



# Roby Park Primary School



## Pupil Premium Strategy 2019-20

Summary Information					
<b>School</b>	Roby Park Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£127020	<b>Date of most recent PP Review</b>	Summer 2020
<b>Total number of pupils</b>	189	<b>Number of pupils eligible for PP</b>	86 (46.5%)	<b>Date for next review of this strategy</b>	Final review

EYFS current attainment 2018/2019				
<b>Reception cohort - 19</b>	<b>Pupil Results</b>	<b>Pupils eligible for PP (6)</b>	<b>Pupils not eligible PP (13)</b>	<b>Pupils not eligible for PP (Nat average)</b>
% achieving Good Level of Development	63%	50%	69%	72%
Y1 Phonics current attainment 2018/2019				
<b>Y1 cohort - 30</b>	<b>Pupil Results</b>	<b>Pupils eligible for PP (13)</b>	<b>Pupils not eligible PP (17)</b>	<b>Pupils not eligible for PP (Nat average)</b>
% achieving in Phonics	60%	46%	70%	82%
KS1 current attainment 2018/2019				
<b>Y2 cohort - 25</b>	<b>Pupil Results</b>	<b>Pupils eligible for PP (10)</b>	<b>Pupils not eligible PP (15)</b>	<b>Pupils not eligible for PP (Nat average)</b>
% achieving expected standard in Reading	72%	70%	73%	75%
% achieving the higher standard in Reading	24%	20%	26%	
% achieving expected standard in Writing	68%	60%	73%	69%
% achieving the higher standard in Writing	16%	0%	26%	
% achieving expected standard in Maths	72%	60%	80%	76%
% achieving the higher standard in Maths	24%	20%	26%	
KS2 Current attainment 2018/2019				



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Y6 cohort - 25	Pupil Results	Pupils eligible for PP (11)	Pupils not eligible PP (14)	National
% achieving expected standard in RWM	44%	50%	43%	65%
% achieving higher standard in RWM	0%	0%	0%	10%
% achieving expected standard in Reading	56%	70%	50%	73%
% achieving higher standard in Reading	8%	10%	7%	27%
% achieving expected standard in Writing	76%	70%	86%	78%
% achieving higher standard in Writing	20%	10%	29%	20%
% achieving expected standard in Maths	68%	60%	79%	79%
% achieving higher standard in Maths	0%	0%	0%	27%
% achieving expected standard in GPS	56%	40%	71%	78%
% achieving higher standard in GPS	20%	30%	14%	36%
% making progress in Reading	-3.3	-2.6	-4.8	+0.1
% making progress in Writing	+0.4	+0.5	+2.4	+0.1
% making progress in Maths		-3.4	-3.7	+0.1

### Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers

- |           |  |
|-----------|--|
| <b>A</b>  | Poor language acquisition on entry to EYFS which impacts on subsequent years.  |
| <b>B</b>  | A proportion of all disadvantaged pupils across the school are working below the expected standard in the core subjects. |
| <b>C.</b> | A number of PP children are also members of other vulnerable groups  |
| <b>D.</b> | A number of PP children have social, emotional and behavioural issues.   |

#### External barriers (issues which also require action outside school, such as low attendance rates)

- |           |                                       |
|-----------|---------------------------------------|
| <b>E.</b> | Wellbeing, attendance and punctuality |
|-----------|---------------------------------------|



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<b>F.</b>	Parental engagement and resilience with supporting the curriculum and home learning opportunities
<b>G.</b>	Physical and material disadvantage

Desired outcomes	
Desired outcomes and how they will be measures	Success criteria
<ul style="list-style-type: none"> <li>To continue to improve outcomes for pupils across the school</li> </ul>	<ul style="list-style-type: none"> <li>Gap between school attainment and attainment nationally</li> </ul>
<ul style="list-style-type: none"> <li>To diminish the gap at EYFS for disadvantaged pupils in prime areas of learning - in particular CL</li> </ul>	<ul style="list-style-type: none"> <li>The gap between school disadvantaged and non-disadvantaged pupil's attainment begins to close within school and nationally</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that the most able PP pupils are attaining and progressing in line with all other pupils with in school and nationally</li> </ul>	<ul style="list-style-type: none"> <li>Pupils eligible for PP to achieve greater depth across EYFS, KS1 &amp; KS2 in Reading, Writing and Maths,</li> </ul>
<ul style="list-style-type: none"> <li>Attendance &amp; persistent absence rates for PP pupils improves in line with national</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in the number of absences and persistent absenteeism amongst PP pupils and increase the overall attendance percentage of PP pupils across school enabling them better life changes and an increase in their attainment.</li> </ul>
<ul style="list-style-type: none"> <li>To ensure that PP pupils are given additional opportunities to enhance their learning - behavior and welfare support, extra-curricular clubs. Wider opportunities and residential</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation of PP pupils in during, before and after school and residential activities and as a result, increase their attainment.</li> </ul>

### Planned expenditure

Academic year **2019/20**

The headings below enable school to demonstrate how they are the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

#### i. Quality of teaching for all

Desired outcome	Chosen action/approach to overcome barriers	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
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<p><b>To embed a more efficient assessment tracking to improve outcomes for all PP pupils with a focus on end of year, EOKS and phonics tracking</b></p> <p><b>Cost £950</b></p>	<p>On line tracking management system - Insight</p> <p>Phonics Tracking Tool</p>	<p>Schools need to collate pupil data to monitor attainment and progress to track overall achievement.</p>	<p>Through the use of an electronic data information management system, the Headteacher and AHT are able to track and plan bespoke learning strategies for all of our disadvantaged pupils on a half termly basis</p>	<p>HT</p> <p>AHT</p>	<p>October 2019 December 2019 Feb 2020 Mar 2020 May 2020 Jul 2020</p> <p>Insight tracking system fully implemented and understood by all stakeholders – in depth analysis of multiple pupil groups available – continue with funding to support the system in 2020-21</p> <p>Insight and phonics tracking successfully aiding teachers and TAs to plug gaps at all levels. Next steps are to develop the use across foundation subjects robustly. Subject leads will take an active role in analysing data in their area of responsibility and use it to drive standards.</p>
<p><b>Improve attainment for all groups of learners at each Key Stage through strengthening teaching &amp; learning (mastery approach)</b></p> <p><b>Cost £ 38, 486</b></p>	<p>Invest in quality training &amp; CPD opportunities – including Power Maths, Literacy Counts, SIL, NMM</p> <p>Purchase materials &amp; resources to better implement &amp; develop a mastery curriculum and approach to teaching &amp; learning so that expectations are high for all pupils and challenge is a feature of all lessons for all</p> <p>Morning targeted intervention in class</p>	<p><b>EEF Toolkit:</b> Mastery learning approaches 5+ Feedback 8+ Small group teaching +4</p>	<p>Half termly PPRs</p> <p>Monitoring by subject leads &amp; reporting to Governors</p> <p>Curriculum monitoring</p> <p>Evaluation of collaborative working partnerships</p> <p>CPD - including that provided by SIL &amp; LC</p>	<p>HT</p> <p>AHT responsible for Inclusion &amp; SEND</p> <p>Eng &amp; Maths leads</p>	<p>October 2019 December 2019 Feb 2020 Mar 2020 May 2020 Jul 2020</p> <p>See end of Spring term 2 outcomes before lockdown. No EOKS data for 2019/20.</p> <p>New whole school English and foundation developed with the support of consultants and ready for implementation in September.</p> <p>Continue SIL &amp; LC support with Particular reference to writing and The continued development of foundation subjects – bespoke support for individual staff members and subject leads. Embed assessment procedures in foundation subjects.</p>
<p><b>ii. Targeted support</b></p>					



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Desired outcome	Chosen action/approach to overcome barriers	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p><b>To ensure early identification and appropriately targeted support for PP pupils with additional learning needs to ensure assessment, identification, strategies and approaches are employed so as to diminish gaps in Reading, Writing &amp; Maths attainment &amp; progress</b></p> <p><b>Cost £34, 115</b></p>	<p>Following on from Outreach Support assessments, TAs to lead targeted interventions to help diminish gaps</p> <p>Talk Boost intervention training and materials</p> <p>Y6 small teaching groups and after school booster</p>	<p>TAs to deliver: No Nonsense Grammar intervention No Nonsense Spelling intervention No Nonsense Number Facts intervention KEY, KS1 &amp; KS2 Talk Boost</p> <p>Y6 to have after school booster weekly and be taught Maths and English in smaller teaching groups</p> <p><b>EEF Toolkit:</b> Reading Comprehension strategies 8+ One to one tuition 5+ Oral language interventions 5+ Small group tuition 5+</p>	<p>Pupil outcomes monitored by EP, Outreach Support and SENDco</p> <p>SENDco will report termly on intervention progress and adapt interventions to needs, by analysing entry/exit data</p>	<p>AHT responsible for Inclusion &amp; SEND</p>	<p>October 2019 December 2019 Feb 2020 Mar 2020</p> <p>SEND provision reorganised across the school to cater to the needs of children. Continue to fund TA posts for in class intervention.</p> <p>Next steps include investing in Provision Mapping to ensure the early identification of children, needs and strategies and approaches to implement are shared widely with staff and especially parents to improve greater parental support.</p> <p>Further work to be done on developing communication and language due to closure of school in March. Informal assessments will take place early in September to ensure oracy is a priority in recovery curriculum.</p> <p>Y6 will require greater intervention due to the early closure of school. Gap analyses will be a priority for recovery in September</p>
<p><b>To continue to improve attendance rates; reducing PA for targeted group</b></p> <p><b>To provide pastoral support to promote well-being; support behaviours and further develop parental partnerships</b></p> <p><b>Cost £38, 919</b></p>	<p>Inclusion Manager's role incorporating learning mentor role inc deputy DSL, attendance, pastoral and family support</p> <p>Family Support worker</p> <p>Minibus to collect targeted children for school</p> <p>Social skills intervention groups</p>	<p><a href="#">PHE - The Link Between Pupil Health and Wellbeing and Attendance</a></p> <p>EEF Toolkit: Social &amp; emotional learning 4+ Behaviour interventions 3+ Parental engagement 3+</p>	<p>Attendance Data</p> <p>Vulnerable pupil data/ additional agency statistics &amp; outcomes</p> <p>HT monitoring Reporting to Governors</p>	<p>HT</p> <p>AHT responsible for Inclusion &amp; SEND</p>	<p>October 2019 December 2019 Feb 2020 Mar 2020 May 2020 July 2020</p>
<p>iii. Other approaches</p>					



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Desired outcome	Chosen action/approach to overcome barriers	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p><b>To increase pupils' participation levels and life opportunities</b></p> <p><b>Cost £14, 700</b></p>	<p>Subsidise residential trips &amp; cultural trips</p> <p>Breakfast Club offer</p> <p>Extra-curricular club offer</p> <p>Performing Arts offer inc Shakespeare Festival</p>	<p>Boosts self-esteem</p> <p>Increases positive attitudes to school</p> <p>Helps pupils understand world</p> <p>Encourages ambition and celebrates learning</p> <p><b>EEF Toolkit:</b>            Collaborative learning 5+            Outdoor learning 5+            Digital Technology 4+            Sports participation 2+            Arts participation 2+</p>	<p>Participation levels monitored</p>	<p>HT</p> <p>AHT responsible for Inclusion &amp; SEND</p>	<p>December 2019            March 2020            July 2020</p> <p>By end of Spr 2, Roby Park offered an additional 13 extra-curricular clubs in 2019/20 and 80% of PP pupils attended clubs across the whole school.</p> <p>Wider opportunities are crucial for our pupils. Pupil and Parent Voice show that children benefit greatly from the experience – continue to fund</p>
				<b>Total Cost</b>	<b>£127, 170</b>



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Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To embed a more efficient assessment tracking to improve outcomes for all PP pupils with a focus on end of year, EOKS and phonics tracking	Contribution to new assessment tracking system and staff training	<ul style="list-style-type: none"> <li>Robust assessment policy and procedures in place which will continue to improve outcomes for PP pupils</li> <li>Teachers more effectively assessing and tracking the attainment and progress of all pupils</li> <li>Gaps used to inform planning and close gaps</li> <li>Staff confidently be able to talk about children's barriers to learning and identify strategies for support</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop assessment policy to reflect the new expectations of using INSIGHT to ensure robust assessment of core subjects.</li> <li>Develop use of assessment across foundation subjects.</li> <li>TA intervention to have focus based on gaps identified on INSIGHT</li> <li>Further development of intervention entry and exit points to be tracked and monitor progress and impact of support</li> <li>Further invest in a provision mapping tool which will track the impact of provision for all and targeted pupils</li> </ul>	£3500
Improve attainment for all groups of learners at each Key Stage through strengthening teaching & learning (mastery approach) and ensuring all children are well equipped to learn	Contribution to online English and Maths resources to be accessed in school and at home  School equipment e.g. pupil planners, books bags, kits	<ul style="list-style-type: none"> <li>Pupils are supported by learning resources being made available to them to support their learning inside school and out</li> <li>Pupils enjoy using resources such as to complete games/tasks that consolidate learning</li> <li>A range of learning styles are more carefully catered for</li> <li>Children are equipped with resources needed to learn in school</li> </ul>	<ul style="list-style-type: none"> <li>Further investment required into high quality teaching materials and CPD to cater to the needs of our evolving curriculum and pupil needs</li> <li>Embed new curriculum model and expectations further</li> <li>Greater funding needed for resources for pupils allocated for coming year</li> <li>Further investment in foundation curriculum resourcing and sports equipment</li> </ul>	£2198  £2500
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost



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<p><b>To continue to improve attendance rates; reducing PA for targeted group</b></p> <p><b>To provide pastoral support to promote well-being; support behaviours and further develop parental partnerships</b></p>	<p><b>Learning Mentor</b></p>	<ul style="list-style-type: none"> <li>• Learning mentor did not return in September 2019.</li> <li>• HT</li> <li>• AHT has worked with pupils to improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</li> <li>• Robust monitoring and tracking of attendance and punctuality has been implemented and will positively impact on attendance figures of PP pupils as it is embedded</li> </ul>	<ul style="list-style-type: none"> <li>• Learning mentor left so continue to develop the role of the AHT who is responsible for SEND and Inclusion who will continue the learning mentor role within their role:             <ul style="list-style-type: none"> <li>○ To provide dedicated time and support (1:1 and group) to help build pupils emotional development</li> <li>○ Robust tracking of attendance and punctuality to positively impact on attendance figures of PP pupils as it is embedded</li> </ul> </li> </ul>	<p>£31,594</p>
<p><b>To ensure early identification and appropriately targeted support for PP pupils with additional learning needs to ensure assessment, identification, strategies and approaches are employed so as to diminish gaps</b></p>	<p><b>Funding for T.A.s targeted interventions and 1:1 targeted</b></p>	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs</li> <li>• Support within lessons improving understanding of learning in reading, writing and maths</li> <li>• Regular TA meetings with SENCO – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> <li>• TAs now attending weekly CPD as well as having targeted training for interventions</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</li> <li>• More careful tracking of homework – ensure regular reading takes place</li> <li>• Prioritised reading with TAs if pupils are unable to read at home</li> <li>• Closer tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains</li> <li>• Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</li> </ul>	<ul style="list-style-type: none"> <li>• Further development of:             <ul style="list-style-type: none"> <li>○ Teacher and SENDCO review – careful planning of interventions to be completed each half term/phase</li> <li>○ TAs complete impact statements to provide evidence of outcomes and plan for next steps</li> <li>○ SENDCO observe interventions and provide feedback regarding strategies, next steps, resources</li> <li>○ Embed pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> </ul> </li> </ul>	<p>£42,759</p>



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<p>To ensure early identification and appropriately targeted support for PP pupils with additional learning needs to ensure assessment, identification, strategies and approaches are employed so as to diminish gaps in Reading, Writing &amp; Maths attainment &amp; progress</p>	<p>Contribution to CAST team SEND Support &amp; LA Educational Psychologists</p>	<ul style="list-style-type: none"> <li>Bespoke support provided to support the school to meet the needs of PP pupils with specific special educational needs</li> <li>Half termly meetings with SENDco and CAST team evaluate progress/identify next steps</li> <li>Analysis of data provided by CAST team and class teachers is helping to plug gaps</li> </ul>	<ul style="list-style-type: none"> <li>CAST team to provide CPD to help target key target areas of individuals</li> <li>Track reading and spelling ages of all pupils to measure impact of teaching and learning</li> </ul>	<p>£19, 000 £8710</p>
<p>To continue to improve attendance rates; reducing PA for targeted group</p> <p>To provide pastoral support to promote well-being; support behaviours and further develop parental partnerships</p>	<p>Family learning and support</p>	<ul style="list-style-type: none"> <li>Improved parental engagement at parents' evenings with positive feedback recorded - over 30 more families attending sessions</li> <li>Parents report being equipped with the knowledge and support needed to engage in their child's learning</li> <li>Parents better equipped to support their child at home with their home learning</li> </ul>	<ul style="list-style-type: none"> <li>Continue to plan and deliver termly parent events including workshops</li> <li>Family Learning SLA cancelled due to impact - provide in house workshops linked to school ethos, curriculum and expectations</li> </ul>	<p>£2,705</p>
<p>iii. Other approaches</p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>



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<p><b>To continue to improve attendance rates; reducing PA for targeted group</b></p> <p><b>To increase pupils' participation levels and life opportunities</b></p>	<p><b>Contribution to Breakfast Club</b></p>	<ul style="list-style-type: none"> <li>Funding provided to support PP families with subsidised cost of Breakfast club will ensure pupils attend school on time every day having had breakfast</li> <li>Pupils have time to complete homework tasks if unable to do at home</li> <li>Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to target key PP pupils who need to improve attendance</li> </ul>	<p>£2000</p>
<p><b>To increase pupils' participation levels and life opportunities</b></p>	<p><b>Extended Schools provision</b></p> <p><b>Contribution to the Music and Performing Arts</b></p>	<ul style="list-style-type: none"> <li>Social skills are developed through participation in a range of clubs provided by the school or external providers</li> <li>Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>Continue to target key pupils to attend extra-curricular activities.</li> <li>Target - 80% of pupils to attend at least one club in 2019-20</li> </ul>	<p>£7000</p>
<p><b>To continue to improve attendance rates; reducing PA for targeted group</b></p>	<p><b>Attendance Initiatives</b></p>	<ul style="list-style-type: none"> <li>A range of motivating initiatives will drive improvements in attendance and punctuality of vulnerable pupils</li> <li>Minimal improvement in attendance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance initiatives have no impact on improved attendance.</li> <li>Invest money in supporting parents and families as health, wellbeing and mental health are the biggest barriers to attendance</li> </ul>	<p>£5,434</p>
<p><b>To increase pupils' participation levels and life opportunities</b></p>	<p><b>Funding for school trips and residential visits</b></p>	<ul style="list-style-type: none"> <li>Pupils are able to participate fully in school trips and residential trips</li> <li>Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>Social skills, independence, perseverance and team-work are developed through in group activities and overnight stays on residential</li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve trip offer to enhance learning and life opportunities as they have had a positive impact on the attitudes and experiences of pupils and families</li> </ul>	<p>£9,000</p>



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<b>To continue to improve attendance rates; reducing PA for targeted group</b>	<b>School minibus</b>	<ul style="list-style-type: none"><li>Vulnerable children who attendance and punctuality are an issue for can be collected for school</li></ul>	<ul style="list-style-type: none"><li>Attendance improves for most targeted pupils - continue to support</li></ul>	£2500
<b>Total Cost</b>				<b>£138, 900</b>