

Pupil premium strategy statement 2018-2019

Pupil Premium Policy Rationale	<ul style="list-style-type: none"> We define disadvantaged pupils in the Rose Learning Trust as any that are underachieving academically, socially or emotionally. The trust has the expectation that the schools know their families well, hold all the children in high regard and are accountable to them. School vision - An inclusive community where all children enjoy their learning and achieve their full potential 	Amount of funding received 2018-2109
	<ul style="list-style-type: none"> We are approaching the needs of our underachievers in two areas <ul style="list-style-type: none"> developing strategies and support for emotional health and wellbeing targeted intervention support designed to be specific and short term to address gaps in learning 	£105,600
School specific barriers to educational achievement	<ul style="list-style-type: none"> Some year groups came into school in reception well below national average (older year groups) Significant number of pupil premium children are SEND/SEMH Significant number of pupil premium children have early help or social care support 	

Goals <i>What do we want to accomplish?</i>	Strategy <i>How will we achieve it? Clear implementation plan</i>	By when?	Measures <i>What will we measure as an indicator of our ongoing process?</i>
For all pupils to have access to high quality targeted teaching to improve their progress and attainment	Teacher Intervention Support - 3 days per week, targeted flexible support Remove barriers to learning and getting underachieving children ready to learn in school by; <ul style="list-style-type: none"> Oversight and quality assurance of intervention groups throughout school Targeted intervention and support for disadvantaged children to identify, teach in short flexible sessions areas that children are struggling with	July 19	<ul style="list-style-type: none"> End of term and end of year assessments Analysis of narrowing the gap measures between disadvantaged and non disadvantaged national plus school
Remove barriers to learning and getting underachieving children ready to learn in school	Learning Support Assistant - Not child specific to work with identified vulnerable children in class <ul style="list-style-type: none"> Giving identified children soft starts and a 'go to' person for emotional and academic support so that they are ready to learn Targeted intervention and support for disadvantaged children	Jul 19	<ul style="list-style-type: none"> End of term and end of year assessments Analysis of narrowing the gap measures between disadvantaged and non disadvantaged national plus school

Goals <i>What do we want to accomplish?</i>	Strategy <i>How will we achieve it? Clear implementation plan</i>	By when?	Measures <i>What will we measure as an indicator of our ongoing process?</i>
Improved progress and attainment for SEND / Vulnerable pupils (large overlap with PP Pupils)	Inclusion Team - Inclusion / SENCO / Attachment Lead Targeted intervention and measurable small steps outcomes for SEND children will impact positively on those children who are also pupil premium	Jul 19	<ul style="list-style-type: none"> Progress measures in end of term assessments SEN Support plans and meetings to discuss progress on SMART targets
To address the social, emotional and mental health needs of pupils who are most at risk of underachieving	Inclusion Team - Learning Mentors x 2 Remove barriers to learning and getting vulnerable children ready to learn in school by; <ul style="list-style-type: none"> Targeted intervention including Thrive and clear support strategies for vulnerable children will impact positively on those children who are also pupil premium 	Jul 19	<ul style="list-style-type: none"> Thrive assessments Progress measure and end of term academic assessments
To address the social, emotional and mental health needs of pupils who are most at risk of underachieving	Inclusion Team – Play Therapist to work with vulnerable children identified through inclusion team Remove barriers to learning and getting vulnerable children ready to learn in school by; Targeted intervention including Thrive and clear support strategies for vulnerable children will impact positively on those children who are also pupil premium	Jul 19	<ul style="list-style-type: none"> Report from Play Therapist on progress and indicators for support in class Progress measure and end of term academic assessments

How was the pupil premium spent in the previous academic year 2017-2018	Impact on pupil outcomes 2017-2018
<ul style="list-style-type: none"> Inclusion Team SENCO / Attachment Lead Learning Mentors x 2 Play Therapist To work with vulnerable children identified through inclusion team Learning Support Assistant - Not child specific to work with identified vulnerable children in class Teacher Intervention Support - 3 days per week, targeted flexible support 	<ul style="list-style-type: none"> Improved progress through new measures throughout school. Attainment in Year 6 was slightly better compared to non disadvantaged when compared to National apart from reading which was a cohort specific issue. Additional support put in to current Year 5 into Year 6 as a large group of PP children need to further accelerate progress 14 PP children in this year including EHCP and Alternative Provision Reading affected by missing by 2 marks ARE