

Pupil Premium Funding 2018/2019

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 target 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
<p>Rose Wood Academy has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:</p> <ol style="list-style-type: none">1. Speech and language deficit, especially in early language acquisition2. Gaps in key areas of learning3. Poor reading skills and understanding4. Lack of parental engagement or skills to support child's education5. Social and emotional issues affecting learning behaviours6. Attendance and punctuality7. Lack of opportunities to widen child's experiences
How We Will Measure the Impact of the Funding
<p>We use internal and external data; evidence through dialogue and observations and whole school monitoring 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.</p> <ol style="list-style-type: none">1. Children make good progress in line with or better than all children2. The attainment of disadvantaged children is in line with or better than the attainment of non-pupil premium children3. Children attend school regularly and on time4. Children can managed their feeling, respond well to support and display good learning behaviours

The next review will be September 2019

The total amount allocated to the school for the current year is £109 700.

	Children Eligible for PP Funding :	Amount Received Per Pupil:	Allocation:
PP (Ever 6)	70	£1320	£92 400
Service Children	4	£300	£1200
Post- LAC	7	£2300	£16 100
Total:			£109 700

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
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.	-
Monitor, track and promote individual reading for all through the 'Accelerated Reader' program for children from Year 2 –Year 6. Purchase additional resources to support this.	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.	£4000
Promote reading at home for all children through rewards to incentivise children and parents to engage with quality reading at home	Although a focus on reading at home has increased the frequency of home reading, there is a still focus on improving this further and ensuring that reading at home has maximum impact and helps develop reading stamina	£300
Purchase revision materials for Year 6 children	To ensure that all children have access to quality SATS support materials at home	£160
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	Parents' open days and exhibitions of beautiful work 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.	£500

	We feel that intervening as early as possible is crucial, hence we are introducing parent interaction mornings in early years to model practices to support parents to support learning.	
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	£600
To ensure accountability for disadvantaged children through rigorous pupil progress meetings and monitoring	Through a strong school ethos of high expectations for all, all teaching staff are held accountable for disadvantaged children.	Staff Release Time
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
Deploy 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	£7500
Target the attendance of disadvantaged pupils through close monitoring and the use of rewards to incentivise attendance.	Attendance of disadvantaged children remained static last year and is still below that of non-disadvantaged children.	£300
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	£400
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	£4000

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	£140
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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.

Action	Rationale	Cost/Impact
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 Enquire Learning Trust to provide CPD for staff alongside focussed support and targeted CPD to meet the needs of individuals as identified through performance management	£2700
To share best practice between schools through the Enquire Learning Trust, MST A 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	£300
To develop vocabulary throughout the curriculum to narrow the language gap	Evidence from research shows the extent to which language affects the gap between disadvantaged and non-disadvantaged (Hirsch 2003). He describes the language gap as the chief cause of the achievement gap between socio-economic groups.	£2000
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.	Senior leaders need a very clear picture of standards across school and their expertise used to drive up standards	Staff Release Time

4. Meeting individual learning needs

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.

Action	Rationale	Cost/Impact
To address the language deficit in early years by offering	We feel that early intervention is crucial in addressing the	£2000

targeted speech and language support through BLAST programme and through the Power of Reading	language deficit and therefore target speech and language in EYFS to support early language acquisition	
To deliver individualised reading support at school through 1:1 and small group reading interventions.	To ensure that disadvantaged children who do not have adult support at home with one to one reading have the provision at school instead	£6000
To ensure specific early assessments from Learning Support are undertaken and used to support individual pupil outcomes	To ensure that any barriers to learning are identified and addressed to improve provision for all children	£2200
Adopt the principles of PIXL across the school to identify target and track key pupils and ensure that additional support is given. Children will be identified for interventions designed to address the gaps in their learning. Provision maps will be used to monitor the impact of these interventions and those from previous year used to help inform choices of intervention	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. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	£17 000
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	SENCo Release Time

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	£32 000
To deploy an additional teacher in to Year Six to enable targeted support	To allow targeted support in smaller groups in Year 6 and ensure that key marginal	£19 000

	children are targeted. EEF evidence shows that children taught in groups of fewer than 16, if targeted appropriately, make accelerated progress.	
To 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 data from previous year showed it to be a very effective intervention	£5000

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	£900
To track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff accountable and include a 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	Staff Release Time
Head and Deputy deployed in roles of Raising Standards Leaders to regularly evaluate progress and attainment of key marginal children through PIXL core team meetings and pupil progress 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 and next steps in learning identified.	Staff Release Time

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-level leaders, including deputy to be released to work	Staff Release Time

	collaboratively to drive school improvement forwards	
To develop leadership skills of mid-level leaders	Recognising the importance of mid-level leadership. Staff are identified to work with Enquire Learning Trust on developing leadership skills and engaging with Middlesbrough Leadership Hub's 'Middle Leaders Development Programme'.	£300
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.	£100
Enquire Learning Trust to offer accountability and support for leaders at all levels, providing the challenge the school needs to ensure best practice.	Through the Enquire remit of improving effectiveness of all schools in trust, school to work with core team 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.	£2300