

Pupil premium strategy statement (primary)

1. Summary information					
School	Rollesby Primary School				
Academic Year	2018/19	Total PP budget	£26,400	Date of most recent PP Review	19/11/2015
Total number of pupils	150	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2019

2. Current attainment		
2017 SATs KS2	<i>Pupils eligible for PP (your school) 2 pupils</i>	<i>Pupils not eligible for PP (national average) %</i>
% meeting standard or above in reading, writing and maths	100	67
% meeting standard or above in reading	100	77
% meeting standard or above in writing	100	81
% meeting standard or above in maths	100	80
2018 SATs KS2	<i>Pupils eligible for PP (your school) 3 pupils</i>	<i>Pupils not eligible for PP (national average) %</i>
% meeting standard or above in reading, writing and maths	33	64
% meeting standard or above in reading	33	75
% meeting standard or above in writing	67	78
% meeting standard or above in maths	33	76

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Many of the pupils supported by PP have compound vulnerabilities such as SEND (Speech and Language delay, dyslexia, global developmental delay, autistic traits and hearing impairment), mental health, self-esteem, attachment needs and social and emotional needs which impacts on their academic progress and attainment.
B.	Understanding of key concepts in Maths and Literacy for PP (and PP/SEN) need consistent re-enforcing.

C.	Language skills are often low which slows reading progress.	
External barriers		
D.	Lack of parental engagement and support with learning, low aspirations. Safeguarding and welfare issues which may lead to Social Services involvement, family stress, low resilience, mental health issues, educationally hesitant.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved social and emotional skills displayed by PP children and others.	Pupils better able and equipped with skills to change their behaviours / respond to situations and engage in learning
B.	Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Children's understanding of key objectives is secure leading to increased rates of progress from individual starting points.
C.	Improve language and reading skills for pupils eligible for PP	Pupils eligible for PP meet age related expectations or make accelerated progress in reading by the end of the year.
D	Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	Parents know how to access support. Fewer records of concern completed. Homework is completed. PP pupils benefit from additional practise and progress is maintained.

5. Planned expenditure					
Academic year	2018/19				
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?	Staff lead	When will you review implementation?
A Improved social and emotional skills displayed by PP pupils and others.	Staff training on Children's Mental health and well being (INSET Jan 2019) plus support from school SENCo and termly meetings between staff and educational psychologist.	Teaching is most effective when staff have an understanding of how conditions, circumstances and needs may affect learning and behaviour.	Monitoring of teaching and learning through learning walks. PRU meetings	CB	Termly
A Improved social and emotional skills displayed by PP children and others.	Metacognition and self regulation	The EEF toolkit states that metacognition and self regulation approaches have consistently high levels of impact. Pupils take greater responsibility for their learning and develop their understanding of what is required to succeed.	Through the Learning Powers initiative developed in last year's SIDP, embed the specific strategies for knowing and understanding their learning, metacognition and motivation.	All teachers	Fortnightly through Learning Walks by Headteacher
A - Improved social and emotional skills. B Key concepts are grasped in maths and English C Improved language and reading skills	Collaborative learning	The EEF toolkit states that the impact of collaborative approaches on learning is consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains.	Pupils work together on learning tasks small enough for everyone to participate on a collective task that has been clearly assigned. Putting mixed ability teams to work in competition with each other can drive effective collaboration.	All teachers	Fortnightly through Learning Walks by Headteacher
B Understanding of key concepts in Maths and English	To carry out a review of the teaching of English and Maths within the school.	In order to improve classroom pedagogy, the subjects must be underpinned by effective and up to date policy and practice understood by all teachers.	Subject leaders to produce an action plan following each review, containing key actions and milestones for implementation.	JC / CB / SB	Termly through staff meetings and Curriculum and Effectiveness Governors' meetings.
B Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and	Live marking	The EEF toolkit states that feedback tends to show very high effects on learning.	Effective feedback needs to be specific, accurate and clear – "it is good because..." , be meaningful and sparing, provide specific guidance on how to	All teachers	Fortnightly through Learning Walks by Headteacher

others show diminishing difference.			improve.		
.C Improved language and reading skills for pupils eligible for PP.	A priority with the SIDP 2018-19 is to focus on the explicit teaching of vocabulary through daily word of the day, focus during guided reading, vocab ninja awards, reading widely through use of written texts across the curriculum.	EEF toolkit suggests that teaching strategies which focus on the learners' understanding of written text have a significant impact for low cost.	Approaches need to be embedded into routine and supported by professional development and training.	JC	Termly through formative assessment and data analysis.

Total budgeted cost					Total - £7000
<ul style="list-style-type: none"> Teaching and Learning reviews through VNET subscription - £2000. Reading resources - £2000. Concrete maths resources - £1100. INSET training £700 Cost of Educational Psychology advice and support - £1200 					

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	When will you review implementation?
A - Improved social and emotional skills. B Key concepts are grasped in maths and English C Improved language and reading skills	Same day intervention with small groups.	The EEF toolkit suggests that small group tuition is effective and the smaller the group, the better. The group is chosen based on attainment in the previous lesson, thereby helping low attaining pupils to catch up with their peers and is targeted at specific need.	The approach needs to be embedded in routine in all classes and the teachers need to be committed to the approach. The staff delivering the intervention need to be secure in their subject knowledge and on the outcomes of the intervention.	All teachers	Termly through learning walks, staff meetings and Pupils at Risk of Underachievement (PRU) meetings.
A - Improved social and emotional skills. B Key concepts are grasped in maths and English C Improved language and reading skills	Peer tutoring – learners work in pairs to provide each other with explicit learning support.	The EEF toolkit states that peer tutoring has a positive impact on learning. There is evidence that pupils who are low attaining make the biggest gains.	The quality of peer interaction needs to be high. The approach is most effective when supplementing or enhancing normal teaching hence peer tutoring is most effectively used to consolidate learning rather than to introduce new material.	All teachers	Termly through learning walks, staff meetings and Pupils at Risk of Underachievement (PRU) meetings.

A - Improved social and emotional skills.	Small group sessions of Nurture are held weekly for specific PP and other pupils, led by the Boxhall profile.	EEF toolkit suggests social and emotional programmes can improve attainment by improving the social and emotional dimensions of learning.	SENCO liaises with Nurture lead and class teachers to ensure targets are known and met.	All staff	Termly
D Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	Extended school provision and enrichment activities offered to PP pupils, paid for by the school.	Where a parent is reluctant to get involved in helping their child with additional study or extra opportunities, the school must fulfil this role. Pupils' learning is enhanced by enrichment activities and the opportunity for language development is increased.	Headteacher monitors PP involvement in extended provision / additional opportunities and liaises between classteachers and extended school staff to ensure necessary support and challenge are given.	LH	Termly

Total budgeted cost Same day intervention - 25 hours TA support (5 hours x 5 classes) = £13 500 (Scale D) Nurture group – 1 hour Teacher and 1 hour TA support weekly = £1500 Extended school provision = £2 000 Cost of enrichment activities = £800				Total - £17,800	
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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	When will you review implementation?
B Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Tracking of children's progress using the Norfolk Assessment Pathway	Tracking pupils' progress in small steps will give teachers and pupils a clearer understanding of the next steps in learning.	Headteacher and classteachers will monitor the new tracking system to ensure it is effective.	CB	Termly during PRU meetings
D Families are helped to help their children, pupils are safeguarded. Parent	Parent support engages parents and offers support for pupils.	Developing effective parental involvement in a child's education is a key to success.	Headteacher and key staff from pupil's class attend Family Support meetings. All staff collaborate to ensure provision	LH	Termly through safeguarding report to the Governing body

support given for education. Families are strengthened.			works well for pupil and family.		
Total budgeted costs: FSP training - £350 Costs of running FSPs (approx. 3 families per term) = £1000 NAPS - £200					Total - £1550

6. Review of expenditure				
Previous Academic Year		2017/18		
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 £3000
A. Improved social and emotional skills displayed by PP children and others.	Small group sessions of Nurture and Lego Therapy are held weekly for specific PP and other pupils	Small group sessions provided time to talk with specific children and develop their social and language skills. Nurture groups promoted positive social skills, turn taking and communicating in a positive environment.	Before and after assessment needs to take place with Lego therapy. Affordability of staffing is an issue with nurture groups. Children need careful selection to avoid clashes of personality. Approach will be continued but in a more structured fashion with use of the Boxhall profile.	
A. Improved social and emotional skills displayed by PP children and others	The whole school has begun to implement PATHS (Promoting Alternative Thinking Strategies) which helps children to develop fundamental social and emotional learning skills.	PATHS is having a significant impact throughout the school with children demonstrating their problem solving and reflective skills as well as being more polite (you're welcome!)	The approach needs to be consistent throughout the school and every teacher needs to be committed to it. PATHS will continue.	
A.Improved social and emotional skills displayed by PP children and others	Staff training and support from school SENCo and Educational Psychologist on meeting the needs of pupils with SEND.	Staff valued the time given to discussing the needs of pupils with SEND with the Educational Psychologist which resulted in further actions / support for these children as well as those eligible for PP.	This support will continue.	
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 £18,000

C.Improve language and reading skills for pupils eligible for PP	Increased teaching time for reading comprehension from Y2-6. Weekly targeted guided reading sessions in each class. Teachers focus on language development in all classes across the curriculum. Refurbishment of library including new reading books purchased for all year groups. Additional reading support from PP Governor and parent volunteers.	Redevelopment of library has had a very positive impact which will continue as it builds and becomes established. PP Governor reads weekly with PP pupils and this is highly valued and has a positive impact on these pupils. The focus on language development and reading comprehension has begun and will continue in 2018-19 as we develop it further.	The development of language and reading needs to be planned into a whole school long term English plan which we will develop this year (2018-19)	
B.Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show	1-1 and small group provision targeted according to post unit assessment and assessment for learning.	Impact varied because the approach was not consistently adopted throughout the school.	All teachers need to engage with the approach.	
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 £3000
D.Families are helped to help their children. Parent support given for education. Families are strengthened, pupils are safeguarded.	Extended schools provision offered to PP pupils, paid for by school. Parent Support Adviser engages parents and offers support. Enrichment activities for PP pupils funded by the school.	Extended schools and enrichment activities provided a positive impact. The ability to run FSPs was limited by the redundancy of the PSA.	Enrichment and extended schools provision will continue. The school will take over the responsibility for organising FSPs.	
A.Improved social and emotional skills displayed by PP children and others.	Staff training to improve attainment by reducing challenging behaviour of pupils.	The impact was varied due to the extremely challenging nature of some of the children and how they responded.	The school will continue with the Norfolk Steps and Step Up approaches.	

