

Roseberry Primary School Pupil Premium Strategy Statement 2020- 2021



School Overview

Number of pupils in school (inc Nursery)	202 (57 Nursery)
Proportion of disadvantaged pupils (inc Nursery)	23.26% FSM 70 PP from N-Y6
Pupil premium allocation this academic year	£108,564
Academic year or years covered by statement	2020-2021
Publish date	November 20
Review date	March 2021, August 2021
Statement authorised by	Emma Dunn
Pupil premium lead	Emma Dunn
Governor lead	

Rationale

- 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.

Funding (per eligible pupil)

	2020 - 2021
Early Years Pupil Premium	£0.53 / hour
Pupil Premium Reception – Y6	£1,345
*Pupil Premium + Looked after children (LAC)	£1,700
Pupil Premium + Post Looked after children (PLAC)	£2,345

*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

Early years Pupil Premium funding

Pupils eligible for Early Years funding	2
Number of eligible boys	1
Number of eligible girls	1

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	67
Number of eligible boys	29
Number of eligible girls	37
Number of looked/ Post looked after pupils	2

Pupil attainment 2019 (most recent data due to Covid-19 pandemic)

Reception class pupils disadvantaged pupils	School all pupils	School FSM pupils	National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
GLD	70%	43%	-19%	-31%		
	All pupils school	School disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
Phonics	74%	53%	-13%	-31%		
Key stage 1 pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Greater depth standard	
			National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils

Reading	64%	43%	-16%	-35%	-14%	-28%
Writing	56%	43%	-18%	-30%	-10%	-17%
Maths	68%	71%	-16%	-8%	-12%	-10%
Key stage 2 pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Higher standard	
			National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	72%	67%	-16%	-11%	-14%	-23%
Writing	64%	71%	-15%	-28%	-13%	-24%
Maths	64%	58%	-17%	-26%	-16%	-32%
Reading, writing & Maths combined	56%	42%	-20%	-29%	-8%	-13%

Barriers to future attainment

		Barrier
Teaching priorities	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
	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.
Targeted academic support	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.
Wider strategies	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.

Teaching priorities for current academic year

Barrier	Desired outcome	Intervention	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
CD	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).	Coaching training for acting HT £395	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.	HT and all teachers	
	Utilise model of effective teaching and share good practice.		EEF Feedback + 8 months – low cost	No cost	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.	HT and all teachers	
ABCD	Targeted CPD as appropriate linked to SIP				As above CPD evaluations		

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Desired outcome	Intervention	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
ABDE	Targeted academic support utilising effective interventions which have proven to be effective.	Retain existing teaching assistants to provide opportunities for fix-it sessions and delivery of: Early Talk Boost	“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	£85,264	Use of baseline assessment data upon school return in Sept 20	TAs to work under direction of teachers and HT	

		Precision Teach Inference Training	suggests tuition should be additional to, but explicitly linked with, normal teaching” + 5 months (EEF)				
CD	Targeted academic support utilising effective interventions which have proven to be effective.	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.	Nuffield Early Language Intervention	“On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.” (EEF)	Training funded by government through catch-up	NELI baseline and end of year assessment measures progress	EYFS Lead	
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	£1350 £2000 for reading resources Audit of early reading strategies	Reading assessments at start and end of terms.	<i>NFER reading results</i>	

			effective for older readers (aged 8 or above) who are not making expected progress." EEF	through Durham CPD contract			
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			
		Continue Nurture Group 3 afternoons a week	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)	£3000 – training, resources and staff pay award	Use of Boxhall profiles as baseline for nurture group entry. Completion after 10 weeks.	HLTA + TA	

Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
H	PP pupils will be able to attend visits,	Contribution to school trips, Music tuition subsidies,etc	£2500		EV Coordinator	

	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.	Arts participation + 2 months (EEF)				
G	Increased attendance – free places at breakfast club	Parental engagement + 3 months (EEF)	£300	Reduction in PA among pupils eligible for PP to below 20%. Overall PP attendance improves to 95% in line with 'other' pupils.	HT	

Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Finance Committee		
Committee meeting dates		
Autumn: 4th November 21	Spring: 22nd February 21	Summer:
Autumn summary		
Spring summary		
Summer summary		