

Roxeth Primary School Proposed Pupil Premium Spend 2019/20

Objectives for Pupil Premium Spending

A number of factors have to be taken into consideration when taking the decisions of when and how to allocate the spending of the Pupil Premium. The most important for the school to consider is the context of the school. This is followed by a number of other factors such as the common barriers the Ever6 children face, the extent to which they receive parental support at home for their learning simultaneously accounting for the complexity of family unit, the access to the resources pupils have both at school and home and the historic levels of attainment and progress to date.

Data from the Fisher Family Trust, Sutton Trust Toolkit and other assessment sources are analysed regularly where children are identified and for their progress/underachievement as well as those who are high performers.

We ensure all staff are aware of who pupil premium and vulnerable children are in their classes. We ensure that each child's individual needs are considered with care so that the correct intervention is in place for him/her where needed.

Improving Day to Day Teaching

Roxeth Primary School strives to ensure that **all** children receive high quality teaching, with increasing numbers of outstanding teaching achieved by all teachers. This is achieved with termly observations with the possibility of more observations should the Senior Leadership Team deem necessary, providing access to high quality CPD, termly tracking meetings and improved assessment through joint levelling and moderation.

Individualising Support

We recognise that 'one size fits all' method does not work for all children and the fact that PP pupils are not a homogeneous group and cover a wide range of needs. Therefore, we understand that work and teaching has to be tailored to each child in order to help raise his/her attainment and we will take these group and individual needs fully into account: We will use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way. We ensure there is a Teaching Assistant available in classrooms; volunteers are deployed to classrooms to assist children with their reading and other areas. We employ external agencies to assist those children who require additional support and purchase any resources that will help further aid/boost teaching and learning.

Key Principles

We believe achievement for all students, including those from disadvantaged backgrounds, is best fostered in a school with an ethos of high expectations, where high quality teaching and learning is at the heart of all we do.

We design, tailored and regularly review our curriculum to ensure it meets the needs of all students

We believe teaching and learning in the classroom is the main focus for raising achievement

We believe additional targeted interventions support and complement class based provision

We believe students from disadvantaged backgrounds benefit fully from school wide opportunities to develop the cultural and social capital needed to support transition to their next stage of education, training or employment.

	Article 3: The best interests of the child must be top priority
	Article 21: If a child is adopted, the first concern must be what is best for the child
	Article 23: A child with a disability has the right to live a full and decent life
	Article 28: Every child has the right to an education
	Article 29: Education must develop every child's personality, talents and abilities to the full

Number of pupils and Pupil Premium (PP) received			
Total number of pupils on role (av over 3 terms)		450 (average)	
Total number of pupils eligible for PP grant		63 + 1 LAC (average)	
Amount PP grant received per pupil		£1320 £2,520 (incl £2,520 LAC)	
Total amount of PPG received		£85,680	
Date of Last Review	July 2019	Date of Next Review	January 2020
Summary of PP spending 2018-19			
<p>The primary objective of PP spending is to raise attainment levels of pupils eligible for the grant. The school has had a particular emphasis on children in upper KS2; but is beginning to focus on Early Years intervention, as advocated in the Education Endowment Foundation Teaching and Learning Toolkit and also indicated by the school's own performance indicators. Pupil premium spending is over a financial year.</p>			
Barriers:			
<ul style="list-style-type: none"> • Writing focus this year for PP children; especially the development of children writing at greater depth • Emotional needs of PP children whom have experienced recent trauma • Some children also have SEN/EAL needs – continue to target these needs also • Continue developing parental engagement with some PP families 			
Desired Outcomes:			
<ul style="list-style-type: none"> • To continue to ensure a higher proportion of Pupil Premium children to make more than expected progress • To continue to ensure Pupil Premium children's individual needs are addressed so that the difference between this group and others nationally continues to be reduced • To ensure the more and most-able Pupil Premium children are stretched and further challenged • To support families through parenting classes and increasing parental engagement 			
Core for all Learners:			
<ul style="list-style-type: none"> • Quality First Teaching by all teaching staff • Appropriate differentiation and challenge in lessons • A sense of belonging, feeling safe and happy • Access to a range of learning opportunities including extracurricular enrichment 			
Proposed Spending Plan 2018-19			
Planned Spend Area	Estimated Spend	Rationale for Spend	Desired Impact and how it will be measured
Small groups for writing in Y6 (Full Year)	Approx. £19,605 Teacher led	To raise attainment in English in Y6 as identified by tracking with a focus on Ever6 pupils.	PP children to reach expected standard and to make at least good progress from their starting point
Small groups Maths Year 4/5/6 (Full year)	Approx. £26,855 Teacher led	To raise attainment in maths in Y6 as identified by tracking with a focus on Ever6 pupils.	PP children to reach expected standard and to make at least good progress from their starting point
Music Tuition	Approx. £200	To enable access to peripatetic music lessons where any Ever6 children have been selected.	To ensure no pupil fails to participate for financial reasons. Level of PP children accessing Music lessons.
Consultant EP	£3000	To provide support and strategies to teachers where vulnerable children have been identified as in need of support.	Children identified with additional needs to provide strategies and guidance for Teachers and Support Staff to ensure appropriate provision for progress.
Play Therapist	£8000 for our vulnerable groups (of which are Ever6 including 1 LAC).	To support the social and emotional development of highly vulnerable children both in term time and throughout the holidays.	On-going emotional support for PP children

Speech and Language support	£2,600 TA led	To support children with their speech and language development focussing on set SAL targets (from a SAL therapist at NPH)	PP children to make better than expected progress from their starting point Monitor through target setting and assessing against their targets
Occupational Therapy support (school led)	£1,300 TA led	To support children with their motor skills development focussing on set OT targets (from an OT therapist at NPH)	PP children to make better than expected progress from their starting point Monitor through target setting and assessing against their targets
TA Support to direct Reading Interventions	Approx. £2000	To ensure all PP pupils are heard to read by Older Peers from Harrow Boys School	PP children to make better than expected progress from their starting point Monitor by assessing against their targets and internal/external data
TA to lead Interventions for Social Skills	Approx £2600	To support children with their social skills development focussing emotional and behavioural support	PP children to make better than expected progress from their starting point Monitor by assessing against their targets and internal/external data
TA Support to access Maths and Art/Drama workshops	Approx. £2600	To allow PP pupils to attend Maths, Art and Drama sessions at John Lyon Schools run by Teachers from JL School	PP children to make better than expected progress from their starting point Monitor by assessing against their targets and internal/external data
Support by a TA reading in YR reading with PP pupils.	£2,600 TA led	To ensure all PP pupils in Year R have their school reading book changed daily and are heard to read at least 3 times a week.	PP children to make better than expected progress from their starting point Monitor by assessing against their targets and internal/external data
Support by a TA reading in Y1-2 book changing and reading with PP pupils.	£2,600 TA led	To ensure all PP pupils in Year 1 & 2 have their school reading book changed daily and are heard to read at least 3 times a week.	PP children to make better than expected progress from their starting point Monitor by assessing against their targets and internal/external data
Support by a TA reading in Y3-4 book changing and reading with PP pupils.	£2,600 TA led	To ensure all PP pupils in Year 3 & 4 have their school reading book changed daily and are heard to read at least 3 times a week.	PP children to make better than expected progress from their starting point Monitor by assessing against their targets and internal/external data
Support by a TA reading with Y5-6 PP pupils.	£2,300 TA led	To ensure all PP pupils in Year 5 & 6 are heard to read at least 3 times a week.	PP children to make better than expected progress from their starting point and to reach expected standard Monitor by assessing against their targets and internal/external data
Clubs and classes	Approx. £1000	Support for families who would find access to paid clubs a challenge and/or need support	Creating opportunities for all learners and encouraging

	(support for Vulnerable pupils: tennis / karate / football / choir)	for children's social development	children to try and learn new skills Raising child self-esteem and confidence
Academic data manager time	£5,000	To provide reports to HT enabling the monitoring, evaluating and review of the strategies put into place for Pupil Premium. Provide reports for Governing Body meetings.	School will monitor and track the progress of PP children in a timely manner to ensure it is of the highest priority. Tracking Meeting Minutes will demonstrate this.
School Uniform	£820	To support for children whose families may be experiencing financial struggle to ensure children have warm, comfortable clothing to enable success	School will provide uniform support through its uniform partners for those parents wishing to claim support. Increase in self-esteem for PP children in need of uniform support
Summary			
Total PPG received			£85,680
Proposed Approx PPG expenditure			£85,680

RESPONSIVE SPEND Any remaining budget to respond to Pupil Progress Meetings and additional needs as identified. Proactive response will amass the majority of the budget but this spend will ensure an effective responsive approach.