

Pupil premium strategy statement

1. Summary information					
School	Romiley Primary School				
Academic Year	2017-18	Total PP budget	£101,100	Date of most recent PP Review	April 2015
Total number of pupils	468	Number of pupils eligible for PP	77	Date for next internal review of this strategy	March 2018
2. Current attainment KS2 2016-17					
			<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			50% (12)	53%	
% making expected progress from PAG in reading			92%		
% making expected progress from PAG in writing			42%		
% making expected progress from PAG in maths			75%		
% making EXS+ in Reading			92%	71%	
% making EXS+ in Writing			50%	76%	
% making EXS+ in Maths			83%	75%	
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.	Large class sizes with high proportion of disadvantaged pupils				
D.	Social and emotional issues – PP pupils also have other potential barriers.				
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
A.	PP children make good progress from their PAGs Special focus on Writing in both Key Stages, particularly boys.	Progress from PAGs for disadvantaged children closely matches progress for non-disadvantaged pupils.
B.	Whole school approach towards verbal and non-verbal communication in classrooms to support the most vulnerable children. External provider bought in to work with most vulnerable children.	Clear visual prompts in classes which develop through the year groups.
C.	Additional high quality support is provided in these classrooms. Extra TA support from HLTA's in classes with highest number of PP – including in subject groups eg maths.	Children showing good progress from PAGs in line with their non PP peers.
D.	To develop pupils social and emotional skills – nurture groups, small group support, forest school sessions.	Pupils have developed skills.
E.	To improve attendance and punctuality for disadvantaged pupils where appropriate. Attendance monitored by LP and flagged up for HT meetings as appropriate.	Attendance will be improved

5. Planned expenditure					
Academic year		2017-18 £101,100			
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?
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.	ER AR CV	Yearly – Reviewed end of 2017, to continue in 2018
High quality first teaching for large year groups/high percentages of disadvantaged children.	HLTA's in year 2 and 3	High quality teaching in smaller groups, HLTA's led by teachers. 2017-18 – focus on support in writing, new structures in place led by EC.	Interventions monitored termly, feedback from class teachers. Interventions now take place in an afternoon; run by experienced TA's who will work consistently with their group and feedback to the HT/SENCO.	ER AR JT EC	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 prepared for SAT's as well as building confidence and reducing stress.	Attainment and progress monitored	EC JT SD AR	Yearly
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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?
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 as well as targeted support for PP pupils on certain interventions	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.	ER	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.	AR KB ER	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.	AR ER JT	Termly
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iii. Other approaches

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?
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. Forest school sessions and nurture groups led by PP champion	LM to feed back to staff and SLT. Records kept around support offered and given.	AR BM ER	Termly – ongoing for 2017-18
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.	ER JT AR	Yearly

6. Review of expenditure		
Previous Academic Year	2016-17	
i. Quality of teaching for all		
Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
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 5.8, writing -2.7, maths 3.2 compared to national Reading -0.8, writing – 0.5, maths -0.7.	Continue with extra teaching support in all classrooms including smaller group activities
Staff training to benefit all pupils		Whole staff training helped to develop a whole school approach to teaching and learning, which benefitted all children
ii. Targeted support		
Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Small group work with PP champion, More able tutor, out of school tuition.	As above	Will continue, especially in classes with higher proportions of PP children
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.
iii. Other approaches		
Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)

Emotional and Social support for PP children and families	BM – Inclusion manager, great impact, working with families to offer support as well as 1-1 with pupils.	Will continue this year as impact has been proven.	
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.	