

# Pupil premium 3 year strategy statement Rose Hill Primary School

1. Summary information					
School	Rose Hill Primary School				
Academic Year	2021-2022	Total PP budget 2020-21	£108,945	Date of most recent PP Review	September 2020
Total number of pupils	301	Number of pupils eligible for PP	85 – 28%	Date for next internal review of this strategy	January 2022

2. Current attainment		
<i>Currently based on validated 2019 data</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Year 1 % achieving expected standard in phonics (currently year 3)	86%	84%
Key Stage 1 % achieving expected standard in reading (currently year 4)	70%	78%
Key Stage 1 % achieving expected standard in writing (currently year 4)	70%	73%
Key Stage 1 % achieving expected standard in maths (currently year 4)	70%	79%
Key Stage 2 % achieving expected standard in reading, writing and maths	60%	71%
Key Stage 2 Progress score in reading	-0.1	0.4
Key Stage 2 Progress score in writing	2.4	0.3
Key Stage 2 Progress score in maths	-3.4	0.5

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	In some cases, level of attainment and rate of progress, particularly in maths, is below national expectations due to gaps in learning.
B.	In some cases, spoken language skills and vocabulary need developing, due to low baseline and EAL pupils, which impacts upon reading comprehension and learning.
C.	In some cases, pupils' social, emotional and mental health issues can impact on readiness to engage with learning.
D.	In some cases, effective behaviours for learning needs embedding.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	In some cases, attendance is below national expectations
<b>F.</b>	In some cases, a lack of regular routines (including reading and homework) is below expectations.
<b>G.</b>	In some cases, a lack of experiences and life skills is below expectations which impacts on confidence, self- esteem, resilience etc
<b>H.</b>	In some cases, pupils come to school without items that aid the running of the school day such as uniform items, water bottle, book bag etc.

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Disadvantaged pupils' outcomes will meet or exceed national expectations for attainment and progress.</p> <p>Teachers will accurately assess gaps in pupils' knowledge and plan and deliver learning sequences to address these.</p> <p>Teachers/Support staff will respond rapidly with targeted teaching for pupils who are at risk of under achievement.</p>	<p>Outcomes for disadvantaged pupils match or exceed national expectations for non-disadvantaged learners.</p> <p>Termly gaps analysis shows progression in pupils' knowledge.</p> <p>Book scrutiny shows progress in pupils' books.</p> <p>SLT monitoring shows that 100% of teaching is at least good over time and across the curriculum so that needs of all pupils are being met.</p> <p>Intervention records show that pupils with misconceptions / gaps in learning are making accelerated progress to close gaps having received planned intervention.</p> <p>Teachers to use small step targets to ensure pupils match or exceed national expectations for non- disadvantaged learners.</p>
<b>B.</b>	<p>Pupils' vocabulary will be increased, and they will be able to use this to learn more effectively.</p>	<p>Disadvantaged pupils will meet or exceed national expectations for High Frequency Words reading and spelling.</p> <p>The quantity of pupils reading (at the right pitch) will increase (evidenced through accelerated reader, book banding, reading objectives and internal testing data.)</p> <p>Summative assessments of reading will meet or exceed national expectations.</p>
<b>C.</b>	<p>To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<p>Pastoral lead will support pupils with behavioural, emotional and social needs and will log support which will decrease over time.</p> <p>Pupils will spend more time engaged in learning.</p> <p>More disadvantaged pupils attend breakfast club.</p> <p>Increase structured learning time available at breakfast club through employment of additional adult and supporting resources.</p>
<b>D.</b>	<p>To improve resilience of learners by increasing the level of self-regulation and increasing enrichment experiences.</p>	<p>Increasing opportunities for self and peer assessment</p> <p>Increasing opportunities for pupils to articulate their learning both orally and in written form.</p> <p>All children are aware of school values (6 R's) and articulate their meaning.</p>
<b>E.</b>	<p>To ensure that attendance of disadvantaged pupils meets or exceeds national expectations for non-disadvantaged pupils.</p>	<p>Increased number of pupils attending breakfast club</p> <p>Attendance of disadvantaged pupils improved from 92.7% (2019-2020) to 94.6% (2020-2021) but is still below the current national for non-disadvantaged of 96.4% (based on most recent 2018-19 data).</p> <p>Termly report with RAG rated attendance to be sent to all families.</p> <p>Incentives and rewards used to increase attendance of disadvantaged pupils.</p> <p>Information shared with parents/ carers to ensure they are aware of Rose Hill expectations.</p>

<b>F.</b>	To ensure that pupils have the opportunity to complete homework and additional reading.	Disadvantaged pupils invited to attend breakfast club where they will receive support to complete homework, read and partake in Mathletics, Spelling Shed and Rockstars. All disadvantaged pupils will read 2 times a week to an adult. Disadvantaged pupils access extra – curricular activities including homework club.
<b>G.</b>	To expose children to different experiences to develop confidence, self-esteem and increase aspirations.	Healthy eating to be promoted on the website through video tutorials outlining how to cook healthy and affordable meals for the family. Disadvantaged pupils in Middle Phase to partake in music workshops throughout the year led by specialists. Disadvantaged pupils to form 20% of the student council to ensure equal representation and pupil voice.
<b>H.</b>	To ensure that pupils have everything they need in readiness to engage with the school day.	Disadvantaged families issued with a ‘stamp book’ which entitles them to a free item of uniform, water bottle, trips, free breakfast club and local provider discount (TBC) Disadvantaged families take up this opportunity and pupils are ready and equipped for the school day.

5. Planned expenditure					
Academic year	2021-2024				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Pupils 'outcomes will meet or exceed national expectations for attainment and progress.	<p>Use structured CPD to ensure teaching is at least good over time and across curriculum.</p> <p>Fortnightly support staff CPD meetings with a focus on supporting disadvantaged pupils.</p>	<p>DFE Disadvantaged Pupils Good Practice Research Report (Nov 2015) identified the importance of the focus on high quality teaching.</p> <p>July 2016 DFE standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p>	<p>Termly data monitoring will show disadvantaged pupils' outcomes will meet or exceed national expectations for attainment and progress.</p> <p>SLT monitoring shows that teaching is pitched appropriately, responsive and progress in books.</p> <p>CPD records shows an impact on the quality of teaching.</p> <p>Middle leaders take responsibility for developments in their subject areas and deliver CPD.</p> <p>Opportunities to reflect and adapt school approaches are built into CPD cycle.</p>	HT, DHT, AHT, Middle leaders, Subject leaders.	End of Autumn Term 1
A. Teachers accurately assess gaps in pupils' knowledge and plan and deliver learning sequences to address these.	<p>Teachers to adapt teaching sequences based on formative and summative assessment, including termly data drops, daily and weekly AFL.</p> <p>Maths specialist teacher added to Upper Phase for daily maths lessons to target pupil premium children.</p> <p>Timetable Rock stars to be used to ensure pupils know</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>A sound foundation of phonics is essential. EEF research has found that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</p> <p><i>Read Write Inc.</i> Phonics teaches children to read accurately and fluently with good</p>	<p>Maths lead to ensure termly gaps analysis is used to adapt and inform teacher plans.</p> <p>Accelerated reader metrics used to ensure disadvantaged pupils are reading regularly and passing quizzes.</p> <p>Read, Write, Inc lead to ensure assessment points are carried out regularly and analysed to ensure children are grouped correctly and receive the appropriate support.</p>	Maths / English Subject Leaders / Class Teachers/ Read, Write, Inc lead.	End of Autumn Term 1

	<p>timetables to 12 by the end of Year 4.</p> <p>Accelerated reader is used to ensure a high frequency of reading and regular comprehension quizzes from Year 3- Year 6. Book banding to be introduced for KS1 pupils to ensure high frequency of reading and accurate tracking of pupils' progress.</p> <p>Read, write, inc to be embedded across the school with the main focus on EYFS and KS1.</p>	<p>comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step</p>			
<p>B. Pupils' vocabulary will be increased, and they will be able to use this to learn.</p>	<p>Accelerated reader is used to ensure a high frequency of reading and regular comprehension quizzes from Year 3- Year 6. Book banding for KS1 pupils to ensure high frequency of reading and accurate tracking of pupils' progress.</p> <p>To ensure that vocabulary is taught explicitly in lessons and pupils have opportunities to use and apply vocabulary orally and in written work.</p> <p>Key vocabulary displayed and accessible to pupils e.g. year group spelling lists and subject specific terminology.</p> <p>English lead to audit reading and spelling to see how taught across the school and as a result of this plan CPD to build on</p>	<p>DfE Updated Departmental Plan January '18, Priority 1: Closing the word gap. Boosting access to high quality early language and literacy both in the classroom and at home ensuring more disadvantaged children leave school having mastered the basics of literacy that many take for granted.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader.</p> <p>Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read. Teachers are able to closely track quantity of reading and analyse comprehension of texts.</p>	<p>Accelerated reader metrics used to ensure disadvantaged pupils are reading regularly, passing quizzes and accelerated progress is evident e.g. reading ages</p> <p>Learning walks will show that reading is given the same level of priority around the school as writing.</p> <p>Key vocabulary is evident in teacher planning, learning walks, star testing, examples of writing, HFW scores, comprehension scores, reading ages, working wall audits. Improved outcomes and gaps are closed for disadvantaged pupils.</p> <p>CPD sessions will show English / Maths pedagogy and subject knowledge as improving overtime.</p>	<p>English / Maths Lead</p>	<p>End of Autumn Term 1</p>

	<p>strengths and develop areas of weakness.</p> <p>English lead to embed and audit the Rose Hill Reading journey to ensure children are receiving at least good teaching of reading.</p> <p>Wellcomm to be used as a language assessment tool for EYFS pupils entering reception to target pupils with a vocabulary deficit.</p> <p>EAL entry programme to be designed in order to identify pupils language ability when joining the school in order to put together a tailored programme of support.</p> <p>Classes to introduce daily shared reading of 'Favourite 5 Books' to inspire the love of reading and introduce new vocabulary.</p>	<p>This can be used as a tool to inform future teaching.</p> <p>Isabel Beck is an advocate for the importance of good-quality teaching of reading and <b>robust vocabulary instruction</b> which "involves directly explaining the meanings of words along with thought-provoking, playful and interactive follow-up".</p> <p>The EEF states 'Language and literacy are grouped together... as they are closely related. Language is especially important in the Early Years and it continues to be important through primary and secondary education. The EEF's science literature review found that students reading capability was the best predictor of later science achievement. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language.'</p> <p>The Imagination Tree website outlines that by becoming familiar with 5 favourite books, the children become empowered and are able to "read" and re-tell stories from a young age, and it also makes them very fluent in a range of text types and literature styles.</p>			
D. To improve resilience of learners by increasing the level of self-regulation and increasing enrichment experiences.	<p>Teachers to increase opportunities for self and peer assessment and increase opportunities for pupils to articulate their learning both orally and in written form.</p>	<p>Sutton Trust research has found that metacognitive approaches have proved to be high impact and low cost.</p> <p>John Hattie's research revealed that feedback was one of the most powerful influences on achievement.</p> <p>Self and peer assessment allow children to take ownership of their learning.</p>	<p>Learning walks / Book scrutinies will show increased opportunities for self and peer assessment.</p> <p>Pupils able to articulate their learning and that of others.</p> <p>Teachers will plan opportunities for peer / self-assessment / speaking and listening opportunities – this will be seen on teacher's plans. Pupils will be explicitly taught how to self / peer assess.</p>	English / Maths Subject Leaders/ Class Teachers	End of Autumn Term 1
<b>Total budgeted cost</b>					<b>£25,578.45</b>

## ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. To respond rapidly with targeted teaching for pupils who are at risk of under achievement.</p>	<p>Support staff within allocated phases to run planned interventions where necessary.</p> <p>Support staff to have fortnightly CPD to develop subject knowledge and recommendations from EEF guidance report 'Making Best Use of Teaching Assistants.' This will be led by: Maths lead/ SENCO / English lead / Phase Leader based upon staff CPD needs.</p> <p>One-page profiles and small step targets for disadvantaged pupils. CT ownership and accountability for all pupil outcomes – Teacher Standards</p> <p>Reading Advocate to target KS1 PP children for 1:1 Read, Write, Inc tutoring and 1:1 reading support.</p> <p>Fresh start intervention programme to support targeted pupils in Years 5-6. Nesy reading and spelling intervention programme to support targeted pupils in years 3-4.</p> <p>Stock more texts suitable for boys in the school library such as graphic novels and comics, and invite an external provider to deliver drama workshops across the school to engage boys with reading and writing.</p> <p>Introduce whole school writing days to encourage enthusiasm for writing.</p>	<p>The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and manage their own learning.</p> <p>High quality assessment for learning, alongside high expectations, ensures learning is appropriately pitched, positively impacting on rates of progress and overall attainment. Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Read, Write, Inc is a successful, systematic approach to the teaching of phonics and reading.</p> <p>'Only 1 in 4 boys read outside of class every day.' National Literacy Trust research Research from Literacy Trust – Boys' Reading Commission. 'In my school, boys' achievement in English is high because they are involved in so much drama, dialogue and speaking' - Research from Literacy Trust – Boys' Reading Commission.</p>	<p>Class Teachers will monitor whether key objectives that have not been secured are revisited in teaching sequences. These will be identified from both formative and summative assessment.</p> <p>Disadvantaged pupils will make or exceed expected progress.</p> <p>Records will show progress towards objectives using small step targets.</p> <p>Children's engaged reading minutes on Accelerated Reader will improve.</p>	<p>Class Teachers / Phase Leaders</p>	<p>End of Autumn Term 1</p>

<p>C, To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.</p>	<p>To ensure that targeted disadvantaged pupils attend breakfast club.</p> <p>SENCO / Pastoral lead will liaise with professional agencies to support families / pupils.</p> <p>Pastoral lead will proactively engage with 1:1 pupils or groups as appropriate.</p>	<p>A child with self-regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p> <p>Maslow's Hierarchy of Need: Basic needs must be met before self-actualisation (and learning) can take place.</p>	<p>Breakfast club menu and activities updated and promoted to increase attendance of PP children at Breakfast Club.</p> <p>Intervention by Pastoral Lead will decrease overtime. Pastoral lead will produce a running record detailing support given, action points and impact.</p> <p>Pupil perception will show pupils self-regulating better and feeling settled / secure.</p> <p>Monitoring of pupils' work is showing an appropriate level of challenge for disadvantaged pupils across the curriculum.</p>	<p>SENCO / Pastoral lead/ DHT/ HT</p>	<p>End of Autumn Term 1</p>
<b>Total budgeted cost</b>					<b>£51,550.93</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. To improve resilience of learners by increasing the level of self-regulation for learners and increasing enrichment experiences	<p>Pastoral Lead to work with children on a 1:1 basis or within small groups on a needs basis.</p> <p>Teachers explicitly refer to the school values (6 R's) within learning sequences. This approach to be supported by regular assemblies and celebrated on a weekly basis.</p> <p>Carry out an afternoon per term to discuss aspiration people (chosen by class teachers/children)</p>	<p>The OFSTED framework requires a broad and balanced curriculum to inspire pupils to learn.</p> <p>Emphasizing the school values encourages meta-cognitive talk, and enhances pupils own self-regulation and ability to plan, monitor, evaluate and make changes to their own learning behaviours.</p>	<p>Intervention by Pastoral lead will decrease overtime.</p> <p>Pupil perception will show pupils resilience / attitude to learning / ability to articulate the school values improving.</p> <p>Assembly / celebration records will show an increased focus upon school values.</p> <p>Curriculum planning will show that visitors and visits are planned to complement learning sequences and build engagement / interest / vocabulary.</p>	Teachers / Pastoral lead/ Subject Leader / EVC	End of Autumn Term 1
E. To ensure that attendance of disadvantaged pupils meets or exceeds national expectations for non-disadvantaged pupils.	<p>Pastoral lead to monitor attendance on a weekly basis and proactively engage with families of targeted pupils to offer support to improve attendance.</p> <p>Pastoral lead to work alongside Educational Welfare Officer to address difficult cases in line with school attendance policy.</p> <p>To raise parental awareness of attendance through termly, personalised RAG rated attendance sheets.</p>	<p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months per year.</p> <p>Breakfast clubs improve attendance and punctuality. A 2016 survey (by Magic Breakfast) of school leaders found that 89% reported that their breakfast provision had led to improved levels of attendance at school.</p>	<p>Attendance for disadvantaged pupils will improve and the gap between current disadvantaged and the national non-disadvantaged will close.</p> <p>Number of disadvantaged pupils attending before school provision increases.</p>	Pastoral lead.	End of Autumn Term 1

	<p>Continue to celebrate attendance through termly certificates / celebration.</p> <p>Increase the number of disadvantaged attending before school provision to encourage and promote better attendance.</p>				
F. To ensure that pupils have the opportunity to complete homework and additional reading.	<p>To create additional structured times before school for children to read, learn times tables and complete homework. E.g. through laptops to access times tables rockstars / accelerated reader</p> <p>Class teachers to promote reading within the class and to ensure that pupils are reading three times a week to an adult by checking the diaries.</p> <p>Create opportunities for those pupils who are not reading to read 2 times a week.</p> <p>Homework support clubs offered to pupils during lunchtimes.</p>	<p>Studies indicate that when children spend 25 minutes a day reading suitably challenging books which they successfully comprehend they make good progress.</p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p>	<p>Monitor reading diaries.</p> <p>Monitor accelerated reader – engaged reading time.</p> <p>Monitor times tables rockstars.</p> <p>Monitor quality of homework completed.</p>	<p>Reading Advocate / Class Teachers / Support staff</p>	<p>End of Autumn Term 1</p>
G. To expose children to different experiences to develop confidence, self-esteem and increase aspirations.	<p>Pupils in years 5 and 6 to take part in 13 Fitness P.E sessions to promote a healthy lifestyle.</p> <p>To offer music workshops across year groups led by a music specialist.</p>	<p>The OFSTED framework requires a broad and balanced curriculum to inspire pupils to learn.</p> <p>It is important to give children the opportunity to be successful outside core subjects in order to increase confidence, self-esteem and independence.</p> <p>Rosenshine's research (Principles of Instruction) found that when pupils achieve a high success rate, they make more progress. To ensure this in class a teacher must ensure the pitch and challenge is</p>	<p>Pupil perceptions</p> <p>Observations drop in, learning walks.</p> <p>Attainment in music will improve.</p>	<p>Music specialist/ art specialist/ PE specialist</p>	<p>End of Autumn Term 1</p>

		appropriate. The research found the optimal success rate to be 80%.			
H. To ensure pupils have everything they need in readiness to engage with the school day.	<p>Continue to promote a 'stamp book/ stamp' system for disadvantaged families containing vouchers for uniform, water bottle, school trips, PTA events etc.</p> <p>Introduce SWIRL approach at lunchtimes to prepare children for being ready to access afternoon learning.</p>	<p>It is important to engage with families and offer support where possible to foster positive home to school relations.</p> <p>It is important pupils have all necessary equipment they need to engage with the school day. This could also lead to improved attendance.</p> <p>Research (and common sense) tells us that families and parents are critics to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. Parental involvement positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education</p>	<p>Increase in attendance of disadvantaged pupils.</p> <p>Increase of disadvantaged pupils attending trips and other events.</p> <p>Increased number of pupils in school with all equipment that they need for the school day e.g. uniform, water bottle etc.</p>	PPG lead	End of Autumn Term 1
<b>Total budgeted cost</b>					<b>£31,815.45</b>