Romiley Primary School Pupil Premium Strategy 2019-20

Summary Information – updated January 2020

School	**Romiley Primary**	Academic Year	**2019-20**
Total Number of pupils (N-Y6)	**464**	Number of pupils eligible for PP/EYPP	**71 (15%)**
Total PP budget for 2019-20	**£86,594**	Date for internal review	**September 2020**

Evaluation of Pupil Premium allocation from 2018-19.

Action	Impact Observed	Any actions for 2019-20?
Whole school training from virtual schools r.e adoption and attachment. ER to ensure staff awareness on who this impacts.	Whole school attachment training was run by Jigsaw over 2 twilight sessions during the Summer Term. Staff found this training to be very informative and gave them practical ideas to support pupils.	ER to attend further training, especially around adopted pupils and feed back to staff. Future catch-up sessions as appropriate.
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.	Additional experience staff have allowed for smaller, more focussed group work to take place especially in the morning sessions. PP champion sessions not as effective due to meetings etc. leading to lack of consistency. High number of PP in Y6 with lower starting points led to more TA support being used.	A large number of PP in 2019-20 Year 6 have additional barriers – additional staff may be used for interventions for social, emotional and academic.
Inclusion manager available to work with pupils/families, prioritising those who are Pupil Premium.	Inclusion manager running TAF's and TAS's with priority given to PP as appropriate.	To continue as appropriate.
Booster sessions open to all for English and Maths revision. Breakfast provided.	Extra support offered – progress of PP is good in all areas.	To continue as appropriate, funding permitting
Link with EEF project - Training of Teachers and TA's and use of appropriate interventions to raise attainment and progression.	PP pupils getting additional support through monitored interventions, delivered regularly and focussing on individual needs.	Interventions to continue, including talkabout for social skills and SERI etc. for academic.
Private SALT bought in to work with whole school, small groups and 1-1. Early diagnosis and intervention prioritised for disadvantaged pupils.	More children being seen in the early years following screening tool being used with all. Support offered in house rather than out of school.	To continue with priority to PP pupils.
Forest School – To offer social and emotional support and wellbeing through the Forest school ethos.	PP pupils have had access to additional FS sessions in a nurture group – development of social and emotional skill evident.	To continue, starting with Year 6 group.
DEAL sessions – To support language acquisition in disadvantaged pupils, developing confidence and residence.	Whole school training on DEAL strategies, encouraging PP pupils to attend DEAL @ lunchtime to develop	DEAL to continue throughout school with lunchtime club offered and prioritised for PP
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	All pupils have had the opportunity to access any trips or visits offered through the year, also some funding has been used for instrument hire and tutorial.	To continue.

2018-19 EYFS, KS1 and KS2 attainment and progress.

Attainment			PP	All	Gap		PP	All	Gap
				2019				2018	
EYFS	GLD		30% **(10)** **Nat FSM 56%**	75%	-45%		75% (4)	80%	-5%
KS1 R	EXS+		57% **(7)** **Nat 62%**	84%	-34%		67% (6) Nat 61%	87% Nat 76%	-20% Nat -9%
KS1 W	EXS+		29% **Nat 55%**	71%	-46%		33% Nat 54%	85% Nat 70%	-52% Nat - 37%
KS1 M	EXS+		42% **Nat 62%**	75%	-47%		33% Nat 62%	83% Nat 76%	-50% Nat - 43%
KS2	R+W+M Exp + (100+ SS)		37% **(19)** **Nat 51%**	74%	-37%		79% (14)	80%	-1%
KS2 R	EXP+		58% **Nat 62%**	82%	-24%		93%	90%	+3%
KS2 W	EXP+		74% **Nat 68%**	89%	-15%		86%	88%	-2%
KS2 M	EXP+		79% **Nat 67%**	94%	-15%		93%	90%	+3%

	KS2 Progress		
	Reading	Writing	Maths
All RPS	2.1	1.3	2.8
All LA (Prov)	0.3	0.1	0.1
Disadvantaged (RPS)	2.2	0.7	1.9
Disadvantaged (National) - Prov	-0.6	-0.5	-0.7
Disadvantaged **Gap** (RPS/Nat Dis)	+2.8	+1.2	+2.6
National Non Dis	0.3	0.3	0.4

Cohort information and barriers to attainment 2019-20

- Currently we have 74 pupils who are eligible for the Pupil Premium grant 2019-20 EYFS 16 KS1 19 KS2 39
- 13 of the disadvantaged cohort are either adopted from care, looked after or in special guardianship
- 18 have other welfare barriers
- 30 are on the SEND register (Worry, Catch Up, SEN support, EHCP)
- 38 are current FSM
- 17 did not start RPS in Reception
- 14 are in year 6

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

Planned expenditure – Academic Year 2019-20

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. ER to talk to new VS post adoption team	Whole school training from virtual schools. ER to ensure staff awareness on who this impacts.	£5000 for any appropriate resources.	ER to follow up with staff and any further training need to be provided. Review after input and March 20.
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.	£10,000 for TA support in Y6 £7000 for Inclusion manager role for supporting vulnerable pupils.	Monitored constantly for effectiveness with a formal review (ER and JT) March 19.
To bridge the gaps in the lived experience of all pupils by introducing the parallel curriculum.	Whole school focus on the parallel curriculum – what is already in place and what more could we offer – develop a tool for supporting this in school and at home.	£2000 time and resources.	ER to hold staff meetings to catch up.
Quality first teaching for all, with staff having a good awareness of disadvantaged pupils and the different ways in which they can be supported.	ER to monitor T+L of the disadvantaged group. Regular book conversations and pupil voice.	£5000 training budget.	ER to check in staff meetings each term and update staff of any changes in circumstances.
Whole school approach to reading - focus on appropriate texts, questioning, methods and strategies, including DEAL	EC to lead all staff in a whole school approach to reading and comprehension. Purchase of new texts for all year groups and all staff to have training in reading.	£20000	EC for whole school impact ER for Disadvantaged.

Targeted Support.

Rationale and desired outcome	Chosen approach/action	Cost	Who will quality ensure and when?
High number of PP in Year 6 –prepare	Booster sessions open to all for English and	Staffing and resources	Feedback to HT in pupil progress meetings.

academically and emotionally for SATs and transition to secondary school	Maths revision. Breakfast provided.	£10000	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 and ER 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.	£5,500	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. This has been successful during 2018-19 so is intended to continue to support social and emotional wellbeing.
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
To encourage further Parental Engagement	Look at short courses that can be run in school to encourage parental engagement.	£2000	ER to attend the EEF meetings – recruit staff to work on PEN courses