

Pupil premium strategy statement

1. Summary information

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| School | Rowlatts Hill Primary Academy | | | | |
| Academic Year | 2018-19 | Total PP budget | £143,880 | Date of most recent PP Review | Sept 2018 |
| Total number of pupils | 319 (+29 FS1) | Number of pupils eligible for PP (FS2-Yr6) | 109 | Date for next internal review of this strategy | Sept 2019 |

2. Current attainment (end of KS2 results 2017-18) 22 pupils

| % pupils achieving at least the expected standard by the end of KS2 | <i>Pupils eligible for PP (national average 2016-17)</i> | <i>All pupils school (national average 2017-18)</i> |
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| % achieving in reading, writing and maths | 86.4% (47.5%) | 90% (64%) |
| % achieving expected or above in reading | 86.4% (59.8%) | 95% (75%) |
| % achieving expected or above in writing | 86.4% (66%) | 95% (78%) |
| % achieving expected or above in maths | 91% (63%) | 90% (76%) |

3. Current attainment (end of KS1 results 2017-18) 17 pupils

| % pupils achieving at least the expected standard by the end of KS1 | <i>Pupils eligible for PP</i> | <i>All pupils school (national average 2017-18)</i> |
|---|-------------------------------|---|
| % achieving in reading, writing and maths | 94.1% | 85.1% |
| % achieving expected or above in reading | 100% | 89.4% (75%) |
| % achieving expected or above in writing | 94.1% | 85.1% (70%) |
| % achieving expected or above in maths | 100% | 93.6% (76%) |

4. Current progress: Whole school

| In school progress (compared to peers) data Target Tracker (Yr1-6) | <i>Pupils eligible for PP (104)</i> | <i>Pupils not eligible for PP (171)</i> |
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| % achieving 6+ (Yr1 5+steps) steps progress in reading | 95.2% | 87.7% |
| % achieving 6+ (Yr1 5+steps) steps progress in writing | 96.1% | 89.4% |
| % achieving 6+ (Yr1 5+steps) steps progress in maths | 98% | 91.8% |

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

In-school barriers

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| A. | Pupils entering school with little or no English in many year groups means pupils need support with the development of language and communication skills |
| B. | Poor language, thinking skills and vocabulary linked to enrichment. |
| C. | Low base line entry for pupils in FS1 and FS2 |

External barriers

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| D. | Attendance rates (Target Tracker) 93.7% compared to whole school 95% |
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6. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Accelerated learning of phonics and English to ensure greater comprehension in reading and accelerated progress in required writing standards. | 100% of pupils to make at least expected progress in each year group. |
| B. | Improved enrichment opportunities for pupils eligible for PPG | All pupils to have access to enrichment activities throughout the year that leads to an increase in positive learning behaviours – confidence, resilience, concentration, vocabulary and language that will be evident in class. |
| C. | Accelerated learning in all subjects. | 100% of pupils to make at least expected progress in all areas of learning |
| D. | Increase attendance for pupils eligible for PP | 96% of pupils to attend school. Persistent absences to show a decrease. |

7. 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? |
|--|---|--|---|--------------------------|---|
| To ensure that quality first teaching has a high impact through the use of targeted support for PP pupils. | Class teachers to plan lessons taking into account the needs of the individual by using personalised feedback. Clearer and concise use of differentiation. Targeted use of LSA's. | Quality First teaching led by the class teacher has ensured that standards have risen across the school evidenced through a trend of rising progress and attainment. Teachers use feedback to move pupils learning on using BLOOMS. EEF – Feedback – 8+ | Regular review of quality of teaching through: <ul style="list-style-type: none"> • Learning walks • Work scrutiny • Progress Meetings • Challenge Partners | SLT Class Teachers | Termly review through pupil progress document. Spring/summer work scrutiny. Frequent learning walks by SLT and middle leaders. Video coaching between year groups. Yearly CP review |
| Improved enrichment opportunities for pupils eligible for PP across the school. | Visits, visitors and trips free for pupils eligible for PP. Encourage take up by pupils and families using the school minibus for more local trips. | Maximising opportunities for pupils to improve language, thinking and vocabulary skills will enable them to access the wider curriculum and build self-esteem and confidence. | Teachers to show enrichment opportunities in planning. Focus on oracy in all areas of learning. EEF toolkit – Oral language interventions +5 SLT to monitor through: <ul style="list-style-type: none"> • Work scrutiny • Curriculum planning • Learning Walks (increased confidence) | SLT Class teachers | Termly Progress Reviews. Summer curriculum planning meeting. |

| ii. Targeted support | | | | | |
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| 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? |
| To ensure PP pupils develop their language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing. | Targeted support - Accelerated Reader and reading club Brilliant Reading Scheme RWI 1:1 BRP Let's Talk Focus group work linked to The Writing Project. Embed language of BLOOMS and Character Muscles. | EEF toolkit demonstrates that reading comprehension strategies have moderate impact for low cost +5 Pupils will receive high quality reading/language/writing interventions from trained staff. | Regular review of quality of teaching through: <ul style="list-style-type: none"> • Learning walks • Work scrutiny • Progress Meetings • Challenge Partners | SLT Class Teachers LSA's | Frequent Learning Walks. Monitoring of interventions by class teacher and reviewed at termly progress meetings. Work scrutiny. Pre and Post assessments. |
| 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? |
| Increased attendance and parental engagement. | Advertise parent initiatives more widely – reading café, e-safety workshops, curriculum mornings. Staff to visit settings with similar pupil groups to gain new strategies. Continue to work closely with the EWO and persistent absence families. Morning task for parents to informally come into the school. Free toast for all during morning task. Books in a variety of languages and traditional stories linked to communities for sharing during morning task. Liaising with outside | Greater parental confidence and involvement in school leading to increased attendance. EEF – parental involvement +3 | Track attendance Parental views OFSTED Monitor take up of parent initiatives | SLT Office Manager Teachers | Termly monitoring of attendance and parent take up. |

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| | agencies – school nurse, police. Community speaker linked to groups. Family trips using minibus. | | | | |
| | | | | Percentage of time into staff wages. EWO Enrichment | £252,787 £735 £1000 |
| Total budgeted cost | | | | | £254,522 |

8. Review of expenditure

| Previous Academic Year | | 2017/18 | | | |
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| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | | Cost |
| To ensure that quality first teaching has a high impact through the use of targeted support for PP pupils. | Class teachers to plan lessons taking into account the needs of the individual by using personalised feedback. Targeted use of LSA's. | <p>Accelerated learning in all subjects.</p> <p>PP pupils making greater progress than pupils not eligible for PP across the year groups and percentage increase in all subjects from previous year.</p> <p>Increase by 18% of PP pupils achieving expected or above in reading, writing and maths at the end of KS2.</p> <p>100% of PP pupils achieved expected or above in reading and maths at the end of KS1.</p> | <p>Targeted support has had a high impact on achievement and attainment.</p> <p>Embedding of BLOOMS and Character Muscles has ensured consistency of approach.</p> <p>Planning and CPD as required has enabled good quality targeted support as appropriate.</p> <p>School will continue to implement these strategies.</p> | | <p>Staff Costs –</p> <p>Teaching assistants to run 1:1 support and small groups across the school. – £145,853</p> <p>Percentage of teacher's time for PP pupils £80,378</p> |

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| Improved enrichment opportunities for pupils eligible for PP across the school. | Visits, visitors and trips free for pupils eligible for PP. | Trips and experiences linked to topics and novels ensured that pupils were exposed to the same experiences and language enrichment was evident during learning walks and work scrutiny. | To use local resources and school minibus to increase number of visits and encourage family participation. School will continue to implement these strategies. | Admin costs £7715 Trips £1650 |
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ii. Targeted support

| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
|---|--|---|--|-----------------------|
| To ensure PP pupils develop their language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing. | Targeted support - Accelerated Reader and reading club Brilliant Reading Scheme RWI 1:1 BRP Let's Talk Focus group work linked to The Writing Project | Greater percentage of PP pupils achieved 6 steps or more progress in all subjects and more than pupils not eligible for PP. 100% of PP pupils achieved the expected standard in reading at the end of KS1. Increase in reading minutes. | Accelerated Reader to be monitored weekly by teachers to ensure pupils are on the correct level. Accelerated Reader has promoted reading throughout the school this has been evidenced in the increase in reading minutes. School will continue to implement these strategies. | See Staff costs above |

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 |
|-----------------|------------------------|--|--|------|
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| <p>Increased attendance and parental engagement.</p> | <p>Advertise parent initiatives more widely – reading café, e-safety workshops, curriculum mornings. Staff to visit settings with similar pupil groups to gain new strategies. Continue to work closely with the EWO and persistent absence families. Morning task for parents to informally come into the school. Free toast for all during morning task. Liaising with outside agencies – school nurse, police</p> | <p>PP pupils increase in attendance from 93% to 93.7%</p> | <p>School to continue to target pupils especially persistent absence pupils. Rigorous monitoring and promotion by teachers to encourage greater celebration of attendance and early meeting with targeted families.</p> <p>School will continue to implement these strategies.</p> | <p>See Staff costs above</p> |
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