



Pupil Premium Strategy Statement



1. Summary information 2019-2020					
School	Rosedale Church of England Infant School				
Academic Year	2019-2020	Total PP budget (Estimated 2019-2020 budget)	£103,504	Date of most recent PP Review	
Total number of pupils	208	Number of pupils eligible for PP- (Jan census 2019)	72 (34.6%)	Date for next PP Strategy Review	April 2019
		Eyfs (Jan 2019)	33		
		Year 1 (Jan 2019)	17		
		Year 2 (Jan 2019)	22		
Federation Context	Pupil numbers in each school in the Federation determine how much of any one person's salary each school is paying. This is then balanced alongside the proportion of PP eligible children each school has, so that funding is apportioned completely fairly.				

1. Summary information 2018-2019					
School	Rosedale Church of England Infant School				
Academic Year	2018-2019	Total PP budget (2017-2018 budget)	£74,329	Date of most recent PP Review	Apr 2018

Total number of pupils	182	Number of pupils eligible for PP- (Jan census 2017)	52 (28.5%)	Date for next PP Strategy Review	April 2019
		Eyfs (Jan 2017)	18		
		Year 1 (Jan 2017)	17		
		Year 2 (Jan 2017)	17		
Federation Context	Pupil numbers in each school in the Federation determine how much of any one person's salary each school is paying. This is then balanced alongside the proportion of PP eligible children each school has, so that funding is apportioned completely fairly.				

2. Current attainment		
2017	<i>Pupils eligible for PP</i>	<i>All pupils Nationally (national average)</i>
% reaching a Good Level of Development at the end of EYFS in 2017	58% (of 11 children)	71
% achieving the expected in the Year 1 phonics check in 2017	91.7% (of 12 children)	81
% reaching expected standard in Writing in 2017	63% (of 19 children)	68
% working at Greater Depth within expected standard in Writing in 2017	0%(of 19 children)	16
% reaching expected standard in Reading in 2017	74%(of 19 children)	76
% working at greater depth within expected standard in Reading in 2017	23.5%(of 19 children)	25
% reaching expected standard in Mathematics in 2017	79%(of 19 children)	75

% working at greater depth within expected standard in Maths in 2017	11.8%(of 19 children)	21
% reaching expected standard in Reading, Writing and Mathematics combined in 2017	35.3% (of 19 children)	
% making expected progress		
2018	<i>Pupils eligible for PP</i>	<i>All pupils Nationally (national average)</i>
% reaching a Good Level of Development at the end of EYFS in 2018	69 % (of 16 children)	72%
% achieving the expected in the Year 1 phonics check in 2018	87% (of 23 children)	82
% reaching expected standard in Writing in 2018	61% (of 18 children)	70
% working at Greater Depth within expected standard in Writing in 2018	0% (of 18 children)	16
% reaching expected standard in Reading in 2018	72% (of 18 children)	75
% working at greater depth within expected standard in Reading in 2018	16.7% (of 18 children)	26
% reaching expected standard in Mathematics in 2018	72% (of 18 children)	76
% working at greater depth within expected standard in Maths in 2018	5.6% (of 18 children)	22
% reaching expected standard in Reading, Writing and Mathematics combined in 2018	61.1% (of 18 children)	
% making expected progress	76%	

Average Tracking Points Progress Across Year 2 (2017-2018)	Pupils eligible for PP	Expectation
Reading	3.1	3
Writing	3.2	3
Maths	3.1	3

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	On average, historically, approximately 36% of PP children also have Special Educational Needs, so attainment is lower for this group overall compared with ALL
B.	Historically, only around 20% of pupils eligible for the Pupil Premium are identified as gifted in any curriculum area, which reduces the overall attainment measures for PP children compared with ALL others nationally
C.	Children start school (in Nursery) well below national expectation in all Areas of Learning, but particularly in PSED and in language and communication-. (0% at ARE overall)
D.	Significant social and emotional difficulties from some children that limit their ability to access meaningful learning

External barriers

E.	In a sometimes challenging community, significant support is required by children and families in many aspects of their lives in order for us to ensure that their children come to school ready and able to learn
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4. Outcomes (Intended impact and how it will be measured)

Success criteria

A.	In reception, PP children make similar or better progress than all other children nationally from similar starting points	Diminishing difference in % reaching a Good Level of Development at the end of EYFS between PP children in school and others nationally.
B.	In Y1, PP children make similar or better progress than all other children nationally from similar starting points	Diminishing difference in % reaching the expected standard in the Y1 Phonics check between PP children in school and others nationally.
C.	At the end of Y2, PP children make similar or better progress than all other children nationally from similar starting points in Reading, Writing, Mathematics and Science	Diminishing difference in % reaching and exceeding the expected standards in KS1 assessments between PP children in school and others nationally.
D.	In all Year Groups and in all Areas of Learning/National Curriculum subjects, PP children identified as most able (those exceeding expected standards) make similar progress to all other children nationally from similar starting points	Diminishing difference in % exceeding the expected standards in all year groups between PP children in school and all others nationally.

5. Planned expenditure	
Academic year	2018-2019
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
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? (See Appendix 1 for explanations)	Staff lead	When will you review implementation?
Leadership	Training and Support for Subject Leaders to increase accountability for the progress of all groups of children	Subject leadership is developing, but leaders still need to know more about how effectively their subject is being taught and more about pupil outcomes, including for disadvantaged pupils.	Middle Leadership Reviews carried out termly by Senior Leadership Team and others support externally. Deep Reviews carried out termly by senior leaders. Middle leaders monitor the effectiveness of provision in their subject area and address priorities identified.	SLT Teachers	Termly
Prog for MA, SEN and all	Continued training for all teaching and support staff in enhancing progress for all learners through a mastery approach	Continue with ongoing training in Maths and English, making links to other subject areas on mastery and working at Greater Depth to further increase the amount of learning that is fully secure. Over the last two years, this strategy has continued to drive up standards of attainment, so we are further above national averages in attainment.	Deep reviews focus on all areas of overall effectiveness	SLT	Termly

Quality First Teaching	Continued training for all classroom practitioners on meeting the needs of all learners through quality first teaching.	Training through Rushall RIAT, plus ongoing development on all aspects of SEMH including Attachment and Trauma, SEMH and nurture	Deep Reviews, Learning walks, Boxall profiling and external moderation	SLT	Termly
Total budgeted cost					
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? (See Appendix 1 for explanations)	Staff lead	When will you review implementation?
Improving language and vocabulary – plugging the word gap	Buy in support from Speech and Language Team – work with individual children and families. Develop vocab across school and curriculum to address significant word gaps for many children.	Speech and Language therapy, for younger children particularly, makes a difference to outcomes in Communication and Language in the Early Years and KS1, giving children better access to all learning opportunities. Wellcomm screening. NELI as an intervention. Chris Quigley Training on building vocabulary.	Monitoring of intervention programmes with Deep Reviews as well as informal monitoring of intervention as it happens.	SALT SENCo Support Staff SLT	Annually with Service Level Agreement for SALT

Intervention	<p>Targeted intervention on a 1:1 basis and through G5 where children need additional support to develop a specific skill.</p> <p>Nurture provision or supported learning provision as appropriate</p>	<p>G5 particularly, is a quick and effective way to move children's learning forward. This needs to be done more often now with more able children too.</p> <p>Nurture for those unable to cope yet in a classroom environment is shown to have a positive impact on social and emotional development.</p> <p>SLP for some children, either for learning and cognition or for ASD increases rates of progress for those in need of specialist provision</p>	<p>Pupil Progress meeting discussions on individuals' progress.</p> <p>Intervention monitoring in Deep Reviews</p>	Support Staff	Half Termly
Behaviour Support	<p>Bought in training and support from Integrated Behaviour Support Service.</p>	<p>Behaviour support has been used to train staff on approaches to behaviour management. We continually update this input, as well as using staff already trained to deliver their learning to others. Behaviour support team also work individually with some children, their families and year group staff. Our staff will, however, continue to learn approaches and strategies so that we become more self-sufficient in this area again this year.</p>	<p>Behaviour records in Deep Reviews termly</p>	<p>IBSS Senior Team</p> <p>Classroom staff</p>	<p>Annually with Service Level Agreement depending on offer next year</p>
Ed Psych	<p>Bought in training, child and family support from Educational Psychologist</p>	<p>The quality of support and its impact from Educational Psychologists has historically been a strength. A better understanding of the needs of individuals through this route enables us to better meet them.</p>	<p>Deep reviews termly and Pupil Progress Meetings half termly allow us to determine effectiveness of provision.</p>	<p>Ed Psych Senior Team</p> <p>Classroom staff</p>	<p>Annually with Service Level Agreement</p>

Therapeutic Counselling	Therapeutic services available for children and adults – a range of therapies available dependent on need. Eg Play therapy. Friends. Cygnet training	Specialist provision for emotional wellbeing of adults and children in need.	Deep reviews termly and Pupil Progress Meetings half termly allow us to determine effectiveness of provision with a recognition that, for some therapies, progress can be over a long period of time. Update to NGS action plan	Therapeutic counsellor and SLT	Termly
Total budgeted cost					$\pounds 230 + \pounds 140 + \pounds 230 + \pounds 230 + \pounds 394 + \pounds 491 + \pounds 230 + \pounds 4907 + \pounds 56 + \pounds 7125 + \pounds 7980 + \pounds 8550 + \pounds 230 + \pounds 35625 + \pounds 23940 =$ £90358
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? (See Appendix 1 for explanations)	Staff lead	When will you review implementation?
Nurture Guidance and Support	A graduated response to SEN needs and SEMH needs across schools with appropriate staffing to support this approach.	A system led process that identifies need quickly and responds in a stepped approach, signposting the most appropriate support for children and families. Supported by NGS manager and ISM	Pupil progress meetings check how well this is working for individuals.	NGS Lead ISM Safeguarding Operational Lead	Half termly

Lunchtime Clubs/extra curricular	Funding for out of classroom activities/clubs/groups and therapies in school to meet needs of individuals	<p>Strategies such as lego therapy, lunchtime nurture and 'Friends' helps children with self esteem issues, building confidence, giving them strategies to manage difficulties at home and in school.</p> <p>Funding allows access for children who may otherwise be able to take part in some activities.</p> <p>Introduce Happy Lunchtimes. Training complete and equipment purchased. Implement and monitor in school to improve positive play for everyone.</p>	Pupil progress meeting discussions half termly	NGS staff Learning walks – informal monitoring	Half termly
Total budgeted cost					£8428 + £4440+ £3271 = £13189

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
				

Prog for MA and all	Continued training for all teaching and support staff in enhancing progress for all learners through a mastery approach	Improving outcomes in all year groups and in all areas of learning. Children have attained better than in previous years compared with national averages and children have overall made more than expected progress, including children eligible for Pupil Premium. Whilst average progress is higher than the expected rate, PP children make very slightly less progress than others in some areas. This is a marginal difference equivalent to a week or two.	Attainment and progress improved. Need still to diminish difference completely and improve proportions of children working at Greater Depth within expected standards in the curriculum.	120 200 200
Leadership	Training and Support for Subject Leaders to increase accountability for the progress of all groups of children	Improved knowledge and understanding of teachers of the new requirements within the national curriculum in their subjects and a good knowledge of coverage of the curriculum.	Consistency needed for new staff on progress in each subject in addition to English and Maths. Increased accountability in data measures. Leadership Reviews will monitor this.	200

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improving language	Buy in support from Speech and Language Team – work with individual children and families and train staff to deliver ongoing intervention programmes so that programmes become self-sustaining over time.	Improved outcomes for ALL in Communication and Language and language based areas of the curriculum overall. ALL pupils make better than expected progress overall, although this is a little less for PP children in a few aspects.	Need to further develop staff skills so that we become self-sufficient in this area whilst continuing to work with children and families as new children start school and we identify an early need. We can reduce the number of sessions we need, as we are able to deliver more ourselves in 2018-2019	210 140
Intervention	Targeted intervention on a 1:1 basis and through G5 where children need additional support to develop a specific skill	Improving outcomes in all year groups and in all areas of learning. Children have attained better than in previous years compared with national averages and children have overall made more than expected progress, including children eligible for Pupil Premium. Whilst average progress is higher than the expected rate, PP children make very slightly less progress than others in some aspects.	Needs and therefore interventions used change. Pupil progress meetings addresses this well. NGS, including nurture groups, embedding of graduated response for SEN and SEMH, SLP and therapeutic services will further enhance provision for children in need of specialist support to overcome learning barriers	34285 21250

Behaviour Support	Bought in training and support from Integrated Behaviour Support Service.	Improvements seen in behaviour for some individuals and staff are more skilled again in a range of strategies to use. Work with children by service has not always made enough of a difference. Children in this programme, where there are also other needs, need further support over time to catch up on learning lost.	School can employ strategies in house – ensure induction for new staff. We will continue to use the service, in a reduced allocation of time, when there is a severe need. Nurture and specialist staff reduce the need over time for IBSS support which may not be available long term.	210
Ed Psych	Bought in training, child and family support from Educational Psychologist	We have used a range of Ed Psych services. Latest provision has meant quicker applications for EHCP. Increased understanding of needs of individual children through thorough EP reports.	Buy in again through LA with increased capacity, ensuring high quality service.	385 425
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Nurture Guidance and Support</p>	<p>Needs based support/counselling/Early Help for children and families in need of additional help and support through our NGS. Also focusing on improving attendance, health, mental health and working with parents including those that can be harder to reach. Safeguarding falls within this category too.</p>	<p>Outcomes for children overall improved. Identifying support for specific children and families can be seen to have improved learning attitudes and behaviours as well as wider family issues, so that children come to school ready to learn. This improves over time in different classes and for different reasons.</p>	<p>Continue but with the further expansion of the team in response to changing needs of children and families.</p>	<p>8200 4200 4750 3175</p>
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Lunchtime Clubs/extra curricular	Funding for out of classroom activities/clubs/groups and therapies in school to meet needs of individuals	Feedback from children positive. Nurture leaves children calmer when going back to afternoon lessons. Parents and children tell us friends/lego etc work for them and their children, so will continue on a needs basis	Nurture is a real strength for our schools and is being developed as a long term strategy for all schools. Recruiting staff can be challenging for a very demanding role. Introduce supervision for staff in order to ensure staff well being.	210
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Key

EHT – Executive Headteacher

SLT – Senior Leadership Team

FLT – Wider Federation Leadership Team

Senco – Special Educational Needs Coordinator

SALT – Speech and Language Team

IBSS – Integrated Behaviour Support Service

MA – Most Able Pupils

Prog – Progress

NGS – Nurture, Guidance and Support

ISM – Inclusion and safeguarding manager

Appendix 1

What is a Deep Review?

Deep reviews happen termly. The Executive Headteacher, Heads of School and classroom staff focus on each year group for a day. We observe learning happening in the classroom, focusing on the impact of teaching over time determined by the knowledge, skills and understanding that children have already gained. We focus particularly on the depth of children's learning, how embedded their learning is and thus how well they are able to apply their learning to new contexts. We scrutinise books, we talk to children about their learning, we listen to readers. We make comparisons between groups of children and consider provision for those in need of additional support. A deep review is essentially an inspection of the year group. Judgements are made, using the Ofsted Inspection Framework, on pupil outcomes, the impact of leadership and management, pupils' personal development, behaviour and welfare, the Quality of Teaching, Learning and Assessment and thus Overall Effectiveness. Strengths and weaknesses are identified and reported to staff and each member of staff then has a personalised action plan that allows them to share their strengths with others and continue to develop their practice.

What is a Leadership Review?

A leadership review also happens termly. It is an inspection of leadership and management of specific subject areas, which are led by middle leaders (class teachers) in school. We examine their leadership of their subject, primarily focusing on the impact of their work on how well children achieve. Reviews are carried out by senior staff as well as external support partners.