

ROBERT MELLORS PRIMARY ACADEMY



PUPIL PREMIUM STRATEGY STATEMENT 2019 – 2020

SUMMARY INFORMATION: Published Sept 2019		Reviewed July 2020	Written by: B Ross		Approved by: E Essex
Total numbers of pupils on role	312	Total numbers of pupils eligible for pupil premium funding	F1 – 6: 90 Y1 – 6: 81	Percentage of pupils with Pupil Premium Y1 - 6	41%
BARRIERS TO FUTURE ATTAINMENT (for pupils eligible for Pupil Premium including high ability)					
RAISEonline; staff consultation; Ofsted guidance					
IN-SCHOOL BARRIERS (issues to be addressed in school, such as poor oral skills)					
1.	Low speech and language skills on entry are lower for eligible PP children and for PP children throughout school. This impacts on learning.				
2.	Low aspiration of PP children and families. This impacts on home support for learning and motivation to succeed.				
3.	Narrow experiences of PP children. This impacts on understanding of other curriculum areas especially S and L and reading.				
4.	Difficulties in managing emotions and feelings. This impacts on attendance, punctuality and ability to learn.				
5.	Pupils enter school well below national averages in most areas of the EYFS curriculum				
EXTERNAL BARRIERS (issues which require outside action, such as low attendance)					
1.	Attendance and punctuality rates for PP children are below Non PP. This impacts on their ability to achieve and make progress				
2.	Many families require parental support				
3	The school is in the 10% of most deprived schools nationally with all of the associated barriers to learning				
OUTCOMES					
1.	Improved S and L skills throughout school of PP children so they are in line with All children				
2.	Improved aspiration of PP children evidenced through reading at home; making expected or better progress in work; attaining expected or exceeding in work				
3.	Increased awareness of how to motivate self and achieve				
4.	Increased attendance rates for PP children so it is in line with All children and consistently above 95%				
5.	Being PP will not be a barrier to PP children achieving their potential. Attainment outcomes will be in line with targets set for the class.				
6.	Both groups of children (FSM and FSM6) will have been identified and shown improvement. Progress outcomes will be in line with targets set for the class.				

Data 2018 - 2019	Attainment All	Attainment PP	Attainment Gap	Progress score All	Progress score PP
Reading	70	60	-10	1.2	-1.8
Writing	73.3	66.7	-6.6	2.3	-1.5
GPS	73.3	60	-13.3		
Maths	73.3	60	-13.3	-2.8	0.1
Combined	70	60	-10		

PLANNED EXPENDITURE				
1. Quality of teaching for all through targeted support				
Desired Outcome	Chosen action or approach	School context (what we have identified) Rational for choice	Impact (From end of year monitoring and assessment feedback.)	TOTAL BUDGETED COST
Improved S and L skills for all PP children so that their language skills are in line with All children.	<p>Staff training on developing language skills including effective questioning techniques</p> <p>S and L a whole school priority</p> <p>Interventions linked to S and L</p> <p>TA support in class to develop S and L</p>	<p>Evidence from data; observations and pupil interviews shows that many PP children have low language skills. This impacts on their ability to read and write and access the curriculum.</p> <p>Evidence from EEFT shows oral language interventions have a positive impact on attainment. (+5 months).</p> <p>Our school data shows that our focus on S and L had a positive impact on attainment with regard to reading vocabulary and writing standards.</p>		£11 000
Improved progress and attainment for FSM and FSM6 children in reading (including phonics) ; writing and maths so that they make the same progress and attain at least as well as All children in the class.	<p>PP children identified in these key areas and targeted support received in lessons from TAs</p> <p>PP children targeted for phonics interventions; Breakfast Reading; Inference training; Switch on to reading; reciprocal reading; phonics; 1:1 reading; pre and post teach interventions and parental engagement</p>	<p>Evidence from data and monitoring has identified that in some year groups PP children attain less well than non PP children and make less progress. We have also identified a link with S and L.</p> <p>Evidence from school data analysis has shown Breakfast reading and 1:1 reading has a positive impact on results.</p> <p>Evidence from EEFT shows Inference training (+ 6 months); phonics support (+ 4 months) pre and post-teach (+ 4 months) and parental engagement (+ 3 months) have a positive impact on attainment.</p>		£17 500
	<p>PP children identified in these key areas and targeted support received in lessons from Booster Teacher in years 1 – 6.</p>	<p>Evidence from data and monitoring has identified that where children have received support from a Booster Teacher they have made accelerated progress. (SATs results of children who received Booster teaching.)</p>		£65 000

	PP children identified in these key areas and target support received.	Evidence from EEFT shows One to One Tuition has a positive impact on progress and attainment. (+5 months)		
Improved progress and attainment for HA PP children so that the proportion of PP children attaining at the higher standard is in line with All children in the class.	<p>Profile of HA PP children raised. More PP children working at GD or being targeted for GD.</p> <p>Targeted support provided in class through Mastery teaching and specific interventions in the key areas of learning. Interventions in GD writing; Reciprical Read and GD Maths in place for those children identified as GD or identified as HA.</p> <p>Close monitoring of progress and attainment by both the class teacher and BR.</p> <p>Precise feedback identifies areas for improvement.</p>	<p>Evidence from data show this group (both at our school and nationally) are under performing in some year groups.</p> <p>Evidence from last year shows that targeted GD support has improved the number of PP children attaining GD or attaining HA. We will continue these interventions.</p> <p>Evidence from EEFT shows Mastery Approach to Teaching has a positive impact on progress and attainment (+5 months)</p> <p>Evidence from last year shows that through monitoring of progress and attainment children can be identified as potential GD and supported accordingly. S2S Meetings supported this effectively.</p> <p>Evidence from EEFT shows Feedback has a positive impact on progress and attainment (+8 months)</p>		£7 000
Social and emotional learning embedded as part of routine educational practice ensuring PP children are ready for high quality teaching and learning.	<p>TAs will be aware of and target the PP children in lessons (showing an awareness of FSM6 and FSM).</p> <p>TAs in class will be responsible for SEL on a daily basis</p> <p>The support will cover: making sure PP children get into class on time and ready for the day; ensuring they are listening and focused; ensuring they understand the work given; supporting with learning.</p>	<p>Evidence from the latest Closing the Gaps Conference (5th July) shows high quality teaching has a positive impact on the attainment and progress of PP children. It also shows that often PP children miss out due to outside distractions meaning they are not ready to learn. This support will ensure that these children are having access to high quality teaching with no distractions.</p> <p>Evidence from EEFT shows that effective SEL support which is embedded into routine educational practice has a positive impact on progress and attainment (+4 months)</p>		£11 300

<p>Emotional and social issues do not stop PP children make expected or better progress</p>	<p>A range of emotional and social interventions targeted where needed for children including nurture provision. This support will cover: 1:1 support outside of the classroom; small group support outside of the classroom; Forest schools; nurture café; mentoring.</p> <p>TA support at lunchtimes providing clubs for PP children</p> <p>Support available for families from support staff within school.</p>	<p>Pupil analysis has shown that a high proportion of our PP children have emotional and social needs and belong to families who have complex issues. ACES Training has also highlighted this. 60% of children rated on our ACES profile are PP. Data shows that this group of children are not performing as well as their peers.</p> <p>Data and pupil interviews also shows that the emotional and social interventions we have put into place over the last 4 years have had a positive impact on a child's ability to attain and make progress.</p> <p>Evidence form EEFT shows that improved Parental Engagement has a positive impact on progress and attainment (+ 3 months).</p> <p>Parental engagement is increased when we instigate family support through Jo Parr and Ruth Cumberland. Ruth will also provide support for LAC and post LAC children.</p>	<p>£10 000</p> <p>£12 000</p>
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2. Other approaches

Desired Outcome	Chosen action or approach	School context (what we have identified) Rational for choice	Impact (From end of year monitoring and assessment feedback.)	TOTAL BUDGETED COST
<p>High profile of PP children across school with a clear understanding of the needs and provision</p>	<p>A clear structure in place with all staff identified on the Responsibility chart working effectively together to raise the attainment and progress of PP children.</p> <p>PP TAs who have a specific role in supporting PP children and their families</p>	<p>Evidence shows (Sutton Trust) that school with a clear PP strategy and PP champions make the most effective provision for PP children</p>		<p>£9 000</p>
<p>Forest School provision is there for all PP children whom teachers feel would benefit from it.</p>	<p>All PP children have the opportunity in Early Years and KS1 to attend Forest schools</p>	<p>Evidence from EEFT shows that Outdoor Learning has a positive impact on progress and attainment (+4 months)</p> <p>There is much research showing the positive impact on children's</p>		<p>£10 000</p>

	Targeted PP children in KS2 have the opportunity to attend Forest schools sessions	concentration; emotional well-being and physical development of Forest Schools sessions. Internal school analysis also highlights the positive impact this has on children.		
PP children have the ability to motivate themselves and widen their experiences outside of school.	Metacognition and self-regulation are embedded practice in school. CPD provided for all staff to develop this. PP children have a good understanding of how to self-regulate and motivate selves. They are supported in developing resilience, motivation and widening their experiences.	Evidence from EEFT shows that Metacognition and self-regulation strategies have a positive impact on progress and attainment (+7 months)		Part of whole school approach
Increased attendance rates. PP attendance is consistently good.	Robust monitoring of attendance and punctuality which identifies both children with low attendance and children who are at risk of having low attendance In-school support for children and families for whom attendance is an issue through monitoring and support Attendance officer targeting and supporting those children and families with poor attendance and persistent lateness	We cannot improve attainment for children if they aren't in school or are missing part of each day due to being late.		Part of attendance provision and TA responsibility
Contingency funding for personalised interventions	Bespoke funding available for support with accessing the curriculum, clubs or other experiences.	As part of our inclusive ethos no child to miss out on curriculum areas due to financial reasons.		£3 020
Early Years provision	Early Years provision for 2 year olds is continued. Targeted children attend regularly	Evidence suggests (EEFT) that Early Years provision can positively impact on outcomes in primary school		Funding from Early Years budget