

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Rosebrook Primary School				
Academic Year	2019-20	Total PP budget	£281,360	Date of most recent PP Review	Sept19
Total number of pupils	462	Number of pupils eligible for PP	188	Date for next internal review of this strategy	March20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	46.4%	71%
% making expected progress in reading (as measured in the school)	1.76	0.30
% making expected progress in writing (as measured in the school)	5.29	0.20
% making expected progress in mathematics (as measured in the school)	0.84	0.30

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lower than average language skills on entry to school.
B.	High levels of need for additional services such as SEND support, counselling, play therapy, without which academic progress would be difficult.

C.	Low community aspirations leading to passive and unambitious learners.	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Limited life experiences impacting on the cultural capital acquired by pupils.	
E.	IDACI 2019 deprivation indices show education and health as significant areas of concern – 74% and 88% respectively in the first decile (top 10% of most deprived). This is an increase for local health from 66%	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	The attainment and progress gap compared to non pupil premium children is narrowed.	Summative and progress data comparing School PP and either School Other or National Other shows a diminishing gap.
B.	Children’s social, emotional and behavioural barriers are removed so that they are ready to learn.	Access to high quality pastoral care, including counselling and play therapy and consistent QFT with high expectations for behaviour enable children’s readiness to learn.
C.	Children build cultural capital, thereby preparing themselves for a broad experience of adulthood.	Pupil voice, assessment and tracking of learners beyond their primary phase shows a growing awareness of the world around them and a secure knowledge base.

D.	Aspirations are high and children are motivated to be the best version of themselves.	Pupils leave Rosebrook with high aspirations and the resilience to pursue their dreams.
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5. Planned expenditure

Academic year	2019-2020 £281,360
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Enable 1:1 conferencing for learning.	Children make at least expected progress in their learning.	Adult supervision of children whilst the class teacher engages in 1:1 conferencing enables targeted input for teaching and learning, thereby securing progress.	Monitoring and evaluation cycle in school	SLT	Termly

Purchase subscriptions to Mathletics, Spellodrome, Reading Eggs	Engagement is increased, thereby improving outcomes.	Historic use of this software and pupil voice has evidenced its impact on learners. This will enable all pupils to access high quality resources from home, thereby consolidating learning in school.	Promote via newsletters, Facebook, Twitter; offer after school and lunch time clubs; monitor use	SLT	July 2020
Ensure non class based provision for AHTs	AHTs are able to oversee the work of all other stakeholders in school and ensure high quality provision for PP children	A non-class based approach ensures appropriate and targeted leadership in school to promote and secure a high quality teaching and learning experience for all.	School monitoring cycle.	SLT	July 2020
Allow pupil premium champion release time.	Standards for PP children are improved.	Release time enables PP champion to monitor and target PP children's learning in order to raise standards.	School monitoring cycle.	SLT	July 2020
Maintain TA staffing	Provision for additional support staff in school impacts directly on outcomes for pupils.	Support staff are able to target children for scaffolded learning, feedback and interventions. This enables them to access the curriculum and make at least good progress.	School monitoring cycle	SLT	July 2020

Utilise additional teachers	Pupils receive a bespoke and high quality curriculum for subjects across the wider curriculum.	Use of specialist teachers, e.g. MFL and music (Ukelele, singing etc) enables children to acquire a broad curriculum	School monitoring cycle Pupil voice	SLT	July 2020
Total budgeted cost					£187,945
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Utilise dedicated Child Protection Officer	Child Protection officer works closely with families and multi agencies	There is a high need for safeguarding management in school. This allocation allows for comprehensive, specialist and dedicated work to support families in need.	Monitor and evaluate as an ongoing process	V Green (AHT)	July 2020
Employment of an Educational Psychologist	Families are supported where children have additional special educational needs.	Educational Psychologist to attend EHA meetings and provide bespoke support to parents who have children in EYFS with additional special educational needs that they are struggling to manage.	Ongoing dialogue, professional challenge, monitoring.	V Green (AHT)	July 2020

PSA to run parenting sessions in school	Family awareness around staying healthy is improved.	Families learn to cook healthy meals and what makes a healthy life. This supports children being ready for school.	Parent and pupil voice and feedback will inform provision.	SLT	July 2020
PSA to run parenting courses	Relationships within families are stronger.	Strong relationships and links with school support the holistic development of the child.	Parent and pupil voice and feedback will inform provision.	SLT	July 2020
PSA to raise EHAs	EHAs support families.	EHAs target direct family needs and impact on all issues of home life, including	PSA evaluations; family development; pupil/parent voice.		July 2020
Provide speech and language therapy services	Bespoke curriculum for speech and language need enables children to access learning better.	Pupil tracking shows that early speech and language intervention/therapy allows for children to have better access to the curriculum and make better progress. Record gathering and information sharing enables all stakeholders to have impact.	Tracking of children; school monitoring cycle; parent/pupil voice; teacher evaluations	AHT (V Green)	July 2020
Provide additional therapy sessions	Vulnerable children receive the therapy and support needed for improved mental health and readiness to learn.	Enhanced therapy meets the needs of the most vulnerable children in school and allows them to deal with trauma and other family issues impacting on their lives and learning.	Monitoring Pupil and parent voice Therapist evaluations	AHT (V Green)	July 2020
Total budgeted cost					£70,565

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Issue attendance awards	Attendance in school meets at least national expectation.	Greater attendance impacts positively on outcomes. Parents are invited to attendance assemblies. 100% attenders are entered into a weekly £5 prize draw and termly visits to the cinema/ice-cream parlour are planned in.	Plan assemblies into the diary in advance of the term and organise reward visits.	SLT	July 2020
Offer breakfast club at a substantially reduced rate.	Children are ready to learn because they are not hungry.	Historically breakfast club has been provided at this nominal charge of 20p and take up has been excellent. It allows children to be ready for school and their learning.	Monitor implementation and continue to source food donations to support.	SLT	July 2020
Extra curricular clubs	Children access a range of clubs which broadens their experience.	PP children have free access to clubs such as multi-sports, dance, karate. This enables them to broaden their experience and build cultural capital.	Monitoring of clubs via attendance, drop ins, evaluations.	SLT	July 2020

Food donations	Families are hunger-free, enabling children to be ready to learn.	Food donations is collected at least twice /week to distribute to families at the end of the school day. This ensures children are fed at the end of the day. Prior take-up is excellent and feedback from parents is positive.	Systems are established to ensure implementation.	SLT	July 2020
Purchase minibus petrol to enable cheap/free local visits.	Children have access to the wider local community, thereby consolidating learning and improving cultural capital.	Use of the minibus compliments the Rosebrook Curriculum and overall intent. Children's experiences outdoors and in the wider locality supports their personal and educational development.	Use of the minibus is promoted and monitored.	SLT	July 2020
Provide residential subsidies for pupil premium children.	All children have opportunity to attend affordable residential visits.	Residential visits allow for wider development and learning and enable children to gain cultural capital. This is directly linked with the Rosebrook Curriculum and supports/extends learning in school	Comparisons of % of PP children accessing residential visits with NPP.	SLT	July 2020
Total budgeted cost					£23,100