



Romsey Abbey Primary School

Pupil Premium Strategy 2017-2018

How we intend to spend our allocation of **£52,418** (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

Ofsted (March 2017) stated that an external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved. This was carried out during June 2017. 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.

As a staff team 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, different for each child, include: vulnerabilities related to attendance, resilience, overwhelmed by emotions, well-being, heightened anxiety, difficulties around expressing emotions, immature behaviour, mobility issues, transitions within school and from KS2 to KS3, peer relationships, attachment, maths, phonics, parental support/homework, a lack of cultural and life experiences, lateness, low self-esteem, motivation and aspiration.

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.

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.

Purchase of netbooks	To ensure all children have access to up to date technology and IT.	£6000
Contribution of cost of residential in Year 6 to France (10 children)	To ensure all children have had quality cultural experiences and the chance to practice using a modern foreign language first hand.	£2225
Termly cultural and life experiences (36 children)	To ensure all children have the potential to succeed by developing vocabulary and	£1620

	enhanced writing opportunities 36 x 3 x £15	
Musical instrument lessons from Year 3 upwards	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. 24 x 3 x £50	£3600
Forest Schools teacher	Provision for Year R and Year 1 for half a day each week	£2904
1:1 pupil: teacher review meeting termly as a learning mentor	30 minute meeting each half term. (3 hours per child per year) to be covered by supply teacher.	£3600

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.

Boxall Profile behaviour assessment tool	This will enable children with specific behaviours to have their next steps identified	£50
PHSE Jigsaw Curriculum	To address PSED barriers through a whole school approach	£2850
Child and Family Support Worker	5 afternoons per week	£4527
Breakfast Club	We know that children learn best when they have had a good breakfast. 1 session per week for 10 identified children £4 per session	£1560
After School Care	Other children will benefit from the use of the funding to	£3510

	enable them to attend our after school club with trained play workers. 1 session per week for 10 identified children per session	
Cool Milk Scheme	Offered to all PP children at break 36 x 5 x 39 £15 per pupil per term	£1620
Early Help Referrals	1 day per half term	£514
Attendance incentives	Badges and certificates	£300
Attendance officer	1 day per half term to analyse data and meet with parents	£514

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.

TLR (2a)	Coaching and mentoring of staff in teaching and learning	£2640
Autumn INSET	Maths CPD Morning led by Andy Heyes on 29 th September	£500
Spring INSET	Teaching and learning CPD	£500
Summer INSET	Teaching and learning CPD	£500

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.

Inclusion Manager	1/2 day per week	£3416
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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.

Homework Club	Year 5/6 2 x 1/2hour per week for identified pupils. Teacher led	£1072
Accelerated Reader Programme	Tool for monitoring and managing independent reading practice while promoting reading for pleasure.	£2560
French Teacher	Attendance of an additional adult at French Residential to	£325

	support PP children	
Allocation of TA's	Focus on our very youngest children (EYFS and Year 1) to ensure phonics	£6000

All teachers use data to identify pupils' learning needs, progress is reviewed half termly, target tracker updated and underperformance is quickly addressed 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.

All staff are held accountable for raising attainment at half-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.

Supply Teacher	Half termly pupil progress meetings with HT and Inclusion Manager	£1080
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Strategy Meetings are held termly to ensure that the strategy is on track and making a difference to the achievement of disadvantaged pupils.

This year our Pupil Premium Strategy meetings will be held on the following dates: 31/10/17, 19/12/17, 5/3/18, 8/5/18 and 26/6/18.

They are attended by the Headteacher, Inclusion Leader, Child and Family Support Worker, Business Manager and the Pupil Premium Governor.

During the meeting attendance, progress and attainment are all considered for each pupil. The Pupil Premium/SEND Profiles are monitored to ensure evidence has been seen as to whether the pupil has achieved their targets. This is all done in light of the seven NFER building blocks common to schools in raising disadvantaged pupils' progress.