

## Pupil Premium Funding 2017/2018

### Impact Report

The primary aim of pupil premium funding is to diminish the difference between the attainment of disadvantaged and non-disadvantaged pupils. We are determined to ensure that all of our children are given every chance to realise their full potential and endeavour that no child will be left behind on our journey towards success for all. Pupil premium funding, along with allocations made from the school's own budget, will help ensure this money is spent to maximum effect to enable each and every pupil at Rose Wood Academy to achieve.

In order to achieve this aim, we will be targeting our spending in accordance with research findings from the Department of Education aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. Research undertaken by NFER for the Department for Education identified seven areas which were common in schools which were the most successful in narrowing the gap and we have used this evidence driven approach as our rationale for our pupil premium spending. This is further supported by the research of 'Transforming Tees' and is in line with the expectations within their 'High Achievement' review.

#### **Barriers to Educational Achievement**

Rose Wood Academy has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

1. Reading skills and understanding
2. Parental engagement with children's education
3. Social and emotional issues affecting learning behaviours
4. Attendance
5. Opportunities to widen children's experiences

#### **How We Will Measure the Impact of the Funding**

We use both internal and external data to measure the impact of the pupil premium grant on our pupils' learning. We will review the effectiveness of our interventions we are using and adapt them to meet need when and where required.

1. Children make good progress in line with or better than all children
2. The attainment of disadvantaged children is in line with or better than the attainment of all children
3. Children attend school regularly
4. Children respond well to support and display good learning behaviours that is witnessed through monitoring

The next review will be September 2018

The total amount allocated to the school for the current year is £94 620.

**Rose Wood Disadvantaged Outcomes 2017-2018**

		Reading	Writing	Maths
<b>KS1 At Rose Wood</b>	Pupil Premium	83%	83%	83%
	Non - PP	90.5%	81%	81%
<b>KS1 National</b>	All Pupils	75%	70%	76%
<b>KS2 At Rose Wood</b>	Pupil Premium	85%	92%	92%
	Non-PP	93%	95%	90%
<b>KS2 National</b>	All Pupils	75%	78%	78%
<b>Pupil Premium Progress (KS1-KS2)</b>		TBC	TBC	TBC

**1. Whole-school ethos of attainment for all**

Schools have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

Action	Rationale	Cost /Impact
Senior leaders to ensure there is a shared vision and ethos of high expectation for all across the school. This will underpin all School improvement priorities and staff performance management.	All staff have to be relentless in their belief that all pupils can achieve and have the right to access the resources and support they require to do so.	A successful year against the school improvement priorities. Feedback from both external and internal monitoring has acknowledged the high expectations across school for all groups of children.
Monitor, track and promote individual reading for all through the 'Accelerated Reader' program for children from Year 2 –Year 6	The Education Endowment Foundation evidence based research concluded that AR increases the reading age of disadvantaged children by an additional 5 months against 3 months for non-disadvantaged children in a 22 week time frame	Accelerated Reader used from Y2 – Year 6. Reading outcomes for Pupil Premium children are high at the end of KS1 and KS2 (well ahead of the national average for all pupils) and almost in line with non-pupil premium pupils in school.
Promote reading at home for all children through rewards to incentivise children earning points on Accelerated Reader	Monitoring of frequency of individual reading found significant variations between children, especially evident for disadvantaged children	Average % of children reading 3x week at beginning of year across school was 68%. This increased to 87% by end of year. PP children who didn't read regularly at home were targeted for one to one reading in school. PP reading outcomes are strong.

Purchase revision materials for Year 2 and Year 6 children	To ensure that all children have access to quality SATS support materials at home	Revision materials purchased. Excellent end of KS outcomes for PP children (see outcomes table)
To increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their children's education and are enabled with the skills they need to support them	Introduction of parents' open days to share school practices and encourage parental involvement in children's learning. Target the parents of the disadvantaged children and work with them to engage with the school.	Very well attended parents' open days held in all year groups. Parents' information evenings held across school – PSA supported parents to attend
To enable all eligible children to access residential visits	Through a strong belief that residential can enhance classroom learning and develop self-esteem and social skills, we feel that ensuring this is an opportunity available to all is very important	50% of the cost of the residential visit for disadvantaged children was subsidised by school to ensure access for all. Feedback from the residential was very positive and additional places have been secured for 2018/2019 due to the positive feedback and level of interest.
To ensure accountability for disadvantaged children through rigorous performance management	Through a strong school ethos of high expectations for all, all teaching staff are held accountable for disadvantaged children through their performance management targets	Pupil progress meetings involved discussions about PP children's progress and attainment, with staff held accountable for their attainment. Accountability through rigorous PM targets resulted in strong outcomes across school for all pupils, including disadvantaged children.

## 2. Addressing behaviour and attendance

Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support.

Action	Rationale	Cost/Impact
Employ PSA to support vulnerable children and families	To reduce the impact of specific barriers to learning for disadvantaged children supporting both the child and the family enabling them to engage fully in their learning	PSA has worked successfully with children and families across school. Regular supervision meetings ensure that the correct children are a focus, the correct support is given and that the number of PP children identified as CP or CIN remain very low.
Target the attendance of disadvantaged pupils through close monitoring and the use of rewards to incentivise attendance	Attendance of disadvantaged children still below that of non-disadvantaged, although the gap has closed slightly.	Whole school attendance has increased from previous year by 0.2%. Disadvantaged attendance has remained static.

	Rewards used to incentivise attendance.	
Employ services of EWO to support the rigorous monitoring of attendance and to support with tackling the poorer attending children.	Vulnerable families to be supported and encourage attendance for all children to ensure that attendance is above government expectations	EWO supported identified children. She has intervened with four PP who are classed as persistent absentees. Significant improvement with three, with one child remaining a focus.
To provide targeted support for children who have emotional, social or behavioural needs and their families through the use of play therapy, 1:1 and group therapies, work with the Bungalow Project, the PSA and the support of the Educational Psychologist	Children's emotional, social and behavioural needs should not be a barrier to learning and every effort should be made to minimise this through use of the services provided by the Bungalow Project	All looked after children have received support from external agencies. In addition, other identified PP children have received support from the Bungalow project, educational psychologist, Harbour, Forget-Me-Not, Stronger Families.
To provide social and emotional support to vulnerable children to ensure smooth transition across each phase and to secondary school. Detailed handover meetings to discuss specific pupil needs.	Vulnerable children are recognised by school and all efforts made to ensure smooth transition across each phase and to secondary school. Places booked on Bungalow transition project to take place in June and July 2018	Transition meetings held between school and secondary school. Additional meetings arranged by DHT for vulnerable children. In addition, school funded all vulnerable children going to Kings Academy to attend additional transition sessions. This included 3 PP children. Feedback from children and secondary school was very positive.

**3. High quality teaching for all**  
**Schools emphasise 'quality teaching for first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.**

<b>Action</b>	<b>Rationale</b>	<b>Cost/Impact</b>
To develop pedagogy and practice of teaching staff to improve pupil outcomes for all through whole school CPD and targeted support for individual staff.	Engage with external consultant to provide CPD for staff alongside focussed support and targeted CPD to meet the needs of individuals as identified through performance management	All members of staff have attended a wide range of CPD. All staff have evaluated the impact of their CPD on their individual CPD records. Pupil outcomes for PP children are strong.
To share best practice between schools through the Discovery Alliance, MSTA and the surrounding area. To learn from successful schools to support our own strategies for ensuring the best possible outcomes	Opportunity to communicate examples of good practice in teaching and learning are highly valued and shared expertise is used to positively impact on pupil outcomes	Core subject leads have attended hub meetings with local schools. Staff have attended other schools to look at best practice. Outcomes for disadvantaged children are strong.

<p>To purchase high quality resources to improve teaching and learning</p>	<p>All children should have access to high quality resources to support their learning across school</p>	<p>A new 'Project Based Learning' curriculum has been devised and implemented across school and resources to support this new curriculum have been purchased. Resources for 'The Power of Reading', which underpins this curriculum, have also been purchased and staff trained in their use. Feedback from work scrutiny and learning walks has identified the positive impact of these approaches.</p>
<p>Senior leaders to monitor standards across school to inform next steps to improve teaching and learning. This will include targeted and rigorous pupil progress meetings and performance management.</p>	<p>Senior leaders need a very clear picture of standards across school and their expertise used to drive up standards</p>	<p>Regular monitoring by leaders at all levels has focused on the quality of teaching and learning for all pupil groups, including disadvantaged. Regular pupil progress meetings have been held for each year group. Discussions from meetings have identified next steps and helped ensure that PP children are receiving the best provision. Accountability through rigorous PM targets have resulted in strong outcomes across school for all pupils, including disadvantaged children.</p>
<p><b>4. Meeting individual learning needs</b>  Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.</p>		
<p><b>Action</b></p>	<p><b>Rationale</b></p>	<p><b>Cost/Impact</b></p>
<p>To deliver individualised reading support at school through the Beanstalk Reading programme and specific 1:1 and small group reading interventions.</p>	<p>To ensure that disadvantaged children who do not have adult support at home with one to one reading have the provision at school instead</p>	<p>The impact of all reading interventions have been evaluated on year group provision maps and disadvantaged children identified. All interventions were evaluated termly and revised accordingly.</p>
<p>To ensure specific early assessments from Learning Support are undertaken and used to support individual pupil outcomes</p>	<p>To ensure that any barriers to learning are identified and addressed to improve provision for all children</p>	<p>Margaret Croft from 'learning support' has assessed 30 children in 2017-2018 academic year, including 7 disadvantaged children.</p>

		Recommendations have been put into place.
Adopt the principles of PIXL across the school to identify target and track key pupils and ensure that additional 1:1 support is given. This will focus on borderline and potential higher attainers.	Programs such as PIXL allow identification of key marginal children. Through targeted support, tracking and assessment these children are able to make accelerated progress and are more likely to achieve across all key areas.	All PP Y6 PIXL children achieved EXS+ in reading and maths. In Y2, PIXL used as daily interventions on two week cycles based on on-going assessment. Strong outcomes achieved at end of KS1. PIXL interventions used in other year groups and evaluated on provision maps, with disadvantaged children identified.
To provide training for member of school staff to offer learning support through 'Postgraduate Certificate Teaching Pupils with Dyslexia within an Education and Training Setting'	Develop expertise of teachers in school to be able to offer training and support to other staff to identify children in need of additional provision and advise accordingly	First term completed. Subsequent terms not completed due to maternity leave.
Monitoring and assessment by SENCo with referral to Education Psychologist where needed to ensure the appropriate provision and support is in place.	Ensuring the appropriate support is in place to meet the needs of any vulnerable learners is essential to ensuring that they all reach their full potential	Disadvantaged SEN children tracked and monitored and external agencies involved where needed.

### 5. Deploying staff effectively

Schools devolve responsibility to frontline staff, use their best teachers to work with pupils to work with pupils who need the most support and train teaching assistants to support pupils' learning.

Action	Rationale	Cost/Impact
To improve targeting and provision for pupils at risk of underperformance through careful deployment and targeted CPD of teaching assistants and HLTAs	To ensure that teaching assistants and HLTAs have the relevant training to improve their practice, resulting in an increase in standards	HLTAs and teaching assistants deployed across school to lead split inputs and interventions. Interventions are evaluated on provision maps and revised accordingly. Strong outcomes for PP children.
To deploy an additional teacher in to Year Six and Year 2 to allow targeted support	To allow targeted support in small groups in Year 6 and Year 2 and ensure that key marginal children are targeted. EEF evidence shows that children taught in groups of fewer than 16, if targeted appropriately, make accelerated progress.	HLTA deployed mornings in KS1 and an additional teacher in Y6 3 mornings a week. Outcomes at the end of both key stages are very strong with the attainment of PP children ahead of the national picture for all children and the gap between PP and non-PP children in school narrow or closed.

To use a qualified teacher to cover some PPA	To ensure that children receive quality first teaching and help improve outcomes	RE was taught by qualified teacher during PPA, until absence in summer term
To train and deploy a PIXL teaching assistant to raise standards for disadvantaged and key marginal children in Year 6	Shared belief of achievement for all to drive PIXL practices to ensure that all key marginal children meet age related expectations	PIXL TA trained and deployed to support key marginal children in Y6. Excellent impact. All PP PIXL children achieved EXS+

### 6. Data driven and responding to evidence

Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies

Action	Rationale	Cost/Impact
To ensure data is used to identify key marginal children and target teaching through PIXL membership, support and resources	To improve the percentage of children at combined age related expectations through a focus on key marginal children	Key marginal children identified and targeted. Outcomes show success of this approach, with all PP PIXL key marginals achieving EXS+.
To track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff accountable and focus on the disadvantaged children	All staff must be able to use data and 'Assessment for Learning' to identify standards for all pupil groups, including disadvantaged children, to inform next steps and improve attainment for all	Regular pupil progress meetings have been held for each year group. Discussions from meetings have focused on all pupil groups, including PP, and next steps for each year group.
Head and Deputy to be deployed in roles of Raising Standards Leaders to regularly evaluate progress and attainment of key marginal children through PIXL core team meetings	School has continuous drive to ensure achievement for all. Data, 'Assessment for Learning' systems and professional dialogue are used to scrutinise progress of key marginal children using personalised learning checklists and next steps in learning identified. Time to be allocated for PIXL core team members to meet fortnightly.	Head and Deputy attended PIXL leadership conferences. Progress and attainment of key marginal children was evaluated. Excellent outcomes achieved through PIXL interventions.

### 7. Clear, responsive leadership

Senior Leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

Action	Rationale	Cost/Impact
To develop senior and middle leadership	Model of devolved leadership adopted in school with all levels of leadership directly involved in school improvement. Senior and mid-	Leaders at all levels have worked with SIP, including individual meetings for each subject leader. Core subject teams are led by senior leaders

	level leaders, including deputy to be released to work collaboratively to drive school improvement forwards	and teams have engendered positive change across school, resulting in positive outcomes. Curriculum teams have worked together to help develop the wider curriculum.
To develop leadership skills of mid-level leaders	Recognising the importance of mid-level leadership, staff are identified for Middlesbrough's 'Developing Future Leaders' Programme	Mid-level leaders have all attended bespoke subject leadership training by Chris Quigley. All mid-level leaders have worked with SIP. Leaders have now expressed a greater confidence in leading their subject across school.
Head and Deputy to engage with PIXL regional leader and attend PIXL conferences	To ensure PIXL practices are fully adopted and implemented, Head Teacher and Deputy to meet with PIXL regional leader and attend PIXL conferences, resulting in improved outcomes.	Head and deputy attended PIXL regional conferences and have had termly meetings with PIXL regional leader. Meetings have focused on key marginal children, including PP key marginal children, and provisions made to maximise progress. Excellent outcomes for PIXL children with all PP PIXL children achieving EXS+
To implement findings of High Achievement review and engage with NLE to support the leadership team with this	Head and Deputy to liaise with High Achievement review team to ensure improved outcomes for all. Support from the NLE will give capacity and strength to the SLT and will guide them with key actions and delivery over the year.	NLE has worked with EYFS particularly, with a focus on the use of the outdoors. The use of the outdoors is now a strength of EYFS.
RAP and Discovery Alliance School Improvement Partner, a registered HMI, to offer accountability and support for senior and mid-level leaders. He will provide the challenge the school needs to ensure we are all pushing to improve our practice throughout,	Through Discovery Alliance remit of improving effectiveness of all schools in trust, RAP meetings and Discovery Alliance SIP to engender improved outcomes in school. The school will regularly be held to account and be challenged to justify practice and ensure improvements. Key actions for further improvement can be identified.	Termly visits from SIP have supported school leaders with school improvement priorities. Reports from SIP have spoken very positively about the changes in school and their impact on outcomes for all pupil groups, including PP.

