

Pupil premium strategy statement Rosemellin Primary School

Crofty Multi-Academy Trust 2019-2021

School overview

Metric	Data	2020-2021
School name	Rosemellin Primary School	
Pupils in school	371	
Proportion of disadvantaged pupils	30.72%	32.8%
Pupil premium allocation this academic year	£135,340	£150,040
Academic year or years covered by statement	2018-21	
Publish date	12 th February 2020	
Review date	April & July (annually)	
Statement authorised by	Tamsin Lamb	
Pupil premium lead	Natasha Anderson/Nicola Finn	
Governor lead	Kath Boase	

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	-1.97
Writing	0.10
Maths	-2.56

Disadvantaged pupil performance overview for last academic year (2018-19)

Measure	Score
Meeting expected standard at KS2	Reading 57% Writing 71% Maths 57%
Achieving high standard at KS2	Reading 14% Writing 7% Maths 14%

Strategy aims for disadvantaged pupils

Quality first teaching will be at the heart of the schools strategy

Measure	
Priority 1 - Language	<ul style="list-style-type: none"> Ensure all disadvantaged pupils achieve expected outcomes in the phonics check at the end of Yr1. <ul style="list-style-type: none"> Reduce the gap between disadvantage and non-disadvantage by improving pupils vocabulary through high quality texts Ensure all disadvantaged pupils achieve ARE in reading & writing.* (*Exception of children with SEN who are PP)
Priority 2 - Mathematics	<ul style="list-style-type: none"> Ensure all disadvantaged pupils achieve ARE in mathematics through quality first teaching.* (*Exception of children with SEN who are PP)
Priority 3 – Increasing life experiences	<ul style="list-style-type: none"> Provide experiential opportunities to reduce inequalities – narrow the achievement gap and social inequality through early childhood experiences. Provide challenge & support to disadvantaged families whose attendance is poor and persistent absence is high
Priority 4 – Emotional Health and Well-Being	<ul style="list-style-type: none"> Provide experiential opportunities to impact on good mental health and well-being. Trained mentors to deliver targeted intervention e.g TIS
Barriers to learning these priorities address	<p>Better use of evidence-based whole-class teaching interventions.</p> <p>Increasing life experiences.</p> <p>Improving attendance/supporting parents to engage with schools.</p> <p>Promoting oracy through a high quality, text based curriculum.</p> <p>Promoting the importance of speech and language.</p> <p>Raising aspiration.</p>
Projected spending	£135, 340 £150, 040

Teaching priorities for current academic year

Aim	Target	Target date
Raise the attainment and increase progress in Reading	Achieve national attainment Achieve/exceed average progress scores KS2 Reading	Sept '20/21

Raise the attainment and increase progress in Writing	Achieve national attainment Achieve/exceed average progress scores KS2 Writing	Sept '20/21
Raise the attainment and increase progress in Mathematics	Achieve national attainment Achieve/exceed average progress scores in KS2 mathematics	Sept '20/21
Phonics	Achieve/exceed national average expected standard in PSC	Sept '20/21
Other	Improve attendance of disadvantaged pupils to national average (96%)	Sept '20/21
	Improve life experiences by developing cultural capital	On-going

Targeted academic support for current academic year – all disadvantage pupils reach expected standard in phonics check at end of Yr1

Measure	Activity	Impact April review
Priority 1 - Language	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively	What is the standard of delivery? All relevant staff have received training 07/12/20
	Phonics Champion to monitor, model and support staff improvement	Action plans have been written. Staff have access to online CPD. Phonics Champion monitors sessions. RWI trainer commented on how much progress has been made with implementation in a short space of time.07.12.20
	Oral intervention and support work in EYFS by trained practitioners. Engagement with NELI Speech and Language practitioner placed in EYFS to provide early intervention. Time to Talk scheme delivered	% of YR children meeting GLD in Speaking and Listening. Speaking baseline in EYFS – whole cohort. Aut 1 2020 Below ARE 4% At risk 25% ARE 70% Aut 2 2020 Below ARE 4% At risk 18% ARE 78%

	<p>Ensure all staff receive high quality CPD to teach reading increasingly effectively utilising VIPERS approach. (Including Incremental coaching)</p> <p>Ensuring staff use evidence-based highly focused whole-class teaching – improve the quality of reading instruction.</p> <p>Implementation of 1:1 or group intervention is timely, targeted and measured</p> <p>Purchase, training and implementation of Freshstart</p> <p>English curriculum is underpinned by high quality text.</p> <p>Reading Karate to engage pupils in daily reading.</p> <p>Vocabulary across the day, across the curriculum.</p> <p>Reading Champion working with targeted pupils.</p>	<p>What is the standard of teaching in reading? Staff have received CPD. 07.12.20</p> <p>Increased number of children reading daily.</p> <p>Progress of identified children.</p>
Barriers to learning these priorities address	<p>Improving attendance/supporting parents to engage with schools.</p> <p>Promoting oracy through a high quality, text based curriculum.</p> <p>Promoting the importance of speech and language.</p>	<p>How does the school compare to its comparators 'Families of Schools' EEF, in reading & writing?</p>
Projected spending	£ 45,000	

Targeted academic support for current academic year – all disadvantage reach ARE in mathematics

Measure	Activity	Impact April review
Priority 2 - Mathematics	<p>Quality first teaching & pre/post teach for some. Provide prompt and accurate feedback.</p> <p>Personalised CPD programme focusing on Quality First Teaching. (Incremental coaching)</p>	<p>What is the standard of teaching in maths?</p> <p>Consistently good Maths teaching from YR-Y6. This was</p>

	<p>Timely assessment to address misconceptions.</p> <p>Work with the Maths Hub and purchase textbooks to embed Teaching for Mastery across all YR (Power Maths)</p>	<p>successfully implemented in 2 KS1 classes in Autumn/Spring 19/20. It will continue for some classes in Spring 21.</p> <p>Maths INSET delivered in Aut 1 2020.</p> <p>CPD on feedback delivered Aut 1 2020. More scheduled for Jan 2021</p> <p>It has been decided that White Rose materials and training are sufficient at this current time so Power Maths will not be purchased.</p>
	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>Develop the confidence of pupils in using concrete resources.</p> <p>Embed Times Tables Rock Stars</p>	<p>What is the impact of additional intervention?</p> <p>Incremental coaching showed increased confidence in using concrete resources. Spring 20. Pupil conferencing Autumn 20</p>
Barriers to learning these priorities address	<p>Increasing life experiences.</p> <p>Improving attendance/supporting parents to engage with schools.</p> <p>Raising aspiration.</p>	<p>How does the school compare to its comparators 'Families of Schools' EEF, in mathematics?</p>
Projected spending	£ 25,000	

Wider strategies for current academic year – experiential opportunities and attendance

Measure	Activity	Impact April review
Priority 3 – Increasing life experiences	<p>Creating and embedding experiential opportunities to develop a sense of cultural capital.</p> <p>High quality texts; fiction, non fiction, classical and poetry.</p> <p>Global issues and news bites</p> <p>Visits & residentials</p> <p>Regular trips for all reception pupils</p> <p>Participate in community traditions</p> <p>Develop a 'sense of place'</p>	<p>Pupil conferencing outcomes?</p> <p>Literacy Tree texts purchased. Aut 1 2020</p> <p>Development of school library in conjunction with the library service.</p> <p>Ability to draw on knowledge learnt?</p>

	<p>Sharing a Trust-wide strategy to target families with poor attendance. Further challenge those with acute need by working closely with the EWO.</p> <p>Provide extra-curricular opportunities.</p>	<p>Attendance (96%) is currently above LA average (94%). Regular meetings with EWO to address PA. 07.12.20</p> <p>Take up of PP pupils and monitor provision maps.</p>
Barriers to learning these priorities address	<p>Increasing life experiences.</p> <p>Improving attendance/supporting parents to engage with schools.</p> <p>Raising aspiration.</p>	
Projected spending	<p>£ 25,000</p> <p>£ enrichment</p>	
Measure	Activity	Impact April review
Priority 4 – Emotional Health and Well-Being	<p>Forest School evolving to impact on an increased number of children.</p> <p>Trained TIS practitioners working with families to overcome barriers.</p> <p>PASS surveys</p> <p>Develop the role of the Mental health Lead</p> <p>CPD on Mental Health for all staff</p> <p>Mental Health action plan created</p> <p>Raise the profile of Mental Health support</p> <p>Targeted interventions – such as Dreadnought</p>	<p>Monitor/conference PP children in Forest School conference.</p> <p>Questionnaires.</p> <p>Analysis to feed intervention work.</p> <p>Raised profile and understanding within the school.</p> <p>Staff completed training Autumn 2 2020</p>
Barriers to learning these priorities address	<p>Increasing life experiences.</p> <p>Improving attendance/supporting parents to engage with schools.</p> <p>Raising aspiration</p> <p>Improving readiness to learn</p>	
Projected spending	£35,000	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders & HLTA
Targeted support	Ensuring enough time for school phonics, English & maths leaders to support small groups and monitor T&L	Leaders have planned protected time to model, monitor and review impact
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO & other local MAT schools on common strategies

Review: last year's aims and outcomes (2019-20)

Aim	Outcome
Progress & attainment in reading and writing	
Progress & attainment in mathematics	
Phonics	
Other	
What has been most successful this year? Recovery from school closure Introduction of VIPERS Relationship between home and school Use of manipulatives Incremental coaching	What has been least successful/what will you stop? Trips and extra-curricular activities stopped due to Covid Story Sacks Power Maths

Review: last year's aims and outcomes (2020-21)

Aim	Outcome
Progress & attainment in reading and writing	
Progress & attainment in mathematics	
Phonics	
Other	
What has been most successful this year?	What has been least successful/what will you stop?

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