1:1 Tuition so that more children can receive this very effective intervention. This focuses on the children who have not made expected progress from KS1, addresses misconceptions and aims to fill knowledge gaps and to overcome barriers to learning. The money has been divided into ongoing small group support for small groups and individual 1:1 support for sticking children on a 10 hour basis.</p>	<p>TL and SLT</p>	<p>ongoing</p>	<p>£29,000</p>	<p>Children make accelerated progress.</p> <p>The individual learning needs of the child are met.</p> <p>Small groups are supported effectively in order to narrow the attainment/progress gap existing.</p>

<p>Year 6 extra teacher: Building on last years model an extra adult has been put in place to support Maths and English in the morning and be part of a high quality teaching team delivering interventions in the afternoon.</p>	<p>TL HT</p>	<p>ongoing</p>	<p>£42,822</p>	<p>High quality teaching for targeted children.</p> <p>Increased focus on overcoming barriers and identification of needs.</p> <p>Accelerated progress.</p>
<p>EY/KS1 extra teacher (0.6) to provide support for phonics in the morning and be part of a high quality teaching team delivering interventions and supporting staff in the afternoon.</p>	<p>HT</p>	<p>ongoing</p>	<p>£17,300</p>	<p>High quality teaching for targeted children.</p> <p>Increased focus on overcoming barriers and identification of needs.</p> <p>Accelerated progress in phonics.</p>

Area 3. Feedback mechanisms				
Action	By who	Timeframe	Resources/ costs	Impact
Teachers to give individual feedback following detailed marking of Big Write every 2-3 weeks. (TAs to deliver lessons for 2 afternoons to enable this to happen).	Teachers and TAs	Ongoing	Time Acting up fee for TA's £4,500	Children more aware of next steps to learning.
Andy Taylor (FFT) to support targeted teachers and deliver whole school CPD relating to feedback and intervention strategies for writing.	Andy Taylor Staff	ongoing	Time out of class for teachers £2000 Andy Taylor £650 x 6	Improved quality of feedback and teaching, leading to improved attainment and progress for all.
Closer scrutiny of Response To Marking (RTM) opportunities and strategies to ensure time is allocated to this.	SLT	Ongoing	Time	Improve feedback and pupil progress.
In depth conversations with targeted parents termly.	Teachers SLT	Termly	Time	Clearer understanding of child's needs through a heightened exchange of information.
More regular feedback to	Teachers SLT	Termly	Time	Clearer information

parents in a parent friendly format.				about attainment and progress given to parents.
Children to lead parent consultations with support from the class teacher.	Teachers Children	Spring and ongoing	Time	Increased ipsative involvement providing both pride in their achievements and accountability for their future progress.
SEN support plans involving parents and child to ascertain a partnership approach with the family team and school team. Initially set up by the SENco but with roll out planned to be continued by the class teacher.	SENco Class teachers	ongoing	Time out of class	Improved progress for SEN children with a more targeted response to needs.
Extension of peer tutoring	Teachers Children	Spring onwards	Time table linkage	Improved outcomes. Improved attitude/ consideration towards others.

Total Spend: £322,628.65