



Pupil Premium Strategy Statement 2018 – 2019

1. Summary information					
Headteacher:	Helen Heap				
Date:	September 2018				
School	Rounds Green Primary School				
Academic Year	2018/19	Total PP budget	£205,920	Date of most recent PP Review	Sept 2018
Total number of pupils	421	Number of pupils eligible for PP	156	Date for next PP Strategy Review	Jan 2019

2. Current attainment 2018 KS2 SAT data		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or above whole school RWM	25% (26 children)	70%
% achieving expected or more in reading	34% (32 children)	77%
% achieving expected or more in writing	34% (32 children)	81%
% achieving expected or more in maths	28% (32 children)	80%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		



<p>A</p>	<p>Progress and achievement: Pupil Premium children in Key Stage 2 leave Rounds Green 15% behind their Non PP peers (RWM combined gap 2018 15%, 2017 28%) however despite improvements over 2017-2018, a significant number of disadvantaged children are still failing to reach the required standard at the end of both Key Stages. KS2 SATs 2018- 25% of Pupil Premium children achieved expected in the KS2 SATs, significantly below national expectation (national PP chn 64%) KS1 SATs 2018- 40% of Pupil Premium children achieved expected compared to 59% Non Pupil Premium. Children who have difficulties in reading are at a disadvantage in accessing all other areas of the curriculum. Whilst some intervention is to be targeted at writing and maths, the significant focus will continue to be reading in order to provide the children the skills to access the wider curriculum.</p>
<p>B</p>	<p>Phonics: Although there was a 2% uplift in Phonics results this year, the number of Pupil Premium children achieving the required standards in Yr1 phonics in 2018 was 47% vs national average of 72% for PP children. This impacts the children’s progress in reading, developing an early gap in their attainment, which can then be difficult to address in KS2</p>
<p>C</p>	<p>First quality teaching: Appraisals and monitoring will indicate that quality of teaching is continuing to improve. Attainment gaps will close within year groups and high quality support and interventions will accelerate progress for those PP children falling behind. Children achieving greater depth will also increase and sit more in line with national other (KS1 SATs M 0% vs 24% Nat. other) (KS2 SATs R 4% vs 32%, W 0% vs 23%, M 4% vs 28%)</p>
<p>D</p>	<p>Language and communication: The number of children with identified EAL is 35%. 20% of these children are in KS1 with 5% receiving speech and language support. Children with poor speech and language have a significant barrier to accessing the curriculum. Supporting these children early on helps reduce gaps much lower down in school.</p>
<p>E</p>	<p>Lack of experiences and enrichment: Children with limited experiences have limited comprehension skills to make links with learning around them, therefore impacting upon core subjects. PP children should have access to all paid trips and opportunity to experience enrichment beyond the school curriculum.</p>
<p>F</p>	<p>Social and emotional welfare: Children who have social, emotional and behaviour issues may struggle to access the curriculum. Children need to be identified quickly and support put in place to reduce the amount of learning time lost for the individuals as well as their peers in class. Behaviour incidents reported for PP children are broadly in line with Non PP (48% vs 52% 2018) Rigorous monitoring must remain as incidents increased from Spring 2018 to Summer 2018 (43% to 46%)</p>

External barriers *(issues which also require action outside school, such as low attendance rates)*



G	<p>Attendance</p> <p>Some pupils have poor attendance, which impacts on their achievement. Families need to be appropriately supported to ensure attendance improves and children are in school ready to learn. If children are not in school they are not learning resulting in slower progress and a widening gap</p> <p>Attendance rates for Pupil Premium children are still below those of non pupil premium. Attendance at the end of 2018 was 92.07% for PP children vs 94.3% Non PP children (gap 2.23%, +0.83% increase from 2017).</p> <p>Lateness for PP children has reduced to 1.02% for those late after the registers close</p> <p>Lateness of children with pupil premium results in key lost learning time and causes also additional anxiety for those children at the beginning of the school day, which affects their ability to learn for a further period of time 2.2% (2.64% 2016-2017) of disadvantaged children were late before registered closed in comparison to 0.85% for non-disadvantaged children (1% 2016-2017).</p>
E	<p>Lack of experiences and enrichment:</p> <p>Narrow range of experiences the children are exposed to.</p>
I	<p>Safeguarding:</p> <p>Of concerns within school in the July safeguarding register 86% are disadvantaged children, if children's basic needs are not being met then they will not be in a position to be ready to learn.</p>
J	<p>Parental engagement:</p> <p>Support from parents promotes positive role models and supports children so as they come in to school, ready and excited to make the most of learning experiences on offer.</p>

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A. Progress & Ach'ment	Children have improved reading and comprehension skills allowing them to access the wider curriculum and make accelerated progress	The PP gap in ARE closes within each year groups across KS2 and the percentage of PP children attaining ARE in Reading increases. Current ARE attainment gaps in reading are: Sept 2018 Year 3 (R -20%), Year 4 (R -1%), Year 5 (R -8%), Year 6 (R-23%) The gap between the reading age and the chronological age closes. PIRA tracks children's reading ages accurately
A. Progress & Ach'ment B. Phonics	The outcomes for PP children in phonics raises at the end of Year 1, allowing them to develop reading skills in Y2 and KS2 at an appropriate rate. Children not attaining the required level of phonics at the end of Year 1 are at a higher risk of falling behind in Reading across KS2 and not meeting the required standard as a result of time spend in Year 2 catching up.	Gap between phonics within school between PP and Non-PP closes from 21% Children falling behind make accelerated progress Year 2 children retaking phonics screening increases to be in line with national (44% vs 63% Nat. other)
A. Progress & Ach'ment C. First quality teaching	Children who are on track to reach the expected standard in both Key Stages are increasing. Children achieving greater depth standard at end KS1 and KS2 increases to closer national other KS1 (Sch R 15%, W 5%, M 0% vs Nat other R 29%, W 18%, M 24%) KS2 (Sch R 4%, W 0%, M 4% vs Nat other R 32%, W 23%, M 28%). Progress across KS2 is accelerating to raise KS2 attainment in future years.	KS2 on-track data for PP children shows an increase from entry data (gap to national expectations is closing) and internal attainment gap is closing through raising the attainment of pupil premium pupils. Sept 2018 Current in year attainment is as follows: Year 3 (R53%, W54%, M 73%), Year 4 (R57%, W48%, M48%). Year 5 (R40%, W25%, M30%), Year 6 (R52%, W 42%, M 23%). Current in year attainment gaps are as follows: Year 3 (R-20%, W-11%, M 8%), Year 4 (R-1%, W-2%, M-10%). Year 5 (R-8%, W-9%, M-20%), Year 6 (R-23%, W -32%, M -44%). 2018 KS2 GDS – R (4%), W (0%), M (4%) to increase by at least 50% to R (6%), W (2%), M (6%)

<p>D. Improved language & comm</p>	<p>PP children have received speech and language intervention, their reading ages have improved and they are able to access the curriculum fully.</p>	<p>The reading ages of those children in receipt of S&L intervention increases quicker than chronological age and as a result the gap closes. WELLCOMM shows an increase to 85% children finishing intervention on 'green' (ARE). Intervention to support PP children with EAL to accelerate learning within class</p>
<p>F. Social & emotional welfare</p>	<p>Children with SEHM and / or behavioural issues are receiving appropriate support and the barrier is removed for these children.</p>	<p>The number of behavioural incidents is reduced for PP children from the Autumn starting point Key Indicators for highlighted children (including non-academic measures e.g. Boxall profiles) is improving.</p>
<p>G. Attendance</p>	<p>The attendance of pupil premium children improves to be closer to non-pupil premium children within school and closer to national figure (96.0%). Children not in school are not accessing the curriculum. Children are arriving and being collected on-time.</p>	<p>Gap between PP and Non-PP attendance reduces from 2.27%. Attendance of PP children improves from 92.07% to at least 96% to national figure (96%). Lateness is rigorously monitored and reduced further Number of late sessions for PP children is reduced from 2.2% to below 2%.</p>
<p>E. Experiences & enrichment</p>	<p>Children have access to all school trips.</p>	<p>All pupil premium children in each class attend every paid school trip.</p>
<p>F Social & emotional welfare I. Safeguarding J. Parental engagement</p>	<p>Children are receiving the appropriate level of support when concerns are raised; concerns are being followed through to ensure appropriate support has been directed to the family, or concern is closed. Children's wellbeing requirements are being fully met.</p>	<p>The percentage of pupil premium children in each year group where safeguarding is a barrier is reduced. May 2017 19% of PP children identified as having some barrier as a result of a safeguarding concern.</p>

5. Planned expenditure

Academic year

2018-2019

The 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. Early Years

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>D Communication and language barriers reduced</p>	<p>Wellcomm to be delivered as a daily intervention to improve communication and reduce barriers to learning. (£25,380)</p> <p>Planning and delivering personalised SALT support to pupils. (1½ day per week) (£5,290)</p>	<p>Poor language and communication skills are a barrier to accessing learning, and can result in negative behaviours and difficulties in forming successful relationships. Early Years and oral interventions have a positive impact on pupil's success. Data from Wellcomm shows the high impact that this had last year. Currently</p> <table border="1"> <thead> <tr> <th></th> <th>% All</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>Nurs</td> <td>44% (11)</td> <td>0</td> </tr> <tr> <td>Rec</td> <td>54% (25)</td> <td>33% (2)</td> </tr> <tr> <td>Yr 1</td> <td>17% (10)</td> <td>18% (3)</td> </tr> </tbody> </table>		% All	% PP	Nurs	44% (11)	0	Rec	54% (25)	33% (2)	Yr 1	17% (10)	18% (3)	<p>Children to be baselined and progress recorded on a termly basis.</p> <p>Monitoring of progress half termly Pupil progress meetings Data tracking</p>	<p>Jl CB</p> <p>KS</p>	
	% All	% PP															
Nurs	44% (11)	0															
Rec	54% (25)	33% (2)															
Yr 1	17% (10)	18% (3)															
Total budgeted cost					£ 30,670												

ii. Key Stage 1

<p>A. B Improved outcomes in KS1 reading</p>	<p>Reading Plus for <i>more able</i> children (HLTA £18,000) (Reading Plus £7,750)</p>	<p>Reading plus is a high impact intervention which allows opportunity for pupils to read regularly as well as providing an analytical tool to identify gaps and allow personalised learning. Reading Plus is suitable for children with a reading age of 6 plus. Targeting more able children in KS1 ensures that all PP children are being challenged.</p>	<p>Provided analysis Pupil voice Reading data</p> <p>Salford baseline and end assessment led by SLT Children to have intervention for 10 weeks and progress recorded.</p>	<p>FB</p> <p>SLT</p>	<p>Jan 2019</p>
<p>A Improved outcomes in KS1 reading E Develop a love of reading</p>	<p>Reading volunteers in school.</p>	<p>Children need to be able to be heard read by an adult as frequently as possible in order to improve their decoding and comprehension skills.</p>	<p>Pupil Voice Parent voice Reading age data</p>	<p>JI FB</p>	<p>April 2019</p>
<p>B Improve Year 1 phonics outcomes C. First quality teaching</p>	<p>Small group phonics teaching and intervention (£20,000)</p>	<p>Targeted intervention in phonics allows individual needs of the children to be met, allowing better targeting and teaching of missing phonic sounds within the child's current phonics phase. Phonic attainment of PP children was 38% below national other, and this has direct impact on their progress in reading in Year 2. Children with poor phonic knowledge by the end of Y1 are more likely to fall behind in reading in Y2 and through KS2</p>	<p>Pupil Progress meetings Phonics tracking data in KS1 and EY.</p> <p>Observation of phonics teaching</p> <p>Checking of phonics planning.</p> <p>Comparison of phonic assessments and reading data</p>	<p>SLT KS1 phase leader Phonics leader.</p>	<p>June 2019</p>



<p>B Improve Year 1 phonics outcomes</p>	<p>Rigorous monitoring of Phonics (£1,000)</p>	<p>In order for staff to be held accountable for pupil progress, learning walks, planning scrutinies and lesson observations will need to be carried out</p>	<p>Phonics Pupil progress meetings Phonics observations Half termly release for Phonics lead.</p>	<p>AP</p>	<p>June 2019</p>
<p>A Improved outcomes in KS1 reading C. First quality teaching</p>	<p>Additional teaching staff in Year 1/2 to allow targeted reading interventions (2 days per week) (34 wks Oct-Jul £6,800)</p>	<p>Children need to be able to be heard read by an adult as frequently as possible in order to improve their decoding and comprehension skills.</p>	<p>Targeted children baselined using Salford. Assessment at start, mid point and end)</p>	<p>SLT</p>	<p>July 2019</p>
<p>A Improved outcomes in KS1 reading E Develop a love of reading</p>	<p>Pop up library 100 books to read (£2,000)</p>	<p>Pop up library to encourage children to gain reading miles and foster love of reading. Children who read more frequently improve decoding and comprehension skills</p>	<p>Pupil Voice Reading data</p>	<p>Governors JI</p>	<p>July 2019</p>
Total budgeted cost					£55,550



iii. Key Stage 2

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 Improved outcomes in KS2 reading	Reading Plus Intervention scheme (KS2) (HLTA + Programme cost) (3x30 mins per week)	Reading plus is a high impact intervention which allows opportunity for pupils to read regularly as well as providing an analytical tool to identify gaps and allow personalised learning	Provided analysis Pupil voice Reading data Salford baseline and end assessment led by SLT Children to have intervention for 10 weeks and progress recorded.	FB SLT	Jan 2019
A Improved outcomes in KS2 reading	Beanstalk (Y5) £660	Children need to be able to be heard read by an adult as frequently as possible in order to improve their decoding and comprehension skills.	Pupil Voice Parent voice Reading age data	JI FB	April 2019
Total budgeted cost					£ 660 (Reading Plus budgeted in KS1 spend)

iv. Whole school					
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 Improved outcomes D Communication and language barriers reduced J. Parental engagement	Learning Village to support PP EAL children (£1,020)	EAL children make up 35% of PP children at Rounds Green. Learning Village is an online EAL curriculum that fits with learner needs and school curriculum. It can be used independently and in groups, increasing capacity to support new arrivals. Learning Village includes a tracking tool to assess and monitor progress. It also offers a platform for family learning.	Half termly assessment data Parent voice	JI FB	July 2019
A Resources to enhance learning & outcomes E. Experiences & enrichment	Resources: books (£5,000)	There should be a range of books, fiction and non-fiction, in a variety of genres and styles and reflecting both genders and the diverse culture of our children. High quality texts help to develop a love of reading and provide appropriate challenge.		HH FB	July 2019
A Develop progress & outcomes for pupils	Half termly pupil progress meetings (£2,000)	Pupil Progress meetings provide SLT with an overview of what's happening in school as well as identifying the best way to address issues. They allow professional dialogue to ensure that all children access the curriculum whilst helping the high attainers work towards greater depth.	Half termly pupil progress meetings.	HH JI	July 2019

<p>G. Attendance- children in school ready to learn</p>	<p>Awards and prizes for attendance, inc badges and certificates (£2,000)</p>	<p>Motivating children to come to school will help raise the attendance of those families who are above 96% towards 100%. Develop an intrinsic desire for children who are below 96% to want to come to school (increasing the pressure parents to bring them to school). Changing the attendance profile of the school.</p>	<p>Monitor attendance with family support worker. Monitor number of children who are reaching 100% half termly. Monitoring of persistent absence from school. A collaborative approach from staff to ensure priority remains high</p>	<p>Jl Governing Body</p>	<p>July 2019</p>
<p>G. Attendance- children in school ready to learn</p>	<p>Administration to continue with robust systems or monitoring attendance and punctuality and as a result prompt referral for support. (£10,832)</p>	<p>Administration required to ensure prompt and success referral to attendance service is vital. Monitoring and recording of punctuality is important in order target parents effectively. Referral information is ever-changing- efficient admin staff will ensure that accurate referrals are being recorded.</p>	<p>Number of referrals increases Attendance gaps decreases Number of disadvantaged children attaining 100% attendance increases</p>	<p>Jl Governor</p>	<p>Half Termly July 2019</p>
<p>F Social & emotional welfare I. Safeguarding J. Parental engagement Children and families in a position to be ready to learn.</p>	<p>Family support worker to engage directly with families. (£28,568)</p>	<p>Children cannot make progress when not in school. Removing potential home barriers to attendance will improve attendance and also the wellbeing of the children. Children who do not have their basic needs met are not able to learn to their potential. If children’s wellbeing needs are being met, then children will be in a better position to learn (CPOMs)</p>	<p>Parent meetings Referrals to attendance service. Attendance of PP children. Safeguarding concerns. Referrals to targeted support. Outcome of first day call and visits. Safeguarding meeting</p>	<p>Jl HH SN</p>	<p>July 2019</p>



<p>G. Attendance- children in school ready to learn</p>	<p>Attendance officer Instill excellence (£2,900)</p>	<p>Direct contact with parents of families exhibiting concerning behaviours improves attendance.</p>		<p>JI</p>	<p>July 2019</p>
<p>A Improved outcomes C. First quality teaching</p>	<p>Staff training (Outside agency £3,000)</p>	<p>Staff need a whole school approach to allow for consistency and ensure all children have access to high quality teaching of reading</p>	<p>Reading age data increases Gaps close between PP and Non PP children</p>	<p>FB Class teachers</p>	<p>July 2019</p>
<p>J. Parental engagement Children and families in a position to be ready to learn.</p>	<p>Parent workshops (£3,000)</p>	<p>Programme for parents to show importance of reading/ develop reading skills/ guidance on how to support children reading at home. Empowering parent's means that children are being heard read more frequently and discussion will improve decoding and comprehension skills.</p>	<p>Parent voice</p>	<p>JI FB MF SLT</p>	
<p>A Develop progress & outcomes for pupils</p>	<p>Management and deployment of staff Accountability Management time (£6,000)</p>	<p>Pupil premium interventions need to be rigorously monitored and evaluated in order to measure impact. Pupil premium meetings will hold staff accountable and ensure staff strengths are utilised.</p>	<p>Monitoring Pupil voice Book scrutinies Intervention observations Progress pp vs non pp</p>	<p>JI</p>	
<p>A Develop progress & outcomes for pupils C. First quality teaching</p>	<p>Upskilling of support staff to improve outcomes (40% of support salary)(Through Maximising the impact/ practice of teaching assistants MITA/ MPTA (£51,180)+(£3,540) (£54,720)</p>	<p>Support staff need to be audited, upskilled and deployed effectively to work with PP children in small groups and 1:1 to reduce the gap between PP and Non PP children</p>	<p>Monitoring Pupil voice Book scrutinies Intervention observations Progress pp vs non pp</p>	<p>SLT TAs</p>	
Total budgeted cost					£119,040

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Basic cost breakdown

	Strategy	Cost	Total
EY	Wellcomm	25,380	£30,670
	S&L	5,290	
KS1	Reading Plus	7,750	£55,550
	Staffing to deliver Reading Plus	18,000	
	Intervention staff	20,000	
	Additional reading staff	6,800	
	Monitoring	1,000	
	Resources	2,000	
KS2	Beanstalk	660	£660
Whole school	Learning Village	1,020	£119,040
	Resources	5,000	
	Monitoring	2,000	
	Awards	2,000	
	Attendance	10,832	
	Family support	28,568	
	Instill excellence	2,900	
	Training and upskilling of staff	57,720	
	Parent workshops	3,000	
	Management of pupil premium	6,000	
			£205,920