

Pupil Premium Funding 2017/2018

The primary aim of pupil premium funding is to diminish the difference between the attainment of disadvantaged and non-disadvantaged pupils. We are determined to ensure that all of our children are given every chance to realise their full potential and endeavour that no child will be left behind on our journey towards success for all. Pupil premium funding, along with allocations made from the school's own budget, will help ensure this money is spent to maximum effect to enable each and every pupil at Rose Wood Academy to achieve.

In order to achieve this aim, we will be targeting our spending in accordance with research findings from the Department of Education aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. Research undertaken by NFER for the Department for Education identified seven areas which were common in schools which were the most successful in narrowing the gap and we have used this evidence driven approach as our rationale for our pupil premium spending. This is further supported by the research of 'Transforming Tees' and is in line with the expectations within their 'High Achievement' review.

Barriers to Educational Achievement

Rose Wood Academy has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

1. Reading skills and understanding
2. Parental engagement with children's education
3. Social and emotional issues affecting learning behaviours
4. Attendance
5. Opportunities to widen children's experiences

How We Will Measure the Impact of the Funding

We use both internal and external data to measure the impact of the pupil premium grant on our pupils' learning. We will review the effectiveness of our interventions we are using and adapt them to meet need when and where required.

1. Children make good progress in line with or better than all children
2. The attainment of disadvantaged children is in line with or better than the attainment of all children
3. Children attend school regularly
4. Children respond well to support and display good learning behaviours that is witnessed through monitoring

The next review will be September 2018

The total amount allocated to the school for the current year is £94 620.

1. Whole-school ethos of attainment for all		
Schools have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.		
Action	Rationale	Cost /Impact
Senior leaders to ensure there is a shared vision and ethos of high expectation for all across the school. This will underpin all School improvement priorities and staff performance management.	All staff have to be relentless in their belief that all pupils can achieve and have the right to access the resources and support they require to do so.	-
Monitor, track and promote individual reading for all through the 'Accelerated Reader' program for children from Year 2 –Year 6	The Education Endowment Foundation evidence based research concluded that AR increases the reading age of disadvantaged children by an additional 5 months against 3 months for non-disadvantaged children in a 22 week time frame	£800
Promote reading at home for all children through rewards to incentivise children earning points on Accelerated Reader	Monitoring of frequency of individual reading found significant variations between children, especially evident for disadvantaged children	£90
Purchase revision materials for Year 2 and Year 6 children	To ensure that all children have access to quality SATS support materials at home	£120
To increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their children's education and are enabled with the skills they need to support them	Introduction of parents' open days to share school practices and encourage parental involvement in children's learning. Target the parents of the disadvantaged children and work with them to engage with the school.	£100
To enable all eligible children to access residential visits	Through a strong belief that residential can enhance classroom learning and develop self-esteem and social skills, we feel that ensuring this is an opportunity available to all is very important	£450
To ensure accountability for disadvantaged children through rigorous performance management	Through a strong school ethos of high expectations for all, all teaching staff are held accountable for disadvantaged children through their	Staff Release Time

	performance management targets	
To subsidise school visits for disadvantaged children	Through our creative curriculum, topics include memorable experiences designed to enthuse and stimulate learning. Funding to be used to support families of disadvantaged children with contributions towards these memorable experiences which underpin the learning across the curriculum.	£1000
2. Addressing behaviour and attendance		
Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support.		
Action	Rationale	Cost/Impact
Employ PSA to support vulnerable children and families	To reduce the impact of specific barriers to learning for disadvantaged children supporting both the child and the family enabling them to engage fully in their learning	£6000
Target the attendance of disadvantaged pupils through close monitoring and the use of rewards to incentivise attendance	Attendance of disadvantaged children still below that of non-disadvantaged, although the gap has closed slightly. Rewards used to incentivise attendance.	£250
Employ services of EWO to support the rigorous monitoring of attendance and to support with tackling the poorer attending children.	Vulnerable families to be supported and encourage attendance for all children to ensure that attendance is above government expectations	£295
To provide targeted support for children who have emotional, social or behavioural needs and their families through the use of play therapy, 1:1 and group therapies, work with the Bungalow Project, the PSA and the support of the Educational Psychologist	Children's emotional, social and behavioural needs should not be a barrier to learning and every effort should be made to minimise this through use of the services provided by the Bungalow Project	£2000
To provide social and emotional support to vulnerable children to ensure smooth transition across each phase and to secondary school. Detailed handover	Vulnerable children are recognised by school and all efforts made to ensure smooth transition across each phase and to secondary school. Places booked on Bungalow	£93

meetings to discuss specific pupil needs.	transition project to take place in June and July 2018	
3. High quality teaching for all		
Schools emphasise 'quality teaching for first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.		
Action	Rationale	Cost/Impact
To develop pedagogy and practice of teaching staff to improve pupil outcomes for all through whole school CPD and targeted support for individual staff.	Engage with external consultant to provide CPD for staff alongside focussed support and targeted CPD to meet the needs of individuals as identified through performance management	£1000
To share best practice between schools through the Discovery Alliance, MSTA and the surrounding area. To learn from successful schools to support our own strategies for ensuring the best possible outcomes	Opportunity to communicate examples of good practice in teaching and learning are highly valued and shared expertise is used to positively impact on pupil outcomes	£750
To purchase high quality resources to improve teaching and learning	All children should have access to high quality resources to support their learning across school	£2200
Senior leaders to monitor standards across school to inform next steps to improve teaching and learning. This will include targeted and rigorous pupil progress meetings and performance management.	Senior leaders need a very clear picture of standards across school and their expertise used to drive up standards	Staff Release Time
4. Meeting individual learning needs		
Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.		
Action	Rationale	Cost/Impact
To deliver individualised reading support at school through the Beanstalk Reading programme and specific 1:1 and small group reading interventions.	To ensure that disadvantaged children who do not have adult support at home with one to one reading have the provision at school instead	£192
To ensure specific early assessments from Learning Support are undertaken and used to support individual pupil outcomes	To ensure that any barriers to learning are identified and addressed to improve provision for all children	£2100
Adopt the principles of PIXL across the school to identify	Programs such as PIXL allow identification of key marginal	£18000

target and track key pupils and ensure that additional 1:1 support is given. This will focus on borderline and potential higher attainers.	children. Through targeted support, tracking and assessment these children are able to make accelerated progress and are more likely to achieve across all key areas.	
To provide training for member of school staff to offer learning support through 'Postgraduate Certificate Teaching Pupils with Dyslexia within an Education and Training Setting'	Develop expertise of teachers in school to be able to offer training and support to other staff to identify children in need of additional provision and advise accordingly	£640
Monitoring and assessment by SENCo with referral to Education Psychologist where needed to ensure the appropriate	Ensuring the appropriate support is in place to meet the needs of any vulnerable learners is essential to ensuring that they all reach their full potential	SENco Release Time

5. Deploying staff effectively

Schools devolve responsibility to frontline staff, use their best teachers to work with pupils to work with pupils who need the most support and train teaching assistants to support pupils' learning.

Action	Rationale	Cost/Impact
To improve targeting and provision for pupils at risk of underperformance through careful deployment and targeted CPD of teaching assistants and HLTAs	To ensure that teaching assistants and HLTAs have the relevant training to improve their practice, resulting in an increase in standards	£28800
To deploy an additional teacher in to Year Six and Year 2 to allow targeted support of	To allow targeted support in small groups in Year 6 and Year 2 and ensure that key marginal children are targeted. EEF evidence shows that children taught in groups of fewer than 16, if targeted appropriately, make accelerated progress.	£19000
To use a qualified teacher to cover some PPA	To ensure that children receive quality first teaching and help improve outcomes	£3600
To train and deploy a PIXL teaching assistant to raise standards for disadvantaged and key marginal children in Year 6	Shared belief of achievement for all to drive PIXL practices to ensure that all key marginal children meet age related expectations	£4500

6. Data driven and responding to evidence

Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which

provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies

Action	Rationale	Cost/Impact
To ensure data is used to identify key marginal children and target teaching through PIXL membership, support and resources	To improve the percentage of children at combined age related expectations through a focus on key marginal children	£900 towards PIXL membership
To track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff accountable and focus on the disadvantaged children	All staff must be able to use data and 'Assessment for Learning' to identify standards for all pupil groups, including disadvantaged children, to inform next steps and improve attainment for all	Staff Release Time
Head and Deputy to be deployed in roles of Raising Standards Leaders to regularly evaluate progress and attainment of key marginal children through PIXL core team meetings	School has continuous drive to ensure achievement for all. Data, 'Assessment for Learning' systems and professional dialogue are used to scrutinise progress of key marginal children using personalised learning checklists and next steps in learning identified. Time to be allocated for PIXL core team members to meet fortnightly.	

7. Clear, responsive leadership

Senior Leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

Action	Rationale	Cost/Impact
To develop senior and middle leadership	Model of devolved leadership adopted in school with all levels of leadership directly involved in school improvement. Senior and mid-level leaders, including deputy to be released to work collaboratively to drive school improvement forwards	Staff Release Time
To develop leadership skills of mid-level leaders	Recognising the importance of mid-level leadership, staff are identified for Middlesbrough's 'Developing Future Leaders' Programme	£360
Head and Deputy to engage with PIXL regional leader and attend PIXL conferences	To ensure PIXL practices are fully adopted and implemented, Head Teacher and Deputy to meet with PIXL regional leader and attend	£75

	PIXL conferences, resulting in improved outcomes.	
To implement findings of High Achievement review and engage with NLE to support the leadership team with this	Head and Deputy to liaise with High Achievement review team to ensure improved outcomes for all. Support from the NLE will give capacity and strength to the SLT and will guide them with key actions and delivery over the year.	£405
RAP and Discovery Alliance School Improvement Partner, a registered HMI, to offer accountability and support for senior and mid-level leaders. He will provide the challenge the school needs to ensure we are all pushing to improve our practice throughout,	Through Discovery Alliance remit of improving effectiveness of all schools in trust, RAP meetings and Discovery Alliance SIP to engender improved outcomes in school. The school will regularly be held to account and be challenged to justify practice and ensure improvements. Key actions for further improvement can be identified.	£900
TOTAL		£94 620