

Rothwell Schools Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Rothwell Victoria Infant and Junior School				
Academic Year	2019-20	Total PP budget	£52,501.67 £138,820	Date of most recent PP Review	July 19
Total number of pupils	307 382	Number of pupils eligible for PP	50 67	Date for next internal review of this strategy	July 20

2. Current attainment (2019 End of KS1 and 2 tests)									
Expected Standard					Greater Depth in the Expected Standard				
	Pupils eligible for PP (school)		Non disadvantaged (School)			Pupils eligible for PP (school)		Non disadvantaged (school)	
% reaching EXS+ in Reading	53%	30%	85%	67%	% reaching GDS in Reading	15%	0%	37%	15%
% reaching EXS+ in Writing	47%	40%	79%	71%	% reaching GDS in Writing	5%	10%	23%	14%
% reaching EXS+ in Maths	71%	30%	84%	77%	% reaching GDS in Maths	15%	10%	30%	20%
% reaching EXS+ in GPS	NA	40%	NA	74%	% reaching GDS in GPS	NA	10%	NA	27%
% reaching EXS+ RWM	44%	30%	80%	64%	% reaching GDS RWM	0%	0%	24%	5%

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.	<p>Emotional and social wellbeing – (of all PP cause for concerns) safeguarding concerns, poor vocabulary skills, poor social mobility</p> <p>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.</p>

B.	<p>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 including safeguarding (57% have a cause for concern folder) which can impact on their progress in school. 35% of disadvantaged children are also on the Schools SEN register (21% of infant PP children, 50% of junior PP children).</p>	
<p>External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)</p>		
C.	<p>Engagement in out of school clubs, home life, safeguarding concerns, breakfast, attendance</p>	
<p>4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)</p>		<p>Success criteria</p>
A.	<p>Attainment:</p> <ul style="list-style-type: none"> To maintain 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. To increase the number of PP children achieving GDS in line with national outcomes Increased progress and attainment in particularly in all subjects, in order that all children are able to reach national expectations and make expected progress. 	<ul style="list-style-type: none"> There will be no gap between the PP children in all 4 year groups and the non-disadvantaged children in reading, writing and maths. GDS outcomes will increase for PP children. Greater numbers of children reach national expectations at the end of KS2 improved from last year's percentage figures The gap between the children who are entitled to PP funding and those who are not will narrow.
B.	<p>Wellbeing:</p> <ul style="list-style-type: none"> The personal, social and emotional needs of the children will be developed through interventions to allow learning to take place helping to raise aspirations. Pupils and parents feel fully supported in managing their personal, social and emotional needs leading to increased attainment at the end of KS2. Support for pupils to gets them ready for the transition to secondary school Parents are involved and supportive of their children's learning, Effective use of interventions/strategies means that pupils will be engaged and receptive to learning. Reviews of these interventions will adapt, monitor, evaluate and analyse their impact leading to the most effective strategies being adopted. 	<ul style="list-style-type: none"> The wellbeing interventions will result PP children being in a place where they are receptive to learning. Children will aspire to want to achieve. Pupils eligible for PP display positive learning behaviours and respond to precision intervention for emotional and social issues. The gap between PP and all pupils in academic success 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.

C.	<p>Clubs:</p> <ul style="list-style-type: none"> Disadvantaged children to have breakfast at school as and when required To take part in after school clubs as appropriate and offered places at holiday clubs to give opportunities they may otherwise not have. Attendance rates for pupils eligible for PP, and vulnerable pupils are in line with school expectations of 96% 	<ul style="list-style-type: none"> More disadvantaged children will take part in after school clubs. Attendance rates for pupils eligible for PP, and vulnerable pupils are in line with school expectations of 96% Evidence of attendance meetings, and referrals where attendance falls below expected levels.
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5. Planned expenditure				
Academic year		2019-20		
i. Raising Achievement 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
<ul style="list-style-type: none"> To maintain 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. To increase the number of PP children achieving GDS in line with national outcomes 	<ul style="list-style-type: none"> Phase Leaders to drive curriculum strategies and oversee Year group development in each year. Provide training on greater depth writing across and how these can be embedding in line with English SDP. Purchase external moderator support to assess GD writing Provide training on the delivery of phonics for all staff to further support PP achievement and the bottom 20% 	<ul style="list-style-type: none"> KS1 data outcomes show strong performance for Y2 in Summer 2019 with PP children out performing Non-PP. GDS outcomes remain a challenge for more PP children. 	<ul style="list-style-type: none"> 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. Actions to form part of the school development plan Updates on provide about phase developments through year group and leadership meetings. Triangulation evidence as part of Teaching and Learning Monitoring 	Phase Leaders SENDCO

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<ul style="list-style-type: none"> Increased progress and attainment in particularly in all subjects, in order that all children are able to reach national expectations and make expected progress. 	<ul style="list-style-type: none"> To provide effective reading, spelling, writing, SPAG and mathematics training and interventions where appropriate, up skilling and training Teaching staff and Assistant/Teaching Assistants in these intervention. Employ 3 TAs in the mornings for Year 6 to allow each class to have a TA allowing more focused interventions for morning Literacy and numeracy sessions and allow more focused quality teaching and learning Purchase of Maths homework books for all children in Y6 to allow maths learning to be extended beyond school day- Purchase of Spelling Shed/ IXL programmes 	<ul style="list-style-type: none"> 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 Children who are PP need intervention in order to help them close gaps in their learning Quality first teaching and timely intervention will mean that the gap between disadvantaged and non-disadvantaged pupils will close on last year 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. 	<ul style="list-style-type: none"> Monitoring of Teaching and Learning by MB and Governing Body Data drop 3x a year 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. Year Leads Class teacher 	<p>Executive Headteacher, Leadership team / head of teaching and learning, Governing Body. Lead for vulnerable children.</p>

<ul style="list-style-type: none"> • The personal, social and emotional needs of the children will be developed through interventions to allow learning to take place helping to raise aspirations. • Pupils and parents feel fully supported in managing their personal, social and emotional needs leading to increased attainment at the end of KS2. • Support for pupils to gets them ready for the transition to secondary school • Parents are involved and supportive of their children’s learning, • Effective use of interventions/strategies means that pupils will be engaged and receptive to learning. • Reviews of these interventions will adapt, monitor, evaluate and analyse their impact leading to the most effective strategies being adopted. 	<ul style="list-style-type: none"> • PP Lead to make all staff aware of disadvantaged children. • PP Lead to closely monitor progress of disadvantaged children. 	<ul style="list-style-type: none"> • Staff to form secure relationships with disadvantaged children to improve wellbeing and progress. Disadvantaged children to be closely monitored. 	<ul style="list-style-type: none"> • Pupil Progress • Interventions reviewed every 6 weeks for impact during Pupil Progress Meetings. 	<p>PP Lead</p>
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<ul style="list-style-type: none"> Disadvantaged children to have breakfast at school as and when required To take part in after school clubs as appropriate and offered places at holiday clubs to give opportunities they may otherwise not have. Attendance rates for pupils eligible for PP, and vulnerable pupils are in line with school expectations of 96% 	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				£22810 £51149
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
B) See desired outcomes above	<ul style="list-style-type: none"> Parent Welfare Officer /DSL Safeguarding of children Parent Support Worker Completes EHA's 	<ul style="list-style-type: none"> SDP Personal Behaviour Development and Welfare Priority 1 Disadvantaged pupils in Forest School Protective behaviours Draw and Talk 	<ul style="list-style-type: none"> Attendance data DSL systems TA to complete Protective Behaviours and Draw and Talk for disadvantaged children. 	<ul style="list-style-type: none"> Safeguarding and Inclusion Committee Senior DSL

<p>A) See desired outcomes above</p>	<ul style="list-style-type: none"> • PP Lead to drive TA strategies and oversee individual action plans in each year group. • Review interventions every half term as part of the Pupil Progress meetings. • Additional hours for LSA to support interventions for children entitled to PP funding. 	<ul style="list-style-type: none"> • Sensory Circuits • Additional phonics work will occur as and when required. • Interventions to include CODE X, Numicon, Reading Reflex, PAT, phonics, words first 	<ul style="list-style-type: none"> • Regular meetings with TA's and class teachers 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>PP Lead</p>
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<p>Outcome A and B To address the personal, social and emotional needs of the children through interventions to allow learning to take place. Review and adapt interventions, then monitor, evaluate, analyse their impact.</p>	<ul style="list-style-type: none"> • Children to have lunchtime nurture club for those pupils who are disadvantaged to provide a PHSE style environment. • Children to have group sessions/1:1 where appropriate to address emotional needs. • Forest School opportunities • Protective behaviours • Sensory circuits • Counselling support to pupils • Provision of NEST nurture provision for those children who are entitled to PP funding: identified via Boxall Profiling as having developmental and attachment issues. 	<ul style="list-style-type: none"> • 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 • Number of our PP children have severe attachment issues caused by issues in their home lives thus far- • Boxall Profiling will identify these children. Specific nurturing teaching environment will mean these children are later in a place where they access learning in a mainstream environment. 	<ul style="list-style-type: none"> • Correct Identification of the needs the children have and the most effective strategies available to help support them. • Reviews of the impact for the children shown through pupil progress meetings and ultimately leading to achievement at end of KS2 assessments. • NEST provision for children who are identified as having significant attachment trauma issues- Currently 8 PP junior school children. 	<ul style="list-style-type: none"> • Executive Headteacher, • Leadership team / • PP Lead, • Family support worker • Safeguarding lead
<p>Total budgeted cost</p>		<p>£13911 £35809</p>		
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>

<p>B) See desired outcomes above</p>	<ul style="list-style-type: none"> • Uniform offer - per pupil 	<ul style="list-style-type: none"> • Uniform allocation and Trips paid for, • Pupils provided with a broad range of experiences. • Parents made aware of voucher and encouraged to complete PP form. • Pupils given the opportunities to participate in a range of sports clubs. Clubs in school. 	<ul style="list-style-type: none"> • All PP spend to be tracked by Bursar on excel spreadsheet. To be shared with GB. • P.E. coordinator to track Sports Premium grant spent on disadvantaged children. • To be shared with GB 	<ul style="list-style-type: none"> • Bursar • Year leads • PP TA's
	<ul style="list-style-type: none"> • Breakfast is available for children who may not have eaten 	<ul style="list-style-type: none"> • Breakfast is provided for any child who has not had breakfast at home. 	<ul style="list-style-type: none"> • Class teachers can send any child to receive breakfast if they have not had breakfast at home 	
<p>A) See desired outcomes above B) See desired outcomes above</p>	<ul style="list-style-type: none"> • Access to Educational Psychologist. 	<ul style="list-style-type: none"> • Having access to full assessment supports the school in putting specific and targeted intervention into place for a PP child. 	<ul style="list-style-type: none"> • Pupil Progress meetings inform SLT and SENDCO , referral made, report discussed, recommendations implemented by SENDCO • Data drop 3 times a year 	<ul style="list-style-type: none"> • SENDCO • SLT

<ul style="list-style-type: none"> To further develop independence, participation in education and to remove barriers for learning.. 	<ul style="list-style-type: none"> Pupils attend all educational trips arranged by the school. Contributions made towards cost of residential trips Pupils provided with a broad range of experiences Pupils given the opportunities to participate in a range of sports clubs Contribution for Pupil Premium pupils 	<ul style="list-style-type: none"> Parents of PP children can struggle to pay for the cost of educational trips, clubs and also pay for uniform. 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. Parents are more likely to apply for PP funding for the school if they see benefit to themselves. 	<ul style="list-style-type: none"> Parents to be made aware of the benefits to the school and to themselves of applying the Pupil Premium grant where applicable. Parents aware of the different opportunities that are offered to their children and support to help finance where appropriate Children's attendance is in line with school expectations- monitored closely. Support offered to parents where children are not meeting expected levels of attendance. meetings 	<ul style="list-style-type: none"> PP Lead
<ul style="list-style-type: none"> Parents of children with PP are supported and engaged in their children's learning. 	<ul style="list-style-type: none"> Parent Support Worker Parent Liaison Officer/Safeguarding Lead 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Parents are fully committed to supporting their children's education. Parents who are identified or actively seek help feel supported and are offered support. 	<ul style="list-style-type: none"> Parent Support Worker Parent Liaison Officer/Safeguarding Lead PP Lead

		<ul style="list-style-type: none"> Children whose parents engage in learning achieve better. 		
Total budgeted cost			£16870	£45562

2019-2020 Evaluation	Expenditure	Impact for cost	Commentary
Allocated Funding	£52,501 £138,820		
Teaching assistants - Small group tuition	£42,250 £47,674	★★★	Teaching assistants worked with PP children for in class and intervention support- one per class to support the raising of attainment and closing the gap between PP and non PP outcomes. TA targeted interventions have been carefully planned for SEN, less able and more able PP children, the impact of which has been monitored by SLT every 6 weeks.
Parent link worker	£6,000 £12,000	★★★★	Established parent link worker in post works with targeted families and has introduced new family learning courses to parents. Continues to work with individual cases and supports on attendance monitoring, liaising with PP and attendance lead and Early Help work. The PLW has supported 20 families of PP children this year; her key duties include supporting families to improve children's attendance and significant support to families around bereavement, anxiety, safeguarding, finance.
Pupil Premium and attendance Leadership time	£30,000	★★★★	Used to monitor PP children's attainment and progress as well as gathering information about children's wider needs, well-being and parental engagement.
After school Club staff	£1194	★★★★	A member of staff worked twice weekly to provide a club for children to attend in a space where they could access devices and resources to complete homework. Also provided quiet and calm environment and adult support if required. Those not completing homework are encouraged to attend so that they are completing tasks weekly. Staff continued to be employed despite Covid and redeployed to support keyworker provision.
Sensory Circuits Staff	£5375	★★★★	2 staff run sensory circuit sessions before school for targeted children. The structured activities are designed to get children to release excess energy, focus their minds and

			reach a good place to be ready to learn at the start of the school day. Staff continued to be employed despite Covid and redeployed to support keyworker provision.
Allocation of financial support for uniform (£75 per child)	£6075 £4275		The financial allowance has been used to support the Year 6 PP cohort to attend a week long residential at the start of the academic year (September 2019) , based on team building, resilience, problem solving skills , as well as giving some of those children their first trip away from home. The funding enabled 19 PP children in Year 6 (70%) to attend the residential. Funding was used in both schools to fund extra-curricular clubs such as cheer and tumble, dodgeball, the cost of educational trips such as Stibbington and Harrington museum, Viking Day, National Space Centre, Bosworth Battlefield. One child had 3 terms of musical theatre as she went into care and requested so that she still saw friends. In Key Stage 1 funding was used to pay for trips such as the Year 2 visit to Bugtopia. Funding paid for a group of PP children to attend week long holiday clubs at Easter and half term. Each PP child is allocated funding for uniform and PE kit.
Trips and experiences	£23,075 £49.30	★★★★	
Musical theatre	£532		
Support for well-being and safeguarding	1000	★★★★	A significant number of the PP children in school have cause for concern files. To support some of the concerns funding is used to provide CPD to staff for protective behaviour training, draw and talk, attachment
Books to support home learning during lockdown	£47.92 £114.32		A number of children requested paper based work and we accessed Whiterose for their powermaths books for the summer catch up.