

Pupil Premium Strategy Statement 2020 – 2023:

1. Summary Information						
School	Rosslyn Park Primary and Nursery School	Strategic Plan 2020 - 2023	Publication Date 01.10.2021	Review Date 01.10.2021		
Academic Year	2020 - 2021	Total PP Budget for 2020 - 2021	£500 650	Total EY PP Budget	£10 330 (NCC estimate)	
Head Teacher: Scott Mason Pupil Premium Lead: Corinne Finch, Val Oliver	Total number of pupils	Y1-6: 528	Number of pupils eligible for PP	Y1-6: 340	64% of roll	
		FS2-Y6: 609		FS2-Y6: 372	61% of roll	
		FS1: (places available) 104 part time		FS1:	__% of roll	

2. Attainment for the Last Academic Year ¹							
2018 - 2019	EYFS		KS1		KS2		
	PP	National -Non PP	PP	National -Non PP	PP	National -Non PP	Progress Measures KS1 to KS2
% working at the expected standard or above in reading, writing and maths / GLD	46%	74%		69%	45%	71%	
% meeting the standard in the Year 1 Phonic Check			72%	84%			
% meeting the standard in the Phonic Check by the end of Year 2 (Cumulative)			86%	93%			
% working at the expected standard or above in reading / ELG		77%	59%	78%	57%	-1.72	0.32
% working at the expected standard or above in writing / ELG		74%	52%	73%	58%	-0.62	0.27
% working at the expected standard or above in maths / ELG		80%	57%	79%	62%	0.17	0.37
Other Indicators							
	Rosslyn Overall Attendance	National All Attendance	Rosslyn PP Attendance	National PP Attendance	Rosslyn Persistent Absence (PA)	National All PA	Rosslyn PP PA
Attendance	94.7%	96.1%	93.9%	94.3%	29.6%	8.7%	16.5%

3. Strategy Aims for Disadvantaged Pupils				Target Date: September 2023				
Academic Performance for Disadvantaged Pupils ²				EYFS	Phonics Y1	Phonics Y2 Cumulative	KS1	KS2
% working at the expected standard or above in reading, writing and maths / GLD				72%	82%	91%		65%
% working at the expected standard or above in reading / ELG							75%	71%
% working at the expected standard or above in writing / ELG							69%	78%
% working at the expected standard or above in maths / ELG							76%	79%
Other Indicators								
	Rosslyn Overall Attendance	Rosslyn PP Attendance	Rosslyn Persistent Absence (PA)	Rosslyn PP PA				
Attendance ³	96.1%	94.3%	8.7%	16.5%				
Other Indicators Specific to School								
<ul style="list-style-type: none"> Higher scores in Leuven scales when measuring well-being and involvement PP exclusions are less than the national difference 								

¹ Attainment data is from 2018-2019 due to the schools' closure in 2019-2020 caused by COVID-19.

² National Non PP 2018-2019

³ National Attendance 2018-2019

4. Spending Priorities and Rationale for the Current Academic Year

Teaching Priorities	
Barriers to Learning	<ul style="list-style-type: none"> Children start school with little or limited language skills and known vocabulary and they struggle to access all aspects of the curriculum. Children start school below the age expected development of self-confidence and self-awareness and that slows the progress provided by the curriculum. Children lack resilience and aspiration. They avoid challenges, problem-solving and lack vision for their future. This prevents them from fulfilling their potential within the opportunities provided by the curriculum. Children have little or no reading practice and they struggle to fully develop enjoyment for reading, fluency and comprehension skills. Children have little or no life experiences enabling them to develop knowledge of the wider world. This limits their understanding of the curriculum and the retention of new knowledge. Children have adverse childhood experiences and in an effect their poor mental health prevents them to fully access and enjoy all aspects of the curriculum. Children attendance is low and this creates gaps in their knowledge which slows down their progress through the curriculum.
Priority	Activity to be Funded from the PP Budget
Priority 1	All staff receive high-quality CPD throughout the year, linked to the school priorities and staff individual professional development to ensure quality first teaching
Priority 2	Additional teacher in each phase to ensure quality first teaching during CPD and PPA as well as a class teaching assistant in each class to support in-class targeted groups
Priority 3	Subscription for the Educational Library Service to provide access for everybody to a variety of high-quality texts
Priority 4	Purchase of books for each class library collection, both band books to send to read at home and classic and contemporary stories to develop joy for reading
Priority 5	Enrichment opportunities to enhance cultural capital such as Take One Picture project, eRacism, The GREAT Project, theatre performances
Priority 6	Purchase subscription for Literacy Shed + and PurpleMash to ensure wider engagement and learning experiences
Priority 7	Purchase Power Maths workbooks and CGP Grammar workbooks
Projected Spending for Current Academic Year	
£214 186	
Targeted Academic Support	
Barriers to Learning	<ul style="list-style-type: none"> Children have poor oral language skills and limited range of vocabulary, linked to limited life experiences and availability of quality texts Limited life experiences resulting in PSED barriers and overall physical development (e.g. gross and fine motor development) A significant proportion of children enter school with social, emotional and developmental needs which require support Children struggle to retain and retrieve knowledge and develop fluency of reading and that affects their ability to read longer texts with stamina and speed which results in loss of overall understanding Children struggle to retain and retrieve knowledge and develop fluency of number facts and procedural strategies alongside application to problem-solve and reason in maths.
Priority	Activity to be Funded from the PP Budget
Priority 1	Additional teachers in each phase for formative feedback and intervention activities
Priority 2	Small groups and 1:1 interventions in reading and maths
Priority 3	Reading recovery teacher in KS1 to increase the number of children passing the Phonics screening test as well as providing training and monitoring for Reciprocal Reading and Switch On reading interventions across the whole school
Priority 4	Purchasing Shine Intervention
Priority 5	Purchasing Literacy Volunteers
Projected Spending for Current Academic Year	
£159 496	
Wider Strategies	
Barriers to Learning	<ul style="list-style-type: none"> Children or their families have poor mental health. Children are subject to a social care involvement and there are on-going family issues. Parents have their own poor experience at school and they are distrusting and disengaged with school and other agencies providing support. Children attendance is low and this prevents them from maximising their learning opportunities.
Priority	Activity to be Funded from the PP Budget
Priority 1	Emotional regulation and well-being interventions for individual children done by two Emotional Literacy Support Assistants


Priority 2	Purchase Place2Be counselling service to deliver 1:1 counselling, ad hoc Place to talk, Place for parents and Place to think
Priority 3	Provide "Getting ready for school" sessions with new parents, carers and children
Priority 4	Full time attendance officer to monitor children's attendance, identify barriers and work with families to overcome those to reduce absences, late starts and the number of persistent absentees
Priority 5	Attendance awards (individual and class) throughout the school year as well as end-of-year attendance awards.
Projected Spending for Current Academic Year	
£126 968	

5. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time and support is given to allow for effective staff professional development and implementation of best practices in the planning and teaching the curriculum	<ul style="list-style-type: none"> Strategically placed staff meetings and INSET days in the calendar to allow further development of the curriculum effective implementation according to priorities Subject Leaders professional development involves developing subject knowledge as well as leadership skills to ensure effective implementation Well-organised management time for Phase leaders and subject leaders to ensure consistency in the first quality teaching by providing effective coaching and mentoring NQT and RQT professional development workshops rolled out on an "opt-in basis" for all staff
Targeted support	Ensuring sufficient time in the curriculum is made to utilise strategies being implemented and intervention being delivered so they are effective and are impactful	<ul style="list-style-type: none"> Collaborative planning within each year group supported by the curriculum and subject leads to ensure coverage and first quality teaching of concepts and skills Teacher autonomy increased to plan in the most appropriate times to implement retrieval strategies and in-class interventions for targeted groups of vulnerable children Phase leads monitor and support out of class interventions to ensure their continues delivery and consistency between different classes and year groups so all children's needs are met
Wider strategies	Building relationship and engaging families facing challenging as well as our most vulnerable families	<ul style="list-style-type: none"> Weekly DSL meetings to ensure information is shared so everybody could act promptly and appropriately in meeting the most vulnerable families' needs when necessary Weekly SEMH meeting to ensure well-informed and holistic approach in meeting the needs of the most vulnerable children Senior leadership team is available and approachable t

6. Review of Last Year's Aims and Outcomes ¹	
Aim	Outcome (What happened? Do you still need to do more work? Or are there new priorities?)
Raise attainment and progress in reading across the school so that children achieve standards and progress that are in line, or above, pupils nationally by the end of each key stage at both the expected standard and greater depth.	Reading outcomes are below the national average and the COVID-19 school closure has increased the attainment gap between pupil premium and not pupil premium pupils in reading. Reading continues to be a priority in the school development plan in 2020-21. Pupils are taught an effectively planned and well sequenced curriculum and they have access to a range of high quality texts for all abilities. Pupils receive language interventions and targeted evidenced-based reading interventions.
Through school provision, children's skills, attitudes and mental health will improve. Increased resilience and self-confidence will lead to improved attainment and progress across the curriculum.	Developing a Mentally Healthy School has been at the heart of the strategic school improvement. Weekly DSL and SEMH meetings, which includes the Place2Be counsellor and two ELSAs, provide the opportunity to constantly review and alter individual children's provision to meet their mental health and well-being needs and to enable them to reach their full potential. This is going to be an ongoing work and integral part of Rosslyn Park's school curriculum.
Children's language skills and vocabulary will improve, enabling them to access the curriculum.	Children's oral language skills have deteriorated during the school closure. Speech and Language Therapist attends the school weekly to complete assessments, teach 1:1 interventions and support staff in their work with individual children throughout the week. The Speech and Language Therapist provides regular training for staff as well. Monitoring of teaching and learning is used effectively to address the wider gaps gap between pupil premium and not pupil premium pupils' language oral skills and in-class interventions are put in place.
Overall attendance rates will continue to improve with the % of persistent absentees reducing.	The school was pro-active when identifying pupils who would need support in returning to school in September after COVID-19 related school closure and those families who had a history of poor attendance. These steps involved bespoke letters to families and home visits during the last week of the Summer term. All parents have been communicated with regularly regarding attendance expectations but also expectations regarding COVID-1. Our effective communication supported high initial attendance of pupils in September. We will continue to monitor and work on improving attendance.

¹ For future strategy documents, indicate progress towards achieving the three year goal.

Annual Overview 2020 - 2021

Teaching <i>(e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</i>	Total Spend: £214 186	<p style="text-align: center;">Our Tiered Approach</p> 	Targeted Academic Support <i>(e.g. Structured interventions; Small group Tuition; One-to-One Support)</i>	Total Spend: £159 496
<ul style="list-style-type: none"> • Teachers overstaffing model • Staff CPD • Books for class library collections • Educational Library Service • Power Maths and Grammar books • Literacy Shed + • PurpleMash on-line educational platform • Summer Learning books • Enrichment (Spark Art, Take One Picture, eRacism, GREAT project) 	Spend £171 626 £24 500 £5 000 £2579 £5148 £449 £767 £417 £3700		<ul style="list-style-type: none"> • Additional teachers • Reading recovery teacher • Shine reading and maths interventions • Literacy volunteers • “Getting ready for school” 	£102 081 £44 445 £480 £2160 £10 330 EYFSP (NCC estimation)
			Wider Strategies <i>(e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i>	Total Spend: £126 968
			Place2Be ELSA provision Attendance Officer Attendance rewards	Spend £35 236 £60 293 £28 939 £2 500
Total Spend £500 650				

Our Vision	
Central to our vision are aspirations, community and wellbeing. We’d like to open the world of knowledge to our children and raise their aspirations so they want more and better for themselves and their community. We believe in collaborative work between children, their parents and the wider local community, aiming to widen our children’s horizons and willingness to develop themselves and then bring their achievements and values back to the community. We aim to raise healthy children who are confident, resilient, physically and mentally healthy and happy.	<ul style="list-style-type: none"> RESPECTFUL – think, talk and behave with a positive attitude, open-mindedness, consideration and care for the others in their community and beyond MOTIVATED – self-regulated learners able to approach tasks, monitor and evaluate their learning and emotions independently INCLUSIVE – global citizen who consider new and different and show respect and tolerance with a deep moral compass RESILIENT – think deeply and have stamina to problem-solve across all areas of the curriculum and areas which are non-academic COLLABORATIVE – effective communicators able to present and share their ideas, argue their viewpoint as well as accept those of others and reflect on challenge ALWAYS PROUD – confident individuals who are self-aware about their achievements, well-being and health ASPIRATIONAL – have sky-high aspirations for themselves now and for the future, where they exceed expectations