



Romiley Primary School Pupil Premium Strategy 2018-19

Summary Information – updated September 2018			
School	Romiley Primary	Academic Year	2018-2019
Total Number of pupils (N-Y6)	468 (inc. nursery)	Number of pupils eligible for PP/EYPP	76 (13 EYFS/15 KS1/48 KS2)
Total PP budget for 2018-19	£92,200 (TBC)	Date for internal review	March 2019

Evaluation of Pupil Premium allocation from 2017-18.

<u>Action</u>	<u>Impact Observed</u>	<u>Any actions for 2018-19?</u>
Staff training – Verbal and non-verbal communication, RA, communication friendly and dyslexia friendly	All staff trained in communication friendly classrooms and dyslexia awareness – Classes following same approach for verbal and non-verbal communication as appropriate.	Monitor for continuity – no further expenditure needed at present.
Disadvantaged pupils make at least 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	Personal progress has been seen towards school targets. See full breakdown for results.	To continue – support in classroom and with specific children as well as monitoring disadvantaged as a cohort. Additional support offered as Forest school nurture group sessions with a priority for PP children.
Additional support from HLTA's and TA's in Years 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.	All staff following same structure for developing writing. Small group work in Y2 and 3 has enabled PP children to get bespoke support and make good progress from their starting points. Y2 PP children have additional barriers and 2 are working on P scales.	Support is now in place for children with EHCP. Support is now being focussed in Year 6 which has the highest number of PP children
Most able disadvantaged children supported to make appropriate progress. More able tutor for maths and additional support.	See full breakdown of result.	To continue if appropriate.
Private SALT bought in to work 1-1 and in small groups. Priority given to PP children	Earlier intervention for individuals as well as whole class strategies.	New SALT provider bought in, assessing and prioritising PP.
PP children have access to Learning mentor and all extracurricular clubs as appropriate.	Growing number of PP children accessing after school music and sports clubs. Staff know children and families can be referred to Learning mentor as needed.	To continue as a way of support children and families wellbeing.
Booster sessions led by experienced teachers. Offered to all pupils, helps to prepared for SAT's as well as building confidence and reducing stress.	Raised expectations and attainment. Staff more aware of vulnerable pupils and plans put in place to support. See below for attainment and progress of KS2.	To continue as appropriate.

2017-18 EYFS, KS1 and KS2 attainment and progress.

Attainment			2018				2017		
			PP	All	Gap		PP	Non PP	Gap
EYFS	GLD		75% (4)	80%	-5%		29% (7)	77%(65)	-48%
KS1 R	Level 2+/EXS+		67% (6) Nat 61%	87% Nat 76%	-20% Nat -9%		50% (Nat 63%)	72% (Nat 76%)	- 22% (Nat -13%)
KS1 W	Level 2+/EXS+		33% Nat 54%	85% Nat 70%	-52% Nat - 37%		40% (Nat 54%)	70% (Nat 68%)	-30% (Nat -14%)
KS1 M	Level 2+/EXS+		33% Nat 62%	83% Nat 76%	-50% Nat - 43%		50% (Nat 62%)	70% (Nat 75%)	-20% (Nat -12%)
KS2	R+W+M Exp + (100+ SS)		79% (14)	80%	-1%		50% (Nat 47%)	75% (Nat 61%)	-25% (Nat +3%)
KS2 R	EXP+		93%	90%	+3%		75%	94%	-19%
KS2 W	EXP+		86%	88%	-2%		50%	85%	-35%
KS2 M	EXP+		93%	90%	+3%		83%	90%	-7%

	KS2 V A Progress Measure 2017		
	Reading	Writing	Maths
All RPS	2.8	0.9	2.7
All LA (Prov)	0.3	-0.1	0.2
Disadvantaged (RPS)	3.8	1.4	1.6
Disadvantaged (National) - Prov	-0.7	-0.5	-0.7
Disadvantaged Gap (RPS/Nat Dis)	4.5	1.9	2.3
National Non Dis	0.2	0.2	0.2

Cohort information and barriers to attainment 2018-19

- Currently we have 76 pupils who are eligible for the Pupil Premium grant 2018-19
- 22% of the disadvantaged cohort are either adopted from care, looked after or in special guardianship
- 24% have other welfare barriers
- 31% are on the SEND register (Worry, Catch Up, SEN support, EHCP)
- 16% had a previous year attendance of less than 90%
- 47% are current FSM
- 22% did not start RPS in Reception
- 24% are in year 6 (18 children)

Prior attainment group (FFT)			
Disadvantaged pupils			
Year Gp	Low	Mid	High
Y1	3	3	1
Y2	6	2	0
Y3	2	2	2
Y4	6	4	0
Y5	7	6	1
Y6	12	4	2

Planned expenditure – Academic Year 2018-19

Quality of teaching for all.			
Rationale and desired outcome	Chosen approach/action	Cost	Who will quality ensure and when?
High % of disadvantaged pupils who are adopted from care or current LAC. Raised awareness from all staff about the impact this can have on the pupils	Whole school training from virtual schools. ER to ensure staff awareness on who this impacts.	£2,500	ER to follow up with staff and any further training need to be provided. Review after input and March 19.
High PP numbers, especially in KS2 with additional barriers. Ensure experienced staff who know the children well are available to support effectively.	Additional experienced TA staff, who know the pupils well to support in year groups with high PP numbers (Year 6) and for small group work and interventions. PP champion to support in classes throughout the school. PPA teacher to support in Y6 1 morning a week.	£33,250	Monitored constantly for effectiveness with a formal review (ER and JT) March 19.
To ensure the disadvantaged pupils are receiving support to overcome any further barriers to their learning	Inclusion manager available to work with pupils/families, prioritising those who are Pupil Premium.	£12,250	Inclusion manager to feed back to ER on a regular basis. Barriers to learning to be logged and passed onto ER
Targeted Support.			
Rationale and desired outcome	Chosen approach/action	Cost	Who will quality ensure and when?
High number of PP in Year 6 –prepare academically and emotionally for SATs and transition to secondary school	Booster sessions open to all for English and Maths revision. Breakfast provided.	Staffing and resources £14,250	Feedback to HT in pupil progress meetings. On-going monitoring to ensure all pupil receive the correct support.
Link with EEF project to ensure TA's are used effectively throughout school, but particularly to support the most disadvantaged.	Training of Teachers and TA's and use of appropriate interventions to raise attainment and progression.	Training £2,000 Resources £1,500	AR to monitor interventions TA performance management to develop training needs. AR to follow up on EEF training
SALT – Higher percentage of disadvantage pupils who are needing SALT intervention – Prioritise for early input.	Private SALT bought in to work with whole school, small groups and 1-1. Early diagnosis and intervention prioritised for disadvantaged pupils.	£3,500	AR to liaise, monitor and feedback at regular intervals to H/T and Governors.

Other approaches

Rationale and desired outcome	Chosen approach/action	Cost	Who will quality ensure and when?
Forest School – To offer social and emotional support and wellbeing through the Forest school ethos.	Staff trained in Forest school practice. Nurture group prioritising disadvantaged pupils weekly for an afternoon led by ER. Resources as needed.	£2,500	JT and governors. ER to feedback in full GB meetings.
DEAL sessions – To support language acquisition in disadvantaged pupils, developing confidence and residence.	Lunch time DEAL sessions once a week, mix of disadvantaged and non-disadvantaged aiming to encourage language. Resources as needed	£2,500	JT and governors. ER to feedback in full GB meetings.
Residential (Y6) and trips and visits – To ensure that all pupils have the opportunity to attend the residential or any other educational trips and visits throughout the year	Payment for the most disadvantaged to ensure that they are able to have the same experience as their peers.	£10,000	JT/ER to ensure funding is spent appropriately