

Pupil Premium Action Plan for **Roseberry** Primary & Nursery School

KEY PRINCIPLES

- Quality first teaching will benefit **all** pupils, not just disadvantaged children.
- An evidence-informed approach to Pupil Premium spending can help to: compare how similar challenges have been tackled in other schools; understand the strength of evidence behind alternative approaches and consider the likely cost-effectiveness of a range of approaches.
- There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.

1. Summary information					
School	Roseberry Primary & Nursery School (8402744)				
Academic Year	2019-2020	Total PP budget Total allocated for PP	£108,880 £120,493	Date of most recent PP Review	Aug 2019
Total number of pupils	247	Number of pupils eligible for PP	77 (inc 10 EYPP)	Date for next internal review of this strategy	Autumn 2019

2. Summary of the barriers to learning:	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children entering our nursery, who are eligible for PP, generally have poorer speech & language skills and lack of vocabulary than non PP children. This slows progress in PSE and CLL.
B.	Some of our families eligible for PP, do not recognise the value of reading and supporting their children's learning at home, or their own educational attainment / experiences prevent them from giving appropriate support and encouragement. Reading is a key factor in the development of vocabulary.
C.	Some higher ability PP pupils do not make as much progress as other pupils from KS 1 to KS 2, particularly in Maths although this cohort of children have progressed through school without using the Singapore Maths scheme.
D.	Some SEN pupils, eligible for PP, do not make the same rate of progress as other pupils. (A high proportion of PP pupils are also on the SEN register). Mobility is also an issue with vulnerable pupils arriving with high scores at KS 1.
E.	A small group of PP children exhibit behaviour problems which impacts on their progress and that of others.
F.	A small group of pupils have SEMH issues which impacts upon their own and others' achievement.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

G. Attendance rates for pupils eligible for PP tend to be lower than non PP pupils. The PSA has been effective in raising attendance with families but mobility impacts on data.

H. Pupils eligible for PP tend to have narrower life experiences which impacts on their knowledge and understanding of the world.

2. Chosen actions/approaches

QUALITY FIRST TEACHING

	<i>Intended outcomes</i>	<i>Intervention</i>	<i>Rationale</i>	<i>Cost</i>	<i>How impact will be measured</i>	<i>Impact of action</i>	<i>Lessons learned</i>
CDE	All teachers will deliver quality first teaching.	<i>Coaching and support for newly appointed staff from SLT.</i>	“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending” (EEF 2019).	No cost	<i>Learning Walks Drop-in sessions Work scrutinies Pupil interviews</i> <i>Assessment data - Increased %s of pupils eligible for PP at age related expectations at end of each year group, using NFER assessments and/or SATs.</i>		
		<i>Utilise model of effective teaching and share good practice.</i>	<i>EEF Feedback + 8 months – low cost</i>	No cost	<i>As above</i>		
	<i>Maths Mastery to enable all pupils can access high quality maths teaching</i>	<i>Power Maths scheme (practice books and online subscriptions)</i>	<i>+5 months EEF</i>	£1706	<i>As above</i>		
		<i>Targeted CPD as appropriate.</i>		£9,925	<i>As above CPD evaluations</i>		

TARGETED ACADEMIC SUPPORT

	<i>Intended outcomes</i>	<i>Intervention</i>	<i>Rationale</i>	<i>Cost</i>	<i>How impact will be measured</i>	<i>Impact of action</i>	<i>Lessons learned</i>
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ABDE	Targeted academic support utilising effective interventions which have proven to be effective.	Retain existing teaching assistants and employ additional TA to provide opportunities for fix-it sessions and delivery of: Early Talk Boost Precision Teach Fresh Start Inference Training Numbers Count	+3 months (EEF)	£85,264	Assessment data will show impact of interventions.		
		1-1 tuition	Previous success. "Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching" + 5 months (EEF)	£1,800	KS 2 SATs results		
A	Improve speech and language skills for pupils eligible for PP in EYFS.	Language Link Subscription Training and cover costs	"On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year." (EEF)	£350	<i>LL online baseline and end of year assessment measures progress</i>		
B	Higher rates of progress in order to close the gap in attainment in reading for pupils eligible for PP across the school, particularly in KS 1.	Lexia Focused 1-1 reading Purchase new reading resources	"On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for	£1350	<i>NFER reading results</i>		

			older readers (aged 8 or above) who are not making expected progress." EEF				
EF	Pupils will exhibit positive behaviour so all pupils can make the progress they are capable of.	Crisis Response & BIT SLAs	"Moderate impact for moderate cost, based on extensive evidence." + 3 months (EEF)	£2,918	Fewer behaviour incidents / FTE recorded for these pupils, using Class dojo, CPOMS and bullying logs. Case studies. Data from End of Year assessments		
		Continued support from PSA (1.5 days a week)		£8,900			
		Establish a Nurture Group 3 afternoons a week (Training costs and regrading staff)	"SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment." (EEF)	£2,400			

WIDER STRATEGIES (to address non-academic barriers to success in school)

	<i>Intended outcomes</i>	<i>Intervention</i>	<i>Rationale</i>	<i>Cost</i>	<i>How impact will be measured</i>	<i>Impact of action</i>	<i>Lessons learned</i>
G	Increased attendance rates	Appoint an attendance officer	Parental engagement + 3 months (EEF)	£3,300	Reduction in PA among pupils eligible for PP to below 20%. Overall PP attendance improves to 95% in line with 'other' pupils. Case studies.		
		Free places at breakfast club		£280			
H	PP pupils will be able to attend visits, participate in music tuition and enjoy enriching curriculum experiences to develop their aspirations and broaden their horizons. These opportunities will enhance personal, social and emotional development and raise self-esteem.	Contribution to school trips, Music tuition subsidies, etc.	Arts participation + 2 months (EEF)	£2300			

