

Pupil premium impact report for **Roseberry** Primary & Nursery School 2019-2020

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	£108,880 £120,493	Date of most recent PP Review	24.9 20
		Amount unspent	£0		
		Additional costs	£749 £316	Summer home learning packs including stationery, wallets and art packs Part year subscription for Sumdog	
Total number of pupils	240	Number of pupils eligible for PP	77 (inc 10 EYPP)	Date for next internal review of this strategy	Spring 2021

2. Summary of the barriers to learning:

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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, although mobility is a factor in this issue.
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)
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 *(issues which also require action outside school, such as low attendance rates)*

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.

3. Chosen actions / approaches

NB – no assessment data for 2019-2020 available due to Covid 19 pandemic.

1. QUALITY FIRST TEACHING

	Intended outcomes	Intervention	Rationale	Cost	How impact will be measured	Impact of intervention	Lessons learned
CDE	All teachers will deliver quality first teaching.	Coaching and support for newly appointed staff from SLT.	“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	Learning Walks Drop-in sessions Work scrutinies Pupil interviews 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	No SATs data available due to Covid but comparative judgement in writing identified that the vast majority of all year groups had made progress from previous year. Using comparison of 2018-19 teacher assessment writing data and 2019-20 NMM results, there was an average increase of 18.5% of PP children achieving EXS or GD. This analysis used current KS2 children only, as comparative data is not available for KS1 classes in 2018-19.	Continue to use NMM to ascertain progress measures for PP children from previous year.
		Utilise model of effective teaching and share good practice	EEF Feedback + 8 months – low cost	No cost	As above	Elements from the model of effective teaching were shared with new members of staff during the autumn term: questioning skills and modelling (particularly in relation to the writing sequence) and retrieval practice.	Re-visit other elements in spring term 2021

	Maths Mastery to ensure all pupils can access high quality maths teaching	Power Maths scheme (practice books and online subscriptions)	+5 months EEF	£1706	As above	No data due to Covid 19	No PM resources purchased for 2020-2021 due to catch-up programme
		<i>Targeted CPD as appropriate.</i>		£9,925	<i>As above CPD evaluations</i>	94% staff agreed that CPD they attended was useful, with 24% strongly agreed. CPD continued during lockdown with webinars and remote learning through Zoom meetings.	
TARGETED ACADEMIC SUPPORT							
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	LL online baseline and end of year assessment measures progress	Language Link was found to highlight specific difficulties with certain concepts. AS worked with individual chn to address this. No final data because of Covid. PP children were also assessed using the Launchpad for Literacy. Those children were generally performing at a lower level or had gaps, particularly in visual and auditory discrimination. PN worked with all 10 PP children to deliver a daily, targeted programme based on these areas initially. Programme started in Feb 2020 after training for PN and RD was completed. Interim assessment showed progress. No final data due to Covid.	
B	Higher rates of progress in order to close the gap in attainment in	Lexia Focused 1-1 reading Purchase new reading resources	“On average, reading comprehension approaches improve	£1350	NFER reading results	No data due to Covid 19	

	reading for pupils eligible for PP across the school, particularly in KS 1.		learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for 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	Nurture group was established in the spring term before lockdown. Evaluation following 3 weeks:	With a whole-school focus on mental health and well-being, nurture group will continue 2020-2021.
		Continued support from PSA (1.5 days a week)		£8,900			
		Establish a Nurture Group 3 afternoons a week (Training costs and re-grading staff)	"SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in	£2,400			
						<ul style="list-style-type: none"> Two particular children are showing a greater willingness to participate in circle time Four children have successfully met one out of three targets <ul style="list-style-type: none"> - responding appropriately to an adult - say please and thank you on occasions throughout a session - happily entering the Nurture Room on two occasions per week - making eye contact to the person who he is speaking to Children who are not in the selected twelve are now aware of the Nurture Room and are freely coming to the Nurture Room 	

			school. They also have an average overall impact of four months' additional progress on attainment." (EEF)			<p>during lunch time to talk about home and school issues</p> <ul style="list-style-type: none"> • Ability to make conversation (between unlikely children) • Parents are showing willingness to communicate and support the Nurture staff <p>PSA checked in with vulnerable pupils on a weekly basis during lockdown. Crisis response involved with one pupil who now has an EHCP and has transferred to another school. PSA also provided invaluable support to family.</p>	
--	--	--	--	--	--	---	--

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	<p>Appoint an attendance officer</p> <p>Free places at breakfast club</p>	Parental engagement + 3 months (EEF)	<p>£3,300</p> <p>£280</p>	Reduction in PA among pupils eligible for PP to below 20%. Overall PP attendance improves to 95% in line with 'other' pupils. Case studies.	Lots of anecdotal evidence as well improving attendance rates for some pupils from A Star attendance. A Star also utilised to deliver home learning packs during lockdown.	SLA for A Star not to be renewed, given continuation of pandemic but will be considered when things return to normal.
H	PP pupils will be able to attend visits, participate in music tuition and enjoy enriching curriculum experiences to develop	Contribution to school trips, Music tuition subsidies, etc.	Arts participation + 2 months (EEF)	£2300		Music tuition and visits continued until lockdown.	No visits planned for autumn 2020. Situation to be reviewed.

	<p>their aspirations and broaden their horizons. These opportunities will enhance personal, social and emotional development and raise self-esteem.</p>						
--	---	--	--	--	--	--	--