

Pupil premium strategy / self-evaluation

| 1. Summary information | | | | | |
|------------------------|--------------------------|----------------------------------|--------|--|---------|
| School | Rosecroft Primary School | | | | |
| Academic Year | 2018-19 | Total PP budget | £63040 | Date of most recent PP Review | Aut 18 |
| Total number of pupils | 454 | Number of pupils eligible for PP | 49 | Date for next internal review of this strategy | July 19 |

| 2. Current attainment | | | | | |
|---|--|---|--------------------------------|---------------------|-------------------------|
| | | <i>Pupils eligible for PP (your school)</i> | <i>National Average For PP</i> | <i>All (School)</i> | <i>National Average</i> |
| % achieving expected standard or above in reading, writing & maths | | 41% | 68% | 70% | 74% |
| % making expected progress in reading (as measured in the school) | | 47% | 73% | 77% | 76% |
| % making expected progress in writing (as measured in the school) | | 35% | 60% | 59% | 70% |
| % making expected progress in mathematics (as measured in the school) | | 41% | 72% | 73% | 76% |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|--|
| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Speech and language development (Wellcomm Screening) |
| B. | Social and Emotional development (Thrive Data) |
| C. | Maths skills (SATs data) |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Family support to aid children |

| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria |
|--|--|---|
| A. | <p>Pupils with specific targets from SALT will meet them.</p> <p>All other pupils identified as requiring support following Wellcomm screening on entry to YR (falling into the red or amber bracket) will make sufficient progress to achieve expected in Communication and Language at the end of the year</p> | <p>SALT targets will be met</p> <p>Gap between pupil premium and non-pupil premium non-pupil premium pupils will narrow</p> |
| B. | Children's Emotional development scores as measured by THRIVE screening will improve | Children will progress through the THRIVE stages of <i>being, thinking, power and identity</i> and <i>skills and structure</i> |
| C. | Childrens maths skills will improve as measured by the Sandwell test | Gap between pupil premium and non-pupil premium pupils will narrow |
| D. | Better support for mental health and emotional needs of disadvantaged children and their families | Children with mental health and social and emotional issues make good progress |

5. Review of expenditure

Previous Academic Year

2017/18

i. Targeted support

| Action | Intended outcome | 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) | Cost |
|---|---|--|--|--------------------------|
| Speech and language development | SALT children to meet targets. Gap to narrow between PP and non-pupil premium children | 50% Children working with ELKLAN trained TA achieved their targets in their 6-month review period. 33% Children scoring red or amber on Wellcomm screening achieved expected for language and communication in the EYFSP at the end of the year | This is a good intervention | £3854.50 £3205.50 |
| Small group work in maths | Gap to narrow between PP and non-pupil premium children | Pupils made an average of 16 months progress in the space of 12 months as measured on the Sandwell test | This is a good intervention despite the gap being significant | £5035.44 |
| Bug club 1-1 RWI+ (Phonic teaching in small groups and 1-1) | Gap to narrow between PP and non-pupil premium children | Pupils in 'Bug Club and phonic 1:1 group made in average 18 months progress over an 10 month period | | £5035.44 |

| | | | | |
|---|---|--|-------------------|------------------------|
| THRIVE Sessions and Benjamin Foundation | Gap to narrow between PP and non-pupil premium children | Pupils progressed through the THRIVE scales. The average increase was 5% per half term 90% PP students accessed THRIVE Benjamin Foundation sessions to have a positive impact on pupils and their families | | £19272.50 £7350 |
| Family Thrive | Parents to feel more confident on supporting their children emotionally | The families that took part said that they felt more confident. | Get info from SCS | £1681.12 |

6. Planned expenditure

Academic year

2018/19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Targeted support

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---------------------------------|---|---|---|--|--------------------------------------|
| Speech and language development | SALT children to meet targets. Gap to narrow between PP and non-pupil premium children | Previous data analysis (Welcomm screening) shows children's speech and language development on entry school is low EEF evidence shows that oral interventions can add +5 months, 1:1 tuition can add +5 months, small group work can add +4 months | Maximise language development by working on SALT targets with ELKLAN trained TA Maximise language development in small groups using Talk Boost | HB YR staff KS/MM/E W | July 2019 |

| | | | | | |
|---|---|--|--|----------|-----------|
| Small group work in maths | Gap to narrow between PP and non-pupil premium children | Data analysis shows there was a gap between pp and non-pp children of 23% EEF evidence shows that small group work can add +4 months | Development of maths skills through 1:1 and small group work on targeted support in maths | DS/KT/MM | July 2019 |
| Bug club 1-1 RWI+ (Phonic teaching in small groups and 1-1) | Improve scores in phonic check and reading and writing SATS | Data analysis shows the gap between PP an non-PP students was 20% in reading SATs, 27% in writing SATs and 31% in Y1 phonic check. EEF evidence shows that 1:1 tuition can add +5 months, small group work can add +4 months EEF evidence shows that small group work can add +4 months, 1:1 tuition can add +5 months | Development of reading skills through 1:1 and small group work on targeted support in English via Bug Club and 1:1 phonics | DS/KT/MM | July 2019 |
| THRIVE Sessions and Benjamin Foundation | Gap to narrow between PP and non-pupil premium children | Data analysis shows in SATs Phonic checks and EYFSFP there wasn't a significant a gap between PP and non- PP of this year but has been in previous years EEF evidence shows that social and emotional learning can add +4 months, behaviour interventions can add +4 months | Support children and their families emotionally in order to enhance educational progress | DS/KT/MM | July 2019 |
| Total budgeted cost | | | | | £63,040 |