

Romsey Abbey Primary School

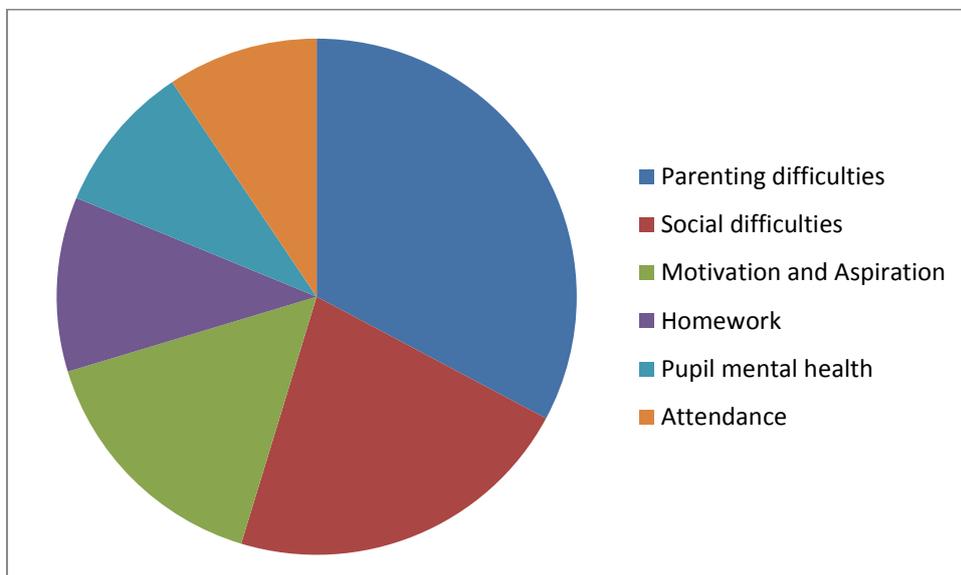
Pupil Premium Strategy 2018-2019

This year our Pupil Premium allocation is £41,180 (which includes Service children, Ever 6, Post LAC). The following is how we intend to address barriers to learning and the rationale behind our decisions.

Research Documents: The Education Endowment Foundation (EEF) Teaching and Learning Toolkit
National Foundation for Educational Research (NFER)
The Sutton Trust – Improving Social Mobility
Guide to Pupil Premium Reviews (Teaching Schools Council) Feb 2018
Pupil Premium - Children & Young People’s Mental Health Coalition (CYPMHC)
The UK Association for Music Education – Music Mark

A Pupil Premium Review was undertaken in June 2017 by Ross Irving. 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 and 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 adopted from care, under a special guardianship order and high ability. These barriers, different for each child, include: pupil mental health - especially around heightened anxiety and being overwhelmed by emotions, peer relationships, attachment, lack of opportunity, attendance/lateness, motivation and aspiration and therefore attainment.



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

1. Whole school ethos of attainment for all

Use strategies in class to enhance the provision for Pupil Premium pupils, e.g. prioritise PP pupils, visit them first in lessons, mark their work first (including home learning), give them 1:1 time in lessons, think carefully about seating in order that they can easily be sat next to,

give them high status in a group, use them as peer tutor or peer supporters and provide homework support including resources. Time will be given to developing further strategies in phase meetings.

Homework Club	To ensure that all children have the resources and adult support required to get the most from home learning. 2 x 39 x £9.50	£741
Contribution to cost of residential in Year 6 to France (2 children)	To ensure all children have had quality cultural experiences and the chance to practice using a modern foreign language first hand.	£690
Termly cultural and life experiences (30 children)	To ensure all children have the potential to succeed by developing vocabulary and enhanced writing opportunities 30 x 3 x £15. Coach booked to ensure pupils can get to the whole school visit to Hilliers.	£1350 £230
Stocked pencil case	To ensure that all children have the necessary equipment available for their learning and that no pupil is stigmatised.	£1242
Accelerated Reader Programme	Tool for monitoring and managing independent reading practice while promoting reading for pleasure.	£1598
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. Parents and pupils will have a personal invite to music events to encourage them to attend.	£3135
Forest Schools teacher	Provision for Year R and Year 1 for half a day each week	£3278
Attendance at Parent's evenings	Parents to receive a personal call in the week prior to Parents' Evening in order for them to have advanced booking.	£25

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).

Boxall Profile behaviour assessment tool	This will enable children with specific behaviours to have their next steps identified	£50
Child and Family Support Worker	8hrs per week to meet and support parents.	£3685
Breakfast Club	We know that children learn best when they have had a good breakfast. 2 sessions per week for 5 identified children £4 per session	£1560
After School Care	Other children will benefit from the use of the funding to enable them to attend our after school club with trained play workers. 1 session per week for 5 identified children	£1755
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	£497

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.

TLR (2a)	Coaching and mentoring of staff in teaching and learning	£2667
Autumn INSET	Teaching and learning CPD – Maths lead by Rebecca Reynolds	£500
Spring INSET	Teaching and learning CPD	£500
Summer INSET	Teaching and learning CPD	£500

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.

Inclusion Manager	½ day per week	£3120
ELSA	Training + ½ day per week to deliver emotional resilience course and parenting	£500 £1306
1 st Class@number	Maths intervention registration and resource box	£262
Interventions	Any new pupils to school will be allocated to an appropriate intervention when they start with us.	

5. **Staff are effectively deployed.** Teachers are used to work with the most vulnerable children and teaching assistants are trained to support pupils learning.

Pre-teaching afterschool workshops	Year 5/6 2 x 3/4 hour per week for identified pupils. Teacher led	£2250
Y6 Maths Mentoring	4x 20min sessions for PP pupils Jan-May (15 weeks)	£390
French Teacher	Attendance of an additional adult at French Residential to support PP children	£345
Allocation of TA's	Focus on our very youngest children (EYFS and Year 1) to ensure the best start to learning in school.	£6000

6. **All teachers use data to identify pupils' learning needs**, progress is reviewed half termly, target tracker updated 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.

1:1 pupil: teacher review meeting half-termly as a learning mentor	30 minute meeting each half term. (3 hours per child per year) to be covered by supply teacher.	£2040
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7. **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	To enable staff to be covered so they can meet half termly with HT and Inclusion Manager for pupil progress meetings.	£1020
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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.

They are attended by the Headteacher, Inclusion Leader, Child and Family Support Worker and a Governor on the dates below. At these times the strategy is reviewed and may be adjusted according to needs of the pupils.

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.

Strategy Meeting dates.

30/10/2018

18/12/2018

26/02/2019

07/05/2019

02/07/2019