

# Pupil premium strategy statement 2019-2020



<p><b>Pupil Premium Policy Rationale</b></p>	<ul style="list-style-type: none"> <li>• We define disadvantaged pupils in the Rose Learning Trust as any that are underachieving academically, socially or emotionally. The trust has the expectation that the schools know their families well, hold all the children in high regard and are accountable to them.</li> <li>• We are approaching the needs of our underachievers in two areas             <ul style="list-style-type: none"> <li>○ developing strategies and support for emotional health and wellbeing</li> <li>○ targeted intervention support designed to be specific and short term to address gaps in learning</li> </ul> </li> <li>• <b>School vision - An inclusive community where all children enjoy their learning and achieve their full potential</b></li> </ul>	<p><b>Amount of funding received 2019-2020</b></p>
<p><b>School specific barriers to educational achievement</b></p>	<ul style="list-style-type: none"> <li>• A lack of opportunity for aspiration.</li> <li>• A lack of opportunity to develop language and literacy.</li> <li>• Effects of poverty.</li> <li>• Barriers to accessing curriculum.</li> <li>• A lack of opportunity for parents to engage.</li> <li>• A perceived loss of culture.</li> </ul>	

<p><b>Goals</b> <i>What do we want to accomplish?</i></p>	<p><b>Strategy</b> <i>How will we achieve it? Clear implementation plan</i></p>	<p><b>By when?</b></p>	<p><b>Measures</b> <i>What will we measure as an indicator of our ongoing process?</i></p>
<p>Expectations for disadvantaged children to be raised through shared vision and ambition</p>	<ul style="list-style-type: none"> <li>• There is a collective and collegiate approach to developing the vision for disadvantaged learners supported by the work of Marc Rowlands</li> <li>• Barriers to learning are understood and used as a key to identifying support, not finding reasons for under achievement</li> <li>• DP needs are considered as a priority at PP meetings</li> </ul>	<p>Autumn term 1</p>	<p>There is a tangible shared regard for DP and their families encompassing a positive shared language</p> <p><b>Short term;</b> Staff create a vision statement for DP which is displayed in staff areas.</p> <p><b>Medium term;</b> Planning will indicate an understanding of the needs of DP. DP are discussed first in PP meetings and their needs prioritised in target setting</p> <p><b>Long term;</b> Staff can articulate the journey their DP have been on and what their next steps are</p>

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Provision for disadvantaged children encompasses all needs, regardless of academic ability	<ul style="list-style-type: none"> <li>Barriers to learning are for DP pupils are understood by all staff and provision is built around them</li> <li>It is recognised by SLT that DP may need support other than academic</li> </ul>	Autumn term 1	Staff understand the characteristics of ineffective learners  <b>Short term;</b> staff understand barriers to learning and begin to build in support to overcome them  <b>Medium term;</b> support is more robust and evidence based, and includes non-academic support  <b>Long term;</b> evidence suggests that support has been successful in debilitating some barriers to learning
Data is used forensically to identify support for all needs and to set ambitious targets	<ul style="list-style-type: none"> <li>Data other than attainment data is used to plan interventions</li> <li>Interventions are built around what the data is telling us – data will not be made to fit</li> </ul>	Autumn 2 for Y6 and spring 1 for whole school	Interventions have a sound rationale based on data  <b>Short term;</b> data is analysed from a range of sources and interventions planned. SDIs have a sound data rationale  <b>Medium term;</b> longer term interventions begin to show impact  <b>Long term;</b> data influences the direction of the intervention to enable success
The approach to intervention and support is a whole school approach rather than based solely on the needs of year 6	<ul style="list-style-type: none"> <li>All staff in school understand why interventions are used and when and have a structured consistent approach</li> <li>The school vision understood by all is that quality first teaching is the main driver of progress, including strategic use of time and support staff</li> <li>CPD is driven by the needs of disadvantaged pupils</li> </ul>	Spring term  Autumn term  Ongoing	There is a whole school policy and ‘format’ for intervention, supported by a rationale  A priority indicator for judging teaching as good is the support and feedback DP receive in the main lesson  <b>Short term;</b> the school has a shared understanding about intervention  <b>Medium term;</b> the approach to intervention across school is consistent  <b>Long term;</b> teaching is judged as good based on the support given to DP
Impact measures are set out at the start and monitoring and evaluation is purposeful and regular	<ul style="list-style-type: none"> <li>At the outset of intervention impact and outcome measures, which will be specific, ambitious and time related, are explicitly laid out</li> </ul>	Autumn 2 for Y6, spring 1 whole school	Format is created and used successfully, initially in Y6.  <b>Short term;</b> format created and used successfully in Y6

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	<ul style="list-style-type: none"> <li>A monitoring framework is set up which has a specific time line for monitoring and the evidence to be used</li> </ul>		<p><b>Medium term;</b> format disseminated throughout school with some consistency</p> <p><b>Long term;</b> format used successfully to demonstrate impact and that outcomes have been achieved</p>
<p>Children to know more words, to know more about words, to comprehend what they read better and to have improved cognitive processing</p>	<ul style="list-style-type: none"> <li>Use the work of Beck and McKeown to develop a vocabulary teaching strategy across the core and wider curriculum</li> <li>Ensure a consistent approach, regularly monitored for regularity, consistency and impact</li> </ul>	<p>Autumn 2 and into spring 1</p>	<p>Children have the vocabulary to be able to hold higher conversations about their thinking, learning and aspiration. They have strategies which they immediately employ to work out the meaning of unknown words and are able to use them correctly in context.</p> <p><b>Short term;</b> research around vocabulary development completed and a training plan in place</p> <p><b>Medium term;</b> training completed and vocabulary teaching regularly built in to quality first teaching</p> <p><b>Long term;</b> most pupils should be able to define words precisely, know multiple meanings, identify appropriate and inappropriate uses, retrieve and use the right words in discourse in full sentences and have reached decoding automaticity</p>
<p>To improve outcomes for all disadvantaged pupils at the end of KS2 so that all subjects are continuing to narrow the gap and progress measures continue to improve.</p>	<ul style="list-style-type: none"> <li>To use QLA outcomes to plan a bespoke curriculum for Y6 disadvantaged children</li> <li>To use PAG information to close gaps and ensure disadvantaged children make good progress</li> <li>Continue training in precision marking techniques for reading and writing, paying close attention to disadvantaged pupils</li> <li>Any extra-curricular interventions must be built around the needs of disadvantaged pupils</li> <li>Use access arrangements for every data drop, ensuring disadvantaged pupils receive adequate time and support</li> </ul>	<p>First half term</p> <p>After first assessment cycle then after every subsequent assessment cycle</p>	<p>Disadvantaged children in Y6 receive a curriculum responsive to their needs and groupings are based on PAG scores and QLA to maximise progress. Teachers understand how to maximise marks on papers and in writing. Access arrangements are used regularly to allow children to perform at their best at every data drop.</p> <ul style="list-style-type: none"> <li>Combined (ARE) 58%</li> <li>Combined (GDS) 13%</li> </ul>

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<p>To narrow the gap of the combined score of DP at the end of KS2.</p>	<ul style="list-style-type: none"> <li>All teachers to be aware of their disadvantaged 'vulnerable' pupils through transition meetings</li> <li>Planning formats to clearly display those children for whom interventions or priority marking has to happen, ensuring disadvantaged pupils are targeted</li> <li>Hold half termly data meetings for each year group with SF/VS to ensure all are data literate and use information from data on a weekly basis to inform their planning for both Q1st teaching and interventions</li> <li>Teachers to deploy LSAs effectively with priority for disadvantaged vulnerable children</li> <li>Disadvantaged 'vulnerable' children to receive priority access arrangements for each data drop</li> <li>Staff to be accountable to these children through performance management targets</li> </ul>	<p>Autumn term</p> <p>Weekly from spring 1</p> <p>Daily</p> <p>Termly PP meetings</p>	<p>Disadvantaged children make good progress from starting points and when compared to their non-disadvantaged peers</p> <ul style="list-style-type: none"> <li>In each year group combined GD to be 15% (30% in Year 5)</li> <li>90% of MA disadvantaged children to make ARE, 15% to make GDS and 100% of HA to make GDS (not including children new to cohort)</li> </ul> <p>Outcomes for disadvantaged children to improve at each data drop and the gap to close over the year</p>
<p>To improve attendance for disadvantaged children, closing the gap with non-disadvantaged children.</p> <p>To eradicate any PA amongst disadvantaged children.</p>	<ul style="list-style-type: none"> <li>To continue rewards for children who have excellent attendance. Class awards for the best class and individual awards for any disadvantaged pupils who significantly improve.</li> <li>SF to research, within and outside the trust, attendance initiatives that have worked for other schools.</li> <li>Attendance officer to work with JL and follow procedures for PA children; as a last resort court action will be taken.</li> </ul>	<p>Weekly</p> <p>Autumn term</p> <p>Across the year</p>	<p>Parents of disadvantaged children see the importance of regular attendance and attendance for all groups improves.</p> <ul style="list-style-type: none"> <li>Disadvantaged pupil attendance to be 95% minimum PA to be 0% amongst disadvantaged children</li> </ul>