



# Pupil premium strategy statement

| 1. Summary information        |                                |   |         |   |           |
|-------------------------------|--------------------------------|---|---------|---|-----------|
| <b>School</b>                 | Rowlatt's Mead Primary Academy |   |         |   |           |
| <b>Academic Year</b>          | 2019-20                        | <b>Total PP budget</b>                            | £132000 | <b>Date of most recent PP Review</b>                  | Sept 2019 |
| <b>Total number of pupils</b> | 316<br>(+40 FS1)               | <b>Number of pupils eligible for PP (FS2-Yr6)</b> | 100     | <b>Date for next internal review of this strategy</b> | Sept 2020 |

| 2. Current attainment (end of KS2 results 2018-19) 15 pupils        |  |   |
|---|--|---|
| % pupils achieving at least the expected standard by the end of KS2 | <i>Pupils eligible for PP<br/>(national average 2018-19)</i> | <i>All pupils school<br/>(national average 2018-19)</i> |
| <b>% achieving in reading, writing and maths</b>                    | 86.7% (51%)  | 85% (65%)   |
| <b>% achieving expected or above in reading</b>                     | 86.7% (64%)  | 89% (73%)   |
| <b>% achieving expected or above in writing</b>                     | 93.3% (67%)  | 91% (78%)   |
| <b>% achieving expected or above in maths</b>                       | 100% (64%)   | 100% (79%)  |

| 3. Current attainment (end of KS1 results 2018-19) 13 pupils        |  |   |
|---|--|---|
| % pupils achieving at least the expected standard by the end of KS1 | <i>Pupils eligible for PP<br/>(national average 2017-18)</i> | <i>All pupils school<br/>(national average 2017-18)</i> |
| <b>% achieving in reading, writing and maths</b>                    | 84.6%  | 82.2 %  |
| <b>% achieving expected or above in reading</b>                     | 92.3% (60%)  | 86.7% (74%)   |
| <b>% achieving expected or above in writing</b>                     | 92.3% (50%)  | 84.4% (68%)   |
| <b>% achieving expected or above in maths</b>                       | 84.6% (58%)  | 88.9% (73%)   |

| 4. Current progress: Whole school                                  |                               |                                   |
|--|-------------------------------|-----------------------------------|
| In school progress (compared to peers) data Target Tracker (Yr1-6) | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> |
| <b>% achieving 6+ (Yr1 5+steps) steps progress in reading</b>      | 92.1%                         | 88%                               |
| <b>% achieving 6+ (Yr1 5+steps) steps progress in writing</b>      | 86.7%                         | 84.5%                             |
| <b>% achieving 6+ (Yr1 5+steps) steps progress in maths</b>        | 85.8%                         | 91.2%                             |

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

### In-school barriers

|           |  |
|-----------|--|
| <b>A.</b> | 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>B.</b> | Poor language, thinking skills and vocabulary linked to enrichment.  |
| <b>C.</b> | Low base line entry for pupils in FS1 and FS2  |

### External barriers

|           |  |
|-----------|--|
| <b>D.</b> | Attendance rates (Target Tracker) 94.3% (93.7% 2018-19) compared to whole school 95.4% |
|-----------|--|

## 6. Desired outcomes

|           | <i>Desired outcomes and how they will be measured</i>  | <i>Success criteria</i>  |
|-----------|--|--|
| <b>A.</b> | 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>B.</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. |
| <b>C.</b> | Accelerated learning in all subjects including greater depth pupils.   | 100% of pupils to make at least expected progress in all areas of learning. Pupils to achieve at least expected outcome at the end of their key stage.   |
| <b>D.</b> | Increase attendance for pupils eligible for PP   | 95.5% of pupils to attend school. Persistent absences to show a decrease.  |

## 7. Planned expenditure

Academic year

2019-20

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 high impact – 8+ | Regular review of quality of teaching through: <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Work scrutiny</li> <li>• Progress Meetings – including the diminishing the difference document</li> <li>• Challenge Partners</li> </ul>   | SLT<br>Class<br>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<br><br>SLT to monitor through: <ul style="list-style-type: none"> <li>• Work scrutiny</li> <li>• Curriculum planning</li> <li>• Learning Walks (increased confidence)</li> </ul> | SLT<br>Class<br>teachers | Termly Progress Reviews. Summer curriculum planning meeting.  |

## 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?  |
|---|---|---|---|--------------------------------|---|
| 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<br>Brilliant Reading Scheme<br>RWI<br>1:1 BRP<br>Let's Talk<br>Focus group work linked to The Writing Project.<br>Embed language of BLOOMS and Character Muscles.<br>The Reading Project | EEF toolkit demonstrates that reading comprehension strategies have high impact +6<br><br>Pupils will receive high quality reading/language/writing interventions from trained staff.<br><br>Academic coaching for yr 6 pupils – moderate impact +5 | Regular review of quality of teaching through: <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Work scrutiny</li> <li>• Progress Meetings – including the diminishing the difference document</li> <li>• Challenge Partners</li> </ul> | SLT<br>Class Teachers<br>LSA's | Frequent Learning Walks.<br>Monitoring of interventions by class teacher and reviewed at termly progress meetings.<br>Work scrutiny.<br>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.<br>Encourage parent volunteers in school.<br>Staff to visit settings with similar pupil groups to gain new strategies.<br>Continue to work closely with the EWO and persistent absence families.<br>Morning task for parents to informally come into the school.<br>Free toast for all during morning task.<br>Books in a variety of languages and traditional stories linked to | Greater parental confidence and involvement in school leading to increased attendance.<br>EEF – parental involvement +3 | Track attendance<br>Parental views OFSTED<br>Monitor take up of parent initiatives – reading café and parent volunteers.<br>EWO involvement<br>1:1 meeting between Principal and PA parents | SLT<br>Office Manager<br>Teachers<br>EWO | Termly monitoring of attendance and parent take up. |

|                                       |   |                          |                        |  |             |
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|                                       | <p>communities for sharing during morning task.<br/>         Liaising with outside agencies – school nurse, police.<br/>         Community speaker linked to groups.<br/>         Family trips using minibus.<br/>         Increasing use of parent volunteers.</p> |                          |                        |  |             |
|                                       |   |                          |                        | Percentage of time into staff wages -<br>teachers 77,178<br>LSAs 80,205<br>Admin 2,442<br>SEMH 1,000<br>EWO 1,000<br>Enrichment 3,000<br>CPD 3,000 |             |
| <b>Total budgeted cost</b>            |   |                          |                        |  | 167,825     |
| <b>8. Review of expenditure</b>       |   |                          |                        |  |             |
| <b>Previous Academic Year</b>         |   | <b>2018/19</b>           |                        |  |             |
| <b>i. Quality of teaching for all</b> |   |                          |                        |  |             |
| <b>Desired outcome</b>                | <b>Chosen action/approach</b>   | <b>Estimated impact:</b> | <b>Lessons learned</b> |  | <b>Cost</b> |

|  |  |  |   |   |
|--|--|--|---|---|
| <p>To ensure that quality first teaching has a high impact through the use of targeted support for PP pupils</p> | <p>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.</p> | <p>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.<br/>EEF – Feedback – 8+</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 quality CPD as required has enabled good quality targeted support as appropriate.</p> <p>School will continue to implement these strategies.</p>   | <p><b>Overall Costs – £191,597</b></p> <p><b>Break down -</b><br/>Teaching assistants to run 1:1 support and small groups across the school £105,118</p> <p>Percentage of teacher's time for PP pupils £77,765</p> <p>Quality CPD for staff £4059</p> <p>Trips - £1940</p> <p>Admin £1715</p> <p>EWO - 1000</p> |
| <p>Improved enrichment opportunities for pupils eligible for PP across the school.</p>                           | <p>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.</p>                               | <p>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.</p>   | <p>Pupils have had the opportunity to access a greater range of more local trips to enhance their year group topic and this has impacted on language acquisition and use. This in turn is reflected in the percentage of pupils attaining age related or above in all subjects.</p> <p>School will continue to implement these strategies with an increase in local history/geography trips linked to the curriculum.</p> |   |
| <p><b>ii. Targeted support</b></p>   |  |  |   |   |
| <p><b>Desired outcome</b></p>  | <p><b>Chosen action/approach</b></p>   | <p><b>Estimated impact:</b></p>  | <p><b>Lessons learned</b></p>   | <p><b>Cost</b></p>  |

|  |   |  |   |                  |
|--|---|--|---|------------------|
| <p>To ensure PP pupils develop their language and communication skills to enhance comprehension and inference in reading, and organisation and composition in writing.</p> | <p>Targeted support - Accelerated Reader and reading club<br/>Brilliant Reading Scheme<br/>RWI<br/>1:1 BRP<br/>Let's Talk<br/>Focus group work linked to The Writing Project.<br/>Embed language of BLOOMS and Character Muscles.</p> | <p>Greater percentage of PP pupils achieved 6 steps or more progress in all subjects and more than pupils not eligible for PP.</p> <p>100% of PP pupils achieved the expected standard in reading at the end of KS1.</p> <p>Increase in reading minutes.</p> | <p>Accelerated Reader to be monitored weekly by teachers to ensure pupils are on the correct level and reading at home. Results to be fed back to parents so they are aware.</p> <p>Accelerated Reader has promoted reading throughout the school this has been evidenced in the increase in reading minutes.</p> <p>Brilliant Reading Scheme and focus group work has increased confidence in comprehension.</p> <p>To implement the Reading Project.</p> <p>School will continue to implement these strategies.</p> | <p>See above</p> |
|--|---|--|---|------------------|

**iii. Other approaches**

| <b>Desired outcome</b> | <b>Chosen action/approach</b> | <b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | <b>Lessons learned</b> (and whether you will continue with this approach) | <b>Cost</b> |
|------------------------|-------------------------------|---|---|-------------|
|------------------------|-------------------------------|---|---|-------------|

|  |  |   |  |                  |
|--|--|---|--|------------------|
| <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 93.7% to 94.3%</p> | <p>School to continue to target pupils especially persistent absence pupils.</p> <p>EWO to be involved as soon as possible.</p> <p>Rigorous monitoring and promotion by teachers to encourage greater celebration of attendance and early meeting with targeted families.</p> <p>Staff to continue to build links with families and communities</p> <p>School will continue to implement these strategies.</p> | <p>See above</p> |
|--|--|---|--|------------------|