



Romsey Abbey Primary School
Pupil Premium Strategy 2016-2017

How we intend to spend our allocation of 53,260 (service, Ever 6, Post LAC, Summer Term LAC) to address barriers to learning and the rationale behind our decisions.

Research Documents: Effective Pupil Premium Reviews (Teaching Schools Council) May 2016
The Education Endowment Foundation (EEF) Teaching and Learning Toolkit
National Foundation for Educational Research (NFER)
The UK Association for Music Education – Music Mark

A self-evaluation of Pupil Premium was carried out during June 2016. As a school we are committed to improving the outcomes for disadvantaged pupils. We are primarily looking to do this through developing our quality first teaching, setting high aspirations for all pupils.

We have identified barriers to learning for our pupil premium children including those who are looked after, adopted from care, service children and high ability. These barriers include: vulnerabilities related to well-being, heightened anxiety, difficulties around expressing emotions, immature behaviour, mobility issues, transitions within school and from KS2 to KS3 and peer relationships

We have used the seven NFER building blocks common to schools in raising disadvantaged pupils' progress and detailed what we plan to do in school to ensure the most progress is made.

1. Continue to develop a whole school ethos of attainment for all with high aspirations for all pupils. Use of strategies in class to enhance the provision for Pupil Premium pupils, e.g. prioritise PP students, visit them first in lessons, give them high status in group tasks, identify them and sit them where they can easily be sat next to, mark their work first (including homework), give them 1:1 time in lessons, homework support including resources and use them as peer tutors and peer supporters. Time will be given to developing these strategies in phase meeting.

In our school we use school visits to enhance and enrich the curriculum. They are planned for the beginning of each term to ensure the most use can be gained during the term. Children who may not always be able to get out and about benefit enormously from this additional learning. We have noticed that the writing following a visit is always of a higher standard than that produced when children have not had first-hand experience of what they are writing about.

Children learn French from Year 1-6 in the form of a short weekly lesson by a French teacher who is employed for one day a week in the school. During their time in the school children learn French for the purpose of speaking it in France during their residential in year 6. We are also committed to providing this experience to enable all children to have French as a subject at secondary school that they feel they are an expert in which gives them a real confidence amongst their new peers.

Action: funding of school visits for Pupil Premium Children £1710 (30 children)

Action: Funding of French Residential £3000 (10 children)

Action: weekly French lessons from Year 1-6 £4000

2. Addressing behaviour and attendance. We have effective whole school behaviour strategies in place which children (through worship and class PHSE), staff (through INSET) and parents (through parent meetings) are all familiar with. We respond quickly to poor attendance through telephone calls, letters home and meetings with our Child and Family Support Worker. We have a system of rewards in place for good attendance (badges and certificates). The Child and Family Support Worker provides a strong and emotional support to parents.

Action: Employment of a Child and Family Support Worker with a focus on attendance, behaviour and ELSA £16,664.90

Action: Improve attendance through the use of rewards and incentives £94.00

Action: Psychodynamic Play Therapy – £1300 (1 child)

By helping to free children from negative experiences and feeling that block their learning and development, play therapy allows them to see their world in a more positive light. Play therapy helps children:

Become more responsible for behaviours and develop more successful strategies.

Develop new and creative solutions to problems.

Develop respect and acceptance of self and others.

Learn to experience and express emotion.

Cultivate empathy and respect for thoughts and feelings of others.

Action: Attendance of an additional adult at French Residential to support PP children £295

Action: Designated Teacher attendance for one afternoon at pastoral team meeting £2,200, PEP meetings for LAC and child protection, child in need and core group meetings £2268 and admin support £396.

We know that children learn best when they have had a good breakfast and lunch and for this reason we have used a proportion of our pupil premium funding to enable some children to attend our school breakfast club and/or receive a school dinner. Other children will benefit from the use of the funding to enable them to attend our after school club with trained play workers.

Action: School Meals, Breakfast Club or After School Club – £3002.10 (10 children)

3. The emphasis at Romsey Abbey Primary School is on '**quality teaching first**'. We are continually striving to improve this through our SIP, by setting high expectations that all children can achieve, through our use of non-negotiables within every classroom, by monitoring progress termly at Pupil Progress meetings, through sharing good practice at phase and staff meetings and in collaboration with other local schools.

Action: Friday 6th January Guerilla Education Event by Jonathan Lear £1170 Jonathan Lear is a practicing teacher and deputy head at an inner-city primary school, author of Guerilla Teaching and prolific Twitter-er. With an inspirational approach, Jonathan doesn't so much teach as create an

atmosphere in his classroom that is magical, engaging and exciting and that makes the children desperate to get on and learn. He speaks passionately about developing curriculum that encourages both pupils and teachers to take risks and be curious, in a way that has his audience excited and motivated about helping children learn.

'Guerilla Teaching' is what Jonathan calls his award-winning combination of great creativity, a sound grasp of pedagogy and a willingness to take more than a few risks in the classroom. His presentation is sure to spark innovative approaches, curiosity and a bit of rebellious risk-taking – in the best possible ways.

Action: Music Lessons - £1650 (11 children peripatetic lessons) £9,100 (weekly music lessons for each class)

At Romsey Abbey School we believe that music should be accessible to all children. Our school is well known for its outstanding music provision; every pupil has weekly music lessons with a specialist music teacher. All pupils are encouraged to join our orchestra, the choir and take up an instrument at school. Each year we compete in Hampshire music festivals, any child can take part and we enjoy a great deal of success. Past pupils are regularly represented in county and national choirs and orchestras.

Action: Small group gardening and cookery £1500

4. We are committed to meeting individual learning needs by identifying the barriers and challenges each pupil faces and then by choosing the best strategies to help each pupil make the next step. This is evidenced at termly pupil progress meeting. Some children with specific learning needs have additional individual support whereas other children receive group support.

Action: Year 6 Closing the Gap – HLTA targeted intervention through small group work –1 afternoon a week for 10 weeks £780

Action: 1:1 support - £500 (2 children from Year 2)

Action: Speech Therapy - £400 (1 child)

5. Staff are effectively deployed. Teachers are used to work with the most vulnerable children and teaching assistants are trained to support pupils learning, particularly through phonics and big maths groupings.

6. All teachers use data to identify pupils' learning needs, progress is reviewed half termly and underperformance is quickly addressed (see assessment policy). The schools marking policy is effective and manageable allowing children to have clear feedback and know what their next steps are.

7. All staff are held accountable for raising attainment at termly pupil progress meetings. These are attended by members of the SLT and members of the governing body. Development needs for staff are identified and strategies quickly put in to place to address these.

Action: Termly pupil progress meeting attended by Governors HT and DH (supply costs 6 days £1080)

Action: Supported and additional transition for high ability PP children £150 (2 children to attend able workshops linked to local secondary schools)

Each term a meeting will be held to review the impact for children in receipt of Pupil Premium Funding by looking at their progress over the previous term

The strategy will be reviewed in June 2017 following the final termly meeting.