

1. Summary information					
School	Ropley Cof E Primary School				
Academic Year	2019/20	Total PP budget	£27,600	Date of most recent PP Review	July 2019
Total number of pupils	154	Number of pupils eligible for PP in 19-20	14 (9.09%)	Date for next internal review of this strategy	Jan 2020

2. Attainment in 2018-19			
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (National Average)</i>	<i>Total</i>
% achieving a GLD in EYFS in 2019	#2 - 50%	15/17 - 88%	84%
% passing the phonics test in Y1 in 2019	#3 – 66%	17/19 - 89%	90%
% achieving ARE or above in reading in Y2 2019	#2 - 0%	23/25 - 92%	85%
% achieving ARE or above in writing in Y2 2019	#2 - 0%	20/25 – 80%	74%
% achieving ARE or above in maths in Y2 2019	#2 – 0%	21/25 – 84%	78%
% achieving ARE or above in reading, writing and maths in Y2 2019	#2 - 0%	19/25 – 76%	70%
% achieving ARE or above in reading, writing and maths in Y6 2019	#3 – 0%	12/21 – 57%	50%
Progress measure KS1-2 in reading in Y6 2019	-5.2	All pupils +0.6	
Progress measure KS1-2 in writing in Y6 2019	-5.2	All pupils -0.5	
Progress measure KS1-2 in maths in Y6 in 2019	-8.0	All pupils -4.1	

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

NB

In each year group there is very small number of pupils eligible for the pupil premium grant, there are no common barriers therefore each pupil's unique circumstances are identified and addressed through an individualised provision map created at pupil progress meetings

A	On entry in Reception, oral language skills are lower for PP pupils than for other pupils. This slows achievement particularly in English & also creates a social interaction barrier
B	PP pupils who transfer into school during KS2 typically make less progress than 'home grown' PP pupils. This is sometimes due to gaps in learning or family moves due to service commitments. Some of our PP children are higher ability and a focus needs to be placed on securing greater depth for these pupils.
C	Some PP children have more limited vocab and exposure to a wide range of literature in comparison to their peers which impacts on comprehension and reasoning skills.
D	PP children can start in Year R with a lack of phonic knowledge
E	Financial restraints can mean that enriching experiences are missed by PP pupils meaning they miss out on learning. It is important that they attend school trips & clubs etc.

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

F	While there are no persistent absentees in this group, attendance is lower than 95% for 33% of them.
G	PP pupils can have lower aspirations and a poor home learning environment which can impact negatively on their attitude to learning.

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Improve oral language skills for pupils eligible for PP in Reception class and beyond.	Pupils eligible for PP have appropriate support to meet age related expectations in Phonics (y1) and end of Key Stage age related expectations. Over time, PP pupils below ARE in any CLL areas successfully close the gap.
B	To rapidly identify and target pupil's potential for success by ensuring age related expectations or beyond. This may be by identifying gaps in learning of pupils transferring into school. Suitable intervention	Pupils eligible for PP make progress in line with all pupils. Pupils eligible for Service PP are supported during times of parental active service and any gaps in their learning through school moves is also identified. Pupils transferring into school will make as much progress as all pupils. Teachers and LSAs will be confident in accurately identifying

	programmes and high quality teaching will help pupils catch up and close the gap.	particular barriers to learning using a suitable diagnostic test. Interventions, where used, will show a high impact in closing the gap.
C	To provide opportunities for PP pupils to read a wide variety of texts that contributes to their vocabulary and understanding.	End of Key Stage 2 question level analysis shows high level of confidence and success in tackling higher order/ inference questions by PP pupils compared to all pupils nationally.
D	Pupils eligible for PP improve their phonic knowledge.	Pupils eligible for PP will reach phase 5 and pass the Year 1 or 2 phonics test.
E	Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum.	Pupils access to learning beyond the classroom has a positive impact on their achievement and well being. Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential
F	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from so that it is in line with non PP pupils. The development of our school Learning Values will make good learning habits and attitudes explicit to school.
G	Emotional, pastoral and academic support for PP pupils and the provision of additional support for the wider family where appropriate results in more focused and aspirational hopes and dreams. The development of a strong sense of belonging and importance through additional opportunities to take responsibility and feedback on their experiences and ideas about school.	Increasing % of PP pupils reaching ARE over time, and closing the gap between non-disadvantaged pupils nationally, and in school. Pupils understand how they learn, and can demonstrate the ability to work through difficulty and take risks with their learning. There will be representative from the PP groups in pupil groups such as school council, house captains and other responsible roles across the school. There will be representative from the PP groups in take up for music lessons and after school clubs.

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using 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	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Improve oral language skills for pupils eligible for PP in Reception class and beyond.	Increase opportunities for S&L and oral rehearsal. Ensure that children use accurate grammatical structures when speaking and writing. Devise and implement ways to record drama / role play so that this contributes to the writing process. Secure high expectations of language when children are in the role play area. Different genre of fiction to be read to the children, highlighting and discussing writing styles as matched to classwork. A greater variety of playtime games are now being used. This encourages conversation and play.	Children's poor oral skills impact negatively on their ability to speak and write effectively. Strategies identified in the Strategic plan such as Elkan	Whole school approach to quality speaking and listening that is discussed and implemented across the school. Planning scrutinies learning walks book looks	SENCo	Jan 2020
B: To rapidly identify any gaps in learning so that learning can be targeted to close the gap.	Staff identifying gaps in learning through initial and ongoing assessment. To provide directed support for those children who are not SEN but could make better progress with targeted support: e.g. spelling interventions.	Thorough assessment for learning in high quality lessons enables progress to be made however it is important that prior gaps or misconceptions are addressed.	Pupil progress meetings with new children highlighted. Robust regime of initial assessment	All staff	Jan 2020
C: To provide opportunities for PP	Regular reading in class Target extra adult support and 1:1 reading time	Accelerated reader is popular with children needing focused	Planned approach to accelerated reader to ensure that all children are	HT	Jan 2020

pupils to read a wide variety of texts;	Accelerated reading programme	tracking. It covers a breadth of reading material and genres.	engaged. Books accurately labelled etc.		
D: Pupils eligible for PP improve their phonic knowledge.	Daily differentiated phonics lesson for 25 minutes	Pupils need to achieve phase 5 phonics in Letters & Sounds & pass the test in Y1 or achieve a high score & pass in Y2	Monitor achievement against phases and regular reports of predicted pass rates	Year R & 1 teacher	Jan 2020

• Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A: Improved oral language skills	SALT Talk Partners Elkan Providing short term intervention programmes for underachieving pupils and those with SEN e.g. precision teaching programmes, literacy programmes – both in spelling and reading.	We want children to have sufficiently refined oral skills. Using expert advice from outside agencies and professionally developed online resources ensures a forensic approach to diagnosing language barriers which have a negative impact on learning.	Robust implementation of tried and tested strategies by teachers and LSAs.	SENCo, class teachers.	Jan 2020
D: Pupils eligible for PP improve their phonic knowledge.	PP pupils receive separate intervention, eg extra reading, 15 min daily phonics reading group, various activities according to their need	To ensure that PP pupils can achieve phase 5 phonics in Letters & Sounds & pass the test in Y1 or achieve a high score & pass in Y2	Monitor achievement against phases and regular reports of predicted pass rates	YrR & 1 teachers	Jan 2020

• Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E: Pupils are able to participate fully in school trips and residential trips which support learning and enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential	To provide financial support for residential and day visits as needed. Initial letters to include information for parents about available funding HT to liaise with parents regarding specific requests for funding eg Yr6 residential, music tuition beyond the classroom. To provide funding to ensure all children have access to high quality extra-curricular activities e.g. Family swimming club, music lessons and football club.	Learning is supported by trips that are carefully planned to enhance the school's curriculum Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential visits. Pupils are able to participate fully in school trips and residential trips	Admin team to check eligibility and manage funding provided. Class teachers to liaise with HT regarding potential funding opportunities	HT & Admin team	Jan 2020
ii. Other approaches					
F: Increased attendance rates for pupils eligible for PP.	HT and class teachers monitor pupils and follow up quickly on absences. First day response provision. To provide ELSA (Emotional Literacy) support for individual pupils, both in the short and the longer term.	There is a small but significant number of children identified as PP who have very poor attendance rates. The SENCo, class teachers, ELSA and HT are working with these families. Some have suffered bereavement, severe SEND or complex family make up. We can't improve attainment for children if they aren't actually attending school.	Staff will collaborate to ensure school processes work smoothly & absence is swiftly followed up.	HT	Jan 2019

• Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>G: Emotional, pastoral and academic support for PP pupils and the provision of additional support for the wider family where appropriate results in more focused and aspirational hopes and dreams. The development of a strong sense of belonging and importance through additional opportunities to take responsibility and feedback on their experiences and ideas about school.</p>	<p>ELSA support where required. A sense of school values and ethos to promote positive attitudes and aspiration. Development of school rules and work on resilience to promote a 'have a go' and 'can't do it yet' attitude. This will impact on well-being and willingness to persevere and keep on trying. In the spirit of partnership, close working relationships will be established with other professionals within the community. The refurbishment of the Truffula room has offered a place of calm and security for those children or parents who need a little TLC. Our reading dogs are always available for children with extra emotional need and are a good 'draw' for some of our vulnerable pupils.</p>	<p>There are a small but growing number of pupils for whom there are increasingly significant external factors that are having a negative impact on their achievement and social and emotional wellbeing.</p>	<p>School will take responsibility for ensuring that any actions identified in professional meetings regarding vulnerable families are monitored and acted upon.</p>	HT	Jan 2020

A	B	C	D	E	F	G	Area of spend	Focus	Total allocation
✓	✓	✓	✓			✓	LSA/CT in-class support and interventions	English and Maths, Speech, communication	£16,893 (61.21%)
✓	✓	✓	✓			✓	Learning resources	English and Maths, speech	£538 (1.95%)
✓	✓	✓	✓	✓	✓	✓	Training	English and Maths	£2,520 (9.13%)
						✓	Funding for extra-curricular music lessons/clubs, milk	Personal and social	£503 (1.82%)
✓	✓	✓	✓		✓	✓	SENCo	English and Maths	£1,375 (4.98%)
	✓				✓	✓	ELSA	Personal and social	£3,125 (11.32%)
			✓				Staff Subject Lead time	English and Maths	£1,038 (3.76%)
				✓	✓		Admin officer time	Residential & trips	£624 (2.26%)
✓	✓	✓	✓	✓	✓	✓	Pupil Progress Meetings	All	£984 (3.57%)

How will the school measure the impact of the Pupil Premium?

The usual cycle of monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Regular review of achievement will take place half termly and Pupil Progress Meetings will include a member of the Senior Leadership Team, class teachers, LSAs. The school will regularly review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular agenda item for the Full Governing Body meetings and the Standards and Improvement committee.

Designated staff member in charge: Miss Sarah Vittle Nominated governor: Mr Ken Ingle

Date of next Pupil Premium Strategy Reviews: Jan 2020 and June 2020