

# Pupil premium strategy statement

1. Summary information					
School	Romiley Primary School				
Academic Year	2016-17	Total PP budget	£121,180	Date of most recent PP Review	April 2015
Total number of pupils	473	Number of pupils eligible for PP	80	Date for next internal review of this strategy	March 2017
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving National Standard or above in reading, writing & maths			47% (16)	53%	
% making expected progress from PAG in reading			62.5%	tbc	
% making expected progress from PAG in writing			50%	tbc	
% making expected progress from PAG in maths			62.5%	tbc	
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>					
A.	Low Prior attainment group from end rec- Key stage 1 and KS1 to KS2				
B.	Underdeveloped speech, language and communication skills				
C.	Low baseline on entry into EYFS				
D.	Large class sizes with high proportion of disadvantaged pupils				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
E.	Some low attendance issues.				
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>					Success criteria

<b>A.</b>	PP children make good progress from their PAGs	Progress from PAGs for disadvantaged children closely matches progress for non-disadvantaged pupils.
<b>B.</b>	Whole school approach towards verbal and non-verbal communication in classrooms to support the most vulnerable children.	Clear visual prompts in classes which develop through the year groups.
<b>C.</b>	The difference between the disadvantaged and non-disadvantaged is seen to be diminishing	Attainment and impact of interventions from a low starting point is monitored regularly to ensure good progression.
<b>D.</b>	Additional high quality support is provided in these classrooms.	Children showing good progress from PAGs
<b>E.</b>	To improve attendance and punctuality for disadvantaged pupils where appropriate.	Attendance will be improved

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016-17 £121,180</b>				
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					
<b>i. Quality of teaching for all</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>

All children, including those disadvantaged, have a consistent approach in all classrooms	Staff training – Verbal and non-verbal communication, RA, communication friendly and dyslexia friendly	Low baseline scores in communication and language and a higher percentage of children being referred to SALT services in school. Whole school approach will benefit all children.	External provider who liaises with DHT, SENCO, Head and regularly reports back to Governors.		Yearly
High quality first teaching for large year groups/high percentages of disadvantaged children.	HLTA's in year 3 and 4	High quality teaching in smaller groups, HLTA's led by teachers.	Interventions monitored termly, feedback from class teachers.		Termly
Year 6 children prepared and confident for SAT's and high school.	Booster sessions led by experienced teachers	Offered to all pupils, helps to prepare for SAT's as well as building confidence and reducing stress.	Attainment and progress monitored		Yearly
<b>Total budgeted cost</b>					£57857
<b>ii. Targeted support</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>

Disadvantage pupils make good progress towards expected attainment	Sessions with PP Champion (ER DHT). Every morning to work with Maths and English in all year groups	Groups of children assessed as having areas of specific weakness – targeted small group work.	Feedback from class teachers, monitoring of progress in PP meetings, book scrutiny, pupil voice.		Termly
Most able disadvantaged children supported to make appropriate progress.	More-able tutor for maths. More able days arranged for various subjects. Quality first teaching, differentiated for ability.	Low percentage of disadvantaged pupils attaining above expected levels.	Feedback from class teachers, monitoring attainment.		Termly
To support children with speech, language and communication concerns	Private SALT bought in to work 1-1 and in small groups.	Low communication, speech and language scores on baseline and a high percentage of children requiring intervention.	Feedback to teachers, monitoring of progress, feedback to governors.		Termly
<b>Total budgeted cost</b>					<b>£35850</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>
Disadvantaged children and their families have support in school for any concerns or issues.	Part time learning mentor/inclusion manager employed.	Emotional and practical support for vulnerable children and families. Support for attendance and punctuality.	LM to feed back to staff and SLT. Records kept around support offered and given.		Termly
Disadvantaged pupils have access to the same activities as the non-disadvantaged	Funding towards educational trips and visits, including residential, refurbishment of rooms to make additional learning spaces, additional resources etc.	To ensure the disadvantaged pupils have a full education including access to after school activities and residential.	Register of children accessing after school clubs kept, support offered to families for residential visit.		Yearly
<b>Total budgeted cost</b>					<b>£24210</b>

<b>6. Review of expenditure</b>			
<b>Previous Academic Year</b>	<b>2015-16</b>		
<b>i. Quality of teaching for all</b>			
<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Extra staff for PP including PP champion and TA's	Small groups activities had an impact on attainment an progress. Year 6 progress for RPS Reading 0.6, writing 0.2, maths 1.0 compared to LA Reading -1.2, writing -1.3, maths -0.6.	Continue with extra teaching support in all classrooms including smaller group activities	57263
Staff training to benefit all pupils		Whole staff training helped to develop a whole school approach to teaching and learning, which benefitted all children	15000
<b>ii. Targeted support</b>			
<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Small group work with PP champion, More able tutor, out of school tuition.	As above	Least impact seen with the out of school tuition (1 LAC child)	16685
SALT – specialist provider bought in.	Impact being measured over time, but reports show attainment for targeted children towards ARE	Valuable resource, SALT now working with staff to develop a whole school approach.	2000
<b>iii. Other approaches</b>			
<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Refurbishment of rooms to create dedicated PP teaching area	Area fully utilised with group work targeting PP children.	Will be an on-going issue.	10052
Funding to ensure all children have access to music and other after school activities including residential trip	Children being funded to attend music sessions and residential as well as year group trips and visits.	Will continue.	6000