

Pupil premium strategy statement

1. Summary information					
School	Rothwell Infant and Junior School				
Academic Year	2018-19	Total PP budget	£58040 £165080	Date of most recent PP Review	July 18
Total number of pupils	317 378	Number of pupils eligible for PP	50	Date for next internal review of this strategy	July 19

2. Current attainment (2018 End of KS1 and 2 tests)									
	Pupils eligible for PP (school)		Non disadvantaged (School)			Pupils eligible for PP (school)		Non disadvantaged (school)	
% reaching EXS+ in Reading	53%	57%	85%	79	% reaching GDS in Reading	7%	10%	37%	21
% reaching EXS+ in Writing	47%	70	79%	85	% reaching GDS in Writing	7%	10%	23%	23
% reaching EXS+ in Maths	73%	43	84%	74	% reaching GDS in Maths	13%	10%	30%	24
% reaching EXS+ in GPS	NA	53	NA	78	% reaching GDS in GPS	NA	13%	NA	33
% reaching EXS+ RWM	47%	37	82%	61	% reaching GDS RWM	TBC	3%	TBC	11

3. Barriers to future attainment (for pupils eligible for PP, including more able)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Emotional and social wellbeing – (of all PP cause for concerns) safeguarding concerns, poor vocabulary skills, poor social mobility Children from disadvantaged homes start in Nursery and Reception with lower attainment levels, they make the same amount of progress but need to make accelerated progress to achieve the same attainment as their non disadvantaged peers. Poor speech and language combined with a lack in vocabulary has a negative impact on the development of reading skills. Poor social mobility and low aspirations has an effect on children’s attitudes to learning.
B.	PP children start from a lower attainment level, they make broadly the same progress but need to make accelerated progress Many of the disadvantaged pupils start school with emotional and social concerns (60% have a cause for concern folder) these concerns also include safeguarding. The high percentage of disadvantaged children who have cause for concern files (60% of our disadvantaged children) also has an impact on their progress in school. 18% of disadvantaged children are also on the Schools SEN register.
External barriers (issues which also require action outside school, such as low attendance rates)	

C.	Engagement in out of school clubs, home life, safeguarding concerns, breakfast,	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Attainment: To raise the % of children achieving EXS+ in reading, writing and maths by children making accelerated progress. This will maintain the narrowing gap between attainment of non PP and PP children.</p> <p>Increased progress and attainment in particularly in maths and reading, in order that all children are able to reach national expectations and make expected progress.</p>	<p>The gap between the PP children in all 4 year groups will be within 5% of the non disadvantaged children in reading writing and maths.</p> <p>Greater numbers of children reach national expectations at the end of KS2 improved from Last years percentage figures</p> <p>The gap between the children who are entitled to PP funding and those who are not will narrow.</p>
B.	<p>Wellbeing: The personal, social and emotional needs of the children will be developed through interventions to allow learning to take place. Raise aspirations.</p> <p>Pupils and parents feel fully supporting in managing their personal, social and emotional needs leading to increased attainment at the end of KS2.</p> <p>Support for pupils to gets them ready for the transition to secondary school</p> <p>Parents are involved and supportive of their children’s learning,</p> <p>Effective use of interventions/strategies means that pupils will be engaged and receptive to learning.</p> <p>Reviews of these interventions will adapt, monitor, evaluate and analyse their impact leading to the most effective strategies being adopted.</p>	<p>The wellbeing interventions will result PP children being in a place where they are receptive to learning.</p> <p>Children will aspire to want to achieve.</p> <p>Pupils eligible for PP display positive learning behaviours and respond to precision intervention for emotional and social issues; use wellbeing tracker to measure impact for all pupils with specific focus on those who are entitled to PP funding. The gap between PP and all pupils in Maths will diminish in all year groups due to enhanced learning behaviours. Parents and carers of pupils eligible for PP understand the importance of involving themselves in their child’s education; they work alongside the school to promote aspirational thinking.</p>
C.	<p>Clubs: Disadvantaged children to have Breakfast at school as and when required, to take part in after school clubs as appropriate.</p> <p>Attendance rates for pupils eligible for PP, and vulnerable pupils are in line with school expectations of 95%</p>	<p>More disadvantaged children will take part in after school clubs.</p> <p>Attendance rates for pupils eligible for PP, and vulnerable pupils are in line with school expectations of 95%</p> <p>Evidence of attendance meetings, and referrals where attendance falls below expected levels.</p>

5. Planned expenditure					
Academic year					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Update
A. See desired outcome above	<p>1. Teaching and learning Lead and Lead for Vulnerable children to drive curriculum strategies and oversee Year group development plans in each year.</p> <p>2. .Complete triangulation on teaching.</p>	<p>1. Quality First Teaching in class (SDP) Quality of Teaching and Learning priority 2,3) Training for Teachers and all TA's: Book Talk, Talk for writing, Phonics</p> <p>2. To provide effective reading interventions where appropriate, up skilling and training Pupil Premium Teaching Assistants/Teaching Assistants in these interventions. (SDP Quality of Teaching and Learning priority (2)</p>	<p>Data drops 3 times a year. SLT and Governing body to be aware of the impact of Pupil Premium funding; updates to be presented to the Governing body.</p> <p>Training for all teachers and Teaching Assistants in whole school curriculum approaches. Weekly briefings Updated Pupil Progress trackers and meetings</p> <p>Through triangulation of teaching and learning 3 times a year (Priority 2 on SDP) Through triangulation of interventions 3 times a year.</p>	T and L lead Vulnerable Children lead SENDCO	
Outcome A At the end of KS2 the school's attainment is at least equal to the national average for all	To provide effective reading, spelling, writing, SPAG and mathematics training and interventions where appropriate, up	There is a need to continue to develop maths teaching across the school as identified by SDP priority 1 and 3	Monitoring of Teaching and Learning by MB and Governing Body Data drop 3x a year Pupil Progress meetings to happen	Executive Headteacher, Leadership team / head of teaching	

<p>pupils; the gap between PP pupils and all pupils nationally is narrower</p>	<p>skilling and training Teaching staff and Assistant/Teaching Assistants in these intervention. Employ HLTA for Year 5 to allow more focused interventions for morning Literacy and numeracy sessions and allow more focused quality teaching and learning</p> <p>Purchase of Maths homework books for all children in yr 6 to allow maths learning to be extended beyond school day-</p> <p>Purchase of Spelling Shed/ IXL programmes</p> <p>Tracking every 6 weeks through pupil progress meetings with teaching staff to include children in receipt of PP funding- specific interventions to be monitored and evaluated for effectiveness and changed if not working</p>	<p>There is a need to monitor and develop high-quality teaching of reading and spelling empower pupils to challenge themselves in their reading choices; this will impact on reading comprehension progress and attainment as identified by SDP priority 2</p> <p>Children who are PP need intervention in order to help them close gaps in their learning</p> <p>Quality first teaching and timely intervention will mean that the gap between disadvantaged and non disadvantaged pupils will close on last year</p> <p>Close tracking and monitoring of children in receipt of PP funding will keep their needs at the forefront of teachers minds- regular tracking using updated Pupil Progress tracking document will ensure that these are recorded and having a meaningful impact on these children.</p>	<p>6x yearly with specific focus on children entitled to PP funding Tracking and evaluation of intervention programs Pupil voice Teacher triangulation documents, Learning walks, Book scrutiny by leadership team.</p> <p>Year Leads Class teacher</p> <p>Monitoring of Teaching and Learning by MB and Governing Body Data drop 3x a year</p> <p>Pupil Progress meetings to happen 6x yearly with specific focus on children entitled to PP funding Tracking and evaluation of intervention programs Pupil voice Teacher triangulation documents, Learning walks, Book scrutiny by leadership team</p>	<p>and learning, Governing Body. Lead for vulnerable children.</p>	
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B)See desired outcomes above	PP Lead to make all staff aware of disadvantaged children. PP Lead to closely monitor progress of disadvantaged children.	Staff to form secure Relationships with disadvantaged children to improve wellbeing and progress. Disadvantaged children to be closely monitored.	Pupil Progress Interventions reviewed every 6 weeks for impact during Pupil Progress Meetings.	PP Lead	
B)See desired outcomes above	1.After school sports clubs Cost: per child up to £152	P.E. Coordinator to be aware and plan in to provision.	Meetings with P.E. coordinator, check P.E. monitoring of spend.	PP lead P.E. coordinator	

Total budgeted cost £23810
£70174

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Update
B. See desired outcomes above	1.Parent Welfare Officer /DSL Safeguarding of children 2.Parent Support Worker	SDP Personal Behaviour Development and Welfare Priority 1 Disadvantaged pupils in Forest School Protective behaviours Draw and Talk	Attendance data DSL systems TA to complete Protective Behaviours and Draw and Talk for disadvantaged children.	Safeguarding and Inclusion Committee Senior DSL	

<p>A. See desired outcomes</p>	<p>Completes EHA's 3. Play Therapy</p> <p>1. PP Lead to drive TA strategies and oversee individual action plans in each year group. 2. Review interventions every half term as part of the Pupil Progress meetings. 4. Additional hours for LSA to support interventions for children entitled to PP funding.</p>	<p>Sensory Circuits</p> <p>Additional phonics work will occur as and when required.</p> <p>Interventions to include CODE X, Numicon, Reading Reflex, PAT, phonics, words first</p>	<p>Regular meetings with TA's and PP class teacher Year 2. Discussions with year leads Teachers to complete individual action plans in the EYFS for PP children. TA's to complete actions in the EYFS TA's in KS 1 support the PP children who are all in one class. Actions reviewed every 6 weeks for impact on progress/attainment Training on interventions</p>	<p>T&L Lead PP Lead</p>	
<p>Outcome A and B To address the personal, social and emotional needs of the children through interventions to allow learning to take place.</p>	<p>Children to have lunchtime nurture club for those pupils who are disadvantaged to provide a PHSE style environment.</p>	<p>Significant number of disadvantaged children who have CP/ cause for concern files. Emotional trauma suffered by some of our disadvantaged children affects their mindsets and means that they are not ready to learn</p>	<p>Correct Identification of the needs the children have and the most effective strategies available to help support them.</p> <p>Reviews of the impact for the children shown through wellbeing charts and ultimately leading to achievement at end of KS2 assessments.</p> <p>NEST provision for children who are identified as having significant attachment trauma issues- Currently 8 PP junior school children</p>	<p>Executive Headteacher, Leadership team / head of teaching and learning, PP Lead Family support worker Safeguarding lead</p>	
<p>Review and adapt interventions, then monitor, evaluate, analyse their impact</p>	<p>Children to have group sessions/1:1 where appropriate to address emotional needs.</p>	<p>Number of our PP children have severe attachment issues caused by issues in their home lives thus far- Boxall Profiling will identify these</p>			

	<p>Forest School opportunities</p> <p>Protective behaviours</p> <p>Play therapy</p> <p>Sensory circuits</p> <p>Counselling support to pupils</p> <p>Provision of NEST nurture provision for those children who are entitled to PP funding: identified via Boxall</p> <p>Profiling as having developmental and attachment issues.</p>	<p>children. Specific nurturing teaching environment will mean these children are later in a place where they access learning in a mainstream environment/</p>	<p>Introduction of new well being tracker – reviewed regularly to ensure that all children are monitored for emotional needs and that timely intervention and support can minimise impact and disruption to education.</p>		
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Total budgeted cost					<p>£15360</p> <p>£44318</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Update
B. See desired outcomes	Uniform offer - per pupil	Uniform allocation and Trips paid for, Pupils provided with a broad range of experiences. Parents made aware of voucher and	All PP spend to be tracked by Bursar on excel spreadsheet. To be shared with GB.	Bursar Year leads PP TA's	

	Breakfast is available for children who may not have eaten	<p>encouraged to complete PP form. Pupils given the opportunities to participate in a range of sports clubs. Clubs in school.</p> <p>Breakfast is provided for any child who has not had breakfast at home.</p>	<p>P.E. coordinator to track Sports Premium grant spent on disadvantaged children. To be shared with GB</p> <p>Classteachers can send any child to receive breakfast what has not had breakfast at home</p>		
<p>A. See desired outcomes</p> <p>B. See desired outcomes</p>	Access to Educational Psychologist.	Having access to full assessment supports the school in putting specific and targeted intervention into place for a PP child.	<p>Pupil Progress meetings inform SLT and SENDCO, referral made, report discussed, recommendations implemented by SENDCO</p> <p>Data drop 3 times a year</p>	SENDCO SLT	
To further develop independence, participation in education and to remove barriers for learning..	<p>Pupils attend all educational trips arranged by the school.</p> <p>Contributions made towards cost of residential trips</p> <p>Pupils provided with a broad range of experiences</p> <p>Pupils given the opportunities to participate in a range of sports clubs</p> <p>Uniform vouchers for Pupil Premium pupils</p> <p>Attendance incentives to boost the attendance of Pupil Premium pupils where appropriate</p>	<p>Parents of PP children can struggle to pay for the cost of educational trips, clubs and also pay for uniform.</p> <p>By offering this incentive, the children in receipt of pupil premium, are offered a level playing field compared to the children who are not. This allows them to gain a broad, inclusive school experience.</p> <p>Parents are more likely to apply for PP funding for the school if they see benefit to themselves.</p>	<p>Parents to be made aware of the benefits to the school and to themselves of applying the Pupil Premium grant where applicable.</p> <p>Parents aware of the different opportunities that are offered to their children and support to help finance where appropriate</p> <p>Children's attendance is in line with school expectations- monitored closely.</p> <p>Support offered to parents where children are not meeting expected levels of attendance, meetings and attendance contracts put into place in a timely manner.</p>	PP Lead	

<p>Parents of children with PP are supported and engaged in their children's learning.</p>	<p>Parent Support Worker Parent Liaison Officer/Safeguarding Lead</p>	<p>Some of the parents of children who are in receipt of PP funding also require access to additional support to help them best manage the needs of their children. Having early access to this support with timely interventions means that parents are identified and offered support where applicable. Children whose parents engage in learning achieve better.</p>	<p>Parents are fully committed to supporting their children's education. Parents who are identified or actively seek help feel supported and are offered support.</p>	<p>Parent Support Worker Parent Liaison Officer/Safeguarding Lead PP Lead</p>	
Total budgeted cost					<p>£18870</p> <p>£50588</p>