Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. Using academic data, pupil voice, attendance data and the knowledge of our family’s needs we will align the use of PP funding with the wider needs of our school to ensure readiness for learning.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

* Closing the attainment gap between disadvantaged pupils and their peers
* Providing targeted academic support for pupils who are not making the expected progress
* Addressing non-academic barriers to attainment such as attendance and emotional difficulties.
* Providing pupils with wider experiences outside of the classroom.
* Due to the current situation ensure the school is equipped to provide ongoing education in the event of pupil isolation or another lockdown situation.

Barriers to future attainment

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| **Academic barriers to attainment** | **Non-academic barriers to attainment** |
| Low levels of literacy/oracy on entry. | Attendance |
| Poor language and communication skills | Prolonged absence from school due to Covid-19. |
| Access to IT for home-schooling due to the lack of opportunity for parental support at home. | Social and emotional difficulties |
| Access to the latest IT in school for computing and educational programmes. | Finance |
| Reading ability | Self-esteem |

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we will utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. This philosophy has worked at Rossmore for a number of years hence why many of our interventions are tried and tested.

We will:

**Explore**

* Identify key priorities that we can address
* Use data and research either in house or from organisations such as the Education Endowment Foundation.
* Examine the fit and feasibility for Rossmore School

**Prepare**

* Develop a clear, logical and well-specified plan
* Ensure staff, space and resources required are available.

**Deliver**

* Support staff and solve any problems with flexibility and ingenuity.
* Ensuring the needs of all pupils are at the forefront of any decisions we make.
* Making informed decisions on how to progress when the impact is not as expected.

**Sustain**

* Ensure longevity in successful practices by putting the staffing, practical space and resources in place.
* Continually acknowledge, support and reward good implementation practices

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

**Quality of teaching**

1. Professional development: Providing staff with the knowledge to improve the teaching of reading to all pupils.
2. Providing teachers with the technology and training to deliver ongoing teaching. In light of lessons learned on the importance of home learning.
3. By having at least one teaching assistant in every classroom to ensure pupils receive the support they need form the class teacher or TA to access learning.

**Targeted academic support**

1. Structured interventions: Using teachers and TAs to provide feedback and targeted interventions using the evidence of work we see during lessons and the data collected using our assessment tool Balance. Also provide digital technology to allow interventions at home for our PP pupils.
2. One-to-one and small group support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs.

**Wider strategies**

1. Attendance: Making free transport available for our pupils to and from school (Once Covid restrictions have lifted).
2. Readiness to learn: Using our SPI lead to ‘check in’ with pupils each day to ensure they are ready emotionally for the day ahead of them. This role is also to be used to check on the welfare of vulnerable PP children during the event of self-isolation or lockdown to include daily telephone calls.
3. Attendance: Use of our SPIL to improve attendance and foster links with parents
4. Wider opportunities: Fully financing the residential trips which take place from year 1 to year 6 at Rossmore School.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual data using Balance for our pupils is analysed each half-term and teachers use this to identify key areas of learning that need to be targeted and the interventions that need to be put in place.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available.

# Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

# Our funding

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| Funding summary: Year 1 | | | | | | | | | | |
| Total number of pupils | | 190 | PPG received per pupil | | £1,320 | Indicative PPG as advised in School Budget Statement | | | | £ 61,445 |
| Number of pupils eligible for PPG | | 50 | Actual PPG budget | | | | £67,611.75 |
| Funding estimate: Year 2 | | | | | | | | | | |
| Total number of pupils | 1176 | | PPG received per pupil | | £1,325 | | | Indicative PPG as advised in School Budget Statement | £51, 675 | |
| Number of pupils eligible for PPG | | 39 | | | Actual PPG budget | £65,110  +£1,110 (Surplus from previous year). | |
| Funding estimate: Year 3 | | | | | | | | | | |
| Total number of pupil | | 179 | | PPG received per pupil | £1, 325 | | Indicative PPG as advised in School Budget Statement | | | £55, 960 |
| Number of pupils eligible for PPG | 36 | | Actual PPG budget | | |  |

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| **2020/ 2021 Attainment** | | | | | | |
|  | *Pupils eligible for PP (Rossmore) in KS2*  *(2021 y6 teacher assessment)* | *Pupils not eligible for PP (Rossmore 2021 y6 teacher assessment)* | *Pupils not eligible for PP (national average – 2019 data)* | *Pupils eligible for PP (Rossmore) in KS1*  *(2021 y2 teacher assessment)* | *Pupils not eligible for PP in KS1 (Rossmore y2 teacher assessment)* | *Pupils not eligible for PP KS1 (national average – 2019 data)* |
| **% achieving in ARE or above in reading, writing and maths** | 57% | 76% | 65% |  |  |  |
| **% achieving in ARE or above in reading** | 50% | 77% | 73% | 75% | 54% | 75% |
| **% achieving in ARE or above in writing** | 50% | 70% | 78% | 50% | 42% | 69% |
| **% achieving in ARE or above in maths** | 70% | 80% | 79% | 63% | 61% | 76% |
| **% making at least expected progress in reading** | 90% | 70% |  |  |  |  |
| **% making at least expected progress in writing** | 90% | 77% |  |  |  |  |
| **% making at least expected progress in maths** | 90% | 80% |  |  |  |  |

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| **2021/ 2022 Attainment** | | | | | | |
|  | *Pupils eligible for PP (Rossmore) in KS2*  *KS2 SATS*  *(9 pupils)* | *End of KS2 Whole class data*  *KS2 SATS* | *Pupils not eligible for PP* ***(national average – 2019 data)*** | *Pupils eligible for PP (Rossmore) in KS1*  *(Only 3 pupils)* | *End of KS1 whole class data* | *Pupils not eligible for PP KS1* ***(national average – 2019 data)*** |
| **% achieving in ARE or above in reading, writing and maths** | 33% | 50% | 65% |  |  |  |
| **% achieving in ARE or above in reading** | 56% | 71% | 73% | 33% | 50% | 75% |
| **% achieving in ARE or above in writing** | 44% | 71% | 78% | 66% | 45% | 69% |
| **% achieving in ARE or above in maths** | 56% | 63% | 79% | 100% | 75% | 76% |
| **% making at least expected progress in reading** | 78% | 83% |  | 67% | 65% |  |
| **% making at least expected progress in writing** | 44% | 79% |  | 100% | 90% |  |
| **% making at least expected progress in maths** | 67% | 83% |  | 100% | 90% |  |

Please note that a PP pupil in KS1 equates to 33% of the data. A PP child in KS2 equates to 11%.See analysis below in TA funding section.

# Intervention planning in full

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| Intervention: | Access to learning at school and home which will further consolidate all learning through the use of IPADS. | | | | | | | | |
| Category: | Quality of teaching | | | | | | | | |
| Intended outcomes: | All PP pupils to access digital devices to support home/school learning.  Having a far bigger capacity to teach interventions digitally in school which can be followed up at home without the need for input from a parent. | | | | Success criteria: | | All PP pupils to access remote learning  Evidence of engagement with remote learning. | | |
| Staff lead: | S Whittaker | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  School to invest in more IPads or similar to ensure we have one available for every single PP pupil to support and develop home learning opportunities further consolidating interventions.  To review educational APPs to be used in interventions and to support home-schooling.  Provide training so teachers can use APPs and ipads to their full potential maximising impact.  EEF states digital technology can have an impact of +5 months. Some evidence of this impact being greater in younger children. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Review of which children took an iPad in year 1 of intervention.  Introduce to new pupils in reception and inform current KS1 parents of the opportunity to receive a PP ipad.  Encourage previous parents who were reluctant to take an iPad.  Set up interventions to be carried out at home by teachers and TA’s.  Purchase APPs as identified by need to enhance the catch up programmes. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Encourage previous parents who were reluctant to take an ipad.  Continue to lease iPads to all PP children in KS1 so that they have their own to use at home and in school  Encourage new Reception parents to take up offer of an iPad.  EEF states digital technology can have an impact of +5 months. Some evidence of this impact being greater in younger children. | |
| Light-touch review notes | Annual review notes:  Disruptions throughout the year meant that this needs further implementation in year 2. All KS2 pupils regardless of PP funding receive an ipad. Some, but not all, PP children took advantage of the supplied ipads. Further exploration of what extra APPS need to be invested in for these pupils to be explored.  External factors such as parental mental health, behaviour issues, lack of motivation and social care issues all impacted this initiative. | | | Annual review notes:  6/11 pupils in KS1 took an ipad. Consideration of how to use these going forwards will have to be made. Possibly a club in the Autumn term to train pupils on APPs in kS1. | | | | Final review notes:  2/11 pupils in KS1 took an iPad due to having their own device at home. An KS1 iPad club was put into place which the children enjoyed, but parents didn’t want the responsibility of the school iPad at home.  Lack of knowledge and understanding of how the iPad can support the children played factors here. Next year, PP parent meetings/evenings will be arranged and children will receive individual APPs on their iPad to target ther learning. | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations / * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations / * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £6,200 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease x  Remain the same 🞏 | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease x  Remain the same 🞏 |
| Year 2 | | | £935 | | Year 3 | £1020 |
| Total anticipated expenditure across 3 years: | **£8155** | | | | | | | |

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| Intervention: | To ensure that every class has at least one TA to ensure early intervention across the school.  To identify children who should be working at ARE and those who have the potential providing 1:1 support is provided when required  To ensure our PP children receive the appropriate level of support required within classroom learning enabling them to achieve their full potential. | | | | | | | | |
| Category: | Quality of teaching Targeted academic support | | | | | | | | |
| Intended outcomes: | To provide early intervention using assessment data in order to narrow the gap between PP and others.  For feedback to be instant. For interventions to be in place the next lesson. | | | | Success criteria: | | Monitor PP pupils on Balance to ensure PP pupils are making appropriate progress.  PP progress meetings to discuss the above.  SLT focussed learning walks to ensure PP children are receiving support necessary. | | |
| Staff lead: | SLT | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1: This is a tried and tested approach for us that has consistently had an impact on our children’s learning. As we use ‘Balance’ to monitor and track our pupils we get instant feedback about the pupils who have not met the objective that day. In order to improve our PP results early intervention will be in place to close the gap. This will be achieved by using our TAs to help identify those children who scored low in their work. They or the class teacher will then provide interventions or check-its with pupils using verbal feedback or modelling. Good quality feedback has been identified by EEF as +8 months.  We strive to ensure every class has a TA to provide support or free the teacher to support PP children when required. This has an impact of +1 month on the EEF. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Now, more than ever, previous year assessment will help to support the interventions required by pupils in receipt of PP and others.  A minimum of 1 TA per class (Not always full time) is essential to allow for opportunities for PP children to succeed.  Staff reorganised to meet the needs of our pupil. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Previous year assessment will help support the interventions required by pupils in receipt of PP and others.  A minimum of 1 TA per class is essential to allow for opportunities for PP children to succeed.  Interventions for PP children who are falling behind undertaken by BB in small groups. | |
| Light-touch review notes | Annual review notes:  As ever our TAs have proven to be a high quality resource to ensure we provide all pupils with the opportunity for extra support/ intervention. During lockdown we were able to utilise TAs  Teachers will be expected to identify specific areas for PP children working below or not making expected progress. Interventions and support to be put in place to cover this.  Our PP children in KS1 outperformed in reading and writing and achieved the same in maths as all others. Our PP teacher assessment in KS2, although below the rest of the class, is still good with 80% achieving ARE in all subjects. This is two out of ten children. One of these was SEND with significant attendance issues. | | | Annual review notes:  Our TAs have proven to be a high quality resource to ensure we provide all pupils with the opportunity for extra support/ intervention. Not only this but Covid had a large impact on our staffing earlier in the academic year and our ability to cope with this was due to our investment in TAs who know how we assess and plan for learning.  **Summary of data:**  Undoubtedly, the Covid pandemic has had an impact on the gap for our PP children over the past couple of years. That said, in **KS2** attainment reading that gap has reduced from 27% to 15% and in maths it has reduced from 10% to 7%. Writing is the area where the gap has widened and will need to a focus for KS2 next year. Progress in KS2 data looks compares well in reading but writing is particularly low. Some of this can be put down to some PP pupils having SEND.  **KS1** attainment looks positive in all but maths but this is such a small number of pupils (3) that the data is easily skewed. KS1 PP pupils outperform whole class data in all subjects. Again, the small numbers can work in favour both ways. | | | | Final review notes:  As always, our TA’s are our most influential and quality resource. The extra adults have been invaluable in the classroom for group/whole class and intervention support.  At the end of KS1, attainment in Reading for Pupil Premium children was 83%, Writing was 50% and in Maths, 30%.  In KS2, PP Reading attainment was 71%, writing was 71% and Maths 57%.  Where the percentages are lower, the small number of pupils were also SEND.  We started a new initiative in Writing which has shown increased progress in books for PP pupils. However, there hasn’t been enough time for this to show in the pupils’ attainment. This will be embedded further next year so that the attainment matches the pupil progress. | |
| ?Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations x * As expected * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations x * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £41,633 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same x | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same x |
| Year 2 | | | £ 41,633 | | Year 3 | £ 41,633 |
| Total anticipated expenditure across 3 years: | **£ 124,899** | | | | | | | |

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| Intervention: | To reintroduce our book club virtually to take into account the current restrictions in place due to Covid-19  Provide music lessons for pupils to increase pupils’ self esteem. | | | | | | | | |
| Category: | Targeted academic support | | | | | | | | |
| Intended outcomes: | To ignite a love of reading in pupils  For class teachers to see an improvement in the knowledge of books and the ability to read to improve for these children  **Y2: To use music lessons to provide therapy for our pupils and boost self-esteem.** | | | | Success criteria: | | Pupil voice  Teacher feedback | | |
| Staff lead: | S Whittaker/SLT | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  We had not long started an after school book club for PP children before lockdown came into action. Therefore, we would like to allow this to continue but through zoom meetings. We will need to ensure pupils have access to their iPad on the reading club nights. Teachers to provide J Mundy with areas of the curriculum that they feel would be useful to support their in class learning. However, the primary purpose is to promote the love of reading. Collaborative learning can have an impact of +5 months research has shown. We want this to feel like a team of pupils who collaboratively build a love of reading. Book talk is the key to this being successful. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  In light of the review of last year we will no longer continue with the reading club and introduce music lessons for our pupils. Employing a highly qualified music teacher will ensure all pupils will receive 2 hours per week for at least one half term with further opportunities to have private 1:1 lessons. This has been very successful at Rossmore school in the past.  A combination of arts (+2 months) and collaborative learning (+5 months) make this a worthwhile activity. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Unfortunately, the music teacher left us part way through their first year, so these lessons didn’t continue. | |
| Light-touch review notes | Annual review notes:  This had limited success as a virtual club. We paired it together with our JASS club and found that we only had 4 children willing to participate. I believe that the combination of home-schooling and then a club at home did not work.  This will not be carried on into year 2 of the 3 year plan as we continue to struggle to get engagement from parents and pupils. | | | Annual review notes:  The lessons in class were a success. The pupil voice showed that children enjoyed this. Unfortunately, the teacher left at summer half term so this will no longer be able to continue next year. | | | | Final review notes:  See last year’s review. | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations / * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected x * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £ 669 for staffing. | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase  Decrease x  Remain the same | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease x  Remain the same |
| Year 2 | | | £7,350 | | Year 3 | £0 |
| Total anticipated expenditure across 3 years: | £8019 | | | | | | | |

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| Intervention: | To ensure that apps appropriate for home learning, emotional well-being and in school learning are available for our pupils. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | For technology to enhance the learning of our pupils.  For identified APPs to supplement the learning and emotional support taking place in school. | | | | Success criteria: | | Evidence of APPs being used to support learning both in and out of school.  Pupil feedback suggest that the APPs have encouraged and motivated them to learn. | | |
| Staff lead: | S Whittaker/ H Webber | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  The first step will be to source and purchase the device we feel is most appropriate and cost efficient.  Meetings with teams to identify APPs that will enhance the learning for home schooling and in class learning. These to then be purchased.  Meeting with our pastoral lead to identify APPs for wellbeing that can be used by children when away from school but also in school. Digital technologies, although expensive, can have a positive benefit of +4 months especially when supplementing learning already taking place. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Continue with the same process as last year.  Discuss with teachers, pupil and parents parental potential APPs they feel would support the learning of the pupils. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Academic mentor to ask for APPs to download to support children who are having additional intervention. | |
| Light-touch review notes | Annual review notes:  Our school ipads and APPs associated with them have been a valuable source during lockdown. A child in KS1 who did very little home learning in the first lockdown completed most of her homes schooling in the second lockdown. Largely down to the provision of her iPad and the APPS.  New APPs to be identified for the new year. | | | Annual review notes:  Well-being APPs were introduced but due to lack of take up with the ipads not implemented as would have liked. See ipad notes above. | | | | Final review notes:  More Apps were introduced and used in interventions. Not all pupils in KS1 took an iPad due to parental decision.  iPads have a significant impact on home learning, child-parent relationships and learning so this will continue next year. APPs will be targeted and specific for each child and a parent’s meeting will be held to support parents in using the iPads and helping their child at home. | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations / * As expected * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations x * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £500  APP approximate costing: | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same x | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease 🞏  Remain the same |
| Year 2 | | | £500 | | Year 3 | £500 |
| Total anticipated expenditure across 3 years: | **£1500** | | | | | | | |

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| Intervention: | Attendance: Through the use of our minibuses and SPIL to encourage and promote good attendance. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | To return our PP attendance figures as close to our 18/19 figure of 98% as possible.  For parents to have access to an adult that can help them with attendance and punctuality issues. | | | | Success criteria: | | Attendance figures rise compared to last year (90%)  Increased % of PP using the school bus service. | | |
| Staff lead: | L Macey | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Due to the current climate the use of minibuses for collection and drop off is currently on hold but the costs are still in place so that we can resume as soon as possible when the time arrives. Previous data showed that 44% of our bus users were PP. We give PP pupils priority access to the bus.  Our SPI has the role of promoting good attendance within school with class competitions and also liaises with parents about the pupils with poor attendance putting into place attendance plans of support for both pupil and parent (see costings below) | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  Our attendance interventions will continue into the new academic year and we hope to start our school bus service at some point during the Autumn term.  We have appointed a new SPIL. Discussions round how she intends to boost attendance will be discussed. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Use of the school bus for pupils will continue into the new academic year.  SPIL to continue whole school attendance league to promote good attendance. Liaisons with parents to continue for those with poor attendance putting into place plans of support for both pupils and parents. | |
| Light-touch review notes | Annual review notes:  Social distancing meant that our use of the school buses for pick up and drop off was not possible to avoid mixing bubbles. Part funding our minibuses has been on our strategy for many years and we know many of our PP families rely on this service.  Our SPIL has always been an essential resource and proved her worth during lockdown. She provided a key link to pupils and parents to ensure their well-being. During the Spring term lockdown, she had her own bubble for vulnerable and PP children which was a huge success.  We expect our expenditure to increase next year with increased pupils using the bus after COVID-19. | | | Annual review notes:  The school minibuses are in full use again this year. Our data shows that the service is valuable to our Pupil Premium children with 61% of the places available being used by Pupil Premium children. This is an increase on previous years pre-covid.  Our SPIL is very proactive with our attendance. Parents are contacted regularly via phone calls and when necessary, letters. Our attendance competition is a huge success and we held a celebratory attendance day. Our PP premium attendance figures are 91.6% compared to our whole school figures of 94% and national average of 93.7%.  We do have some PP pupils with particularly low attendance who do pull the percentage figure down. Two of the four pupils with attendance below 80% have recently achieved 100% attendance awards for this half term. The work our SPIL has done with these pupils and their families has played large part in this.  We expect our expenditure to decrease next year with less pupil premium pupils. | | | | Final review notes:  50% of the bus places available were used by Pupil Premium children.  Our SPIL still proves to be an effective resource with the work she does with pupils and their families to keep attendance figures high.  Our PP premium attendance figures are 92.4% compared to our whole school figures of 94.6% showing that the gap is closing due to the work of our SPIL and the use of our minibuses. | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations / * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected x * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | Bus contribution: £2,625  Pupil cost: £250  See other SPI role below for her costings. | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase x  Decrease 🞏  Remain the same | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease x  Remain the same |
| Year 2 | | | £5, 382 | | Year 3 | £2340 |
| Total anticipated expenditure across 3 years: | **£10, 597** | | | | | | | |

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| Intervention: | Readiness to learn: Part fund our school SPI ensuring the mental well-being of all of our pupils. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | Access to a counselling service for all pupils.  Pupils who find the start of the school day difficult can speak to somebody who prepares them for the day ahead.  Pupils know they can speak to somebody any time of the day. | | | | Success criteria: | | Pupil voice  Parent voice | | |
| Staff lead: | L Macey | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  Many PP pupils have external and internal barriers that affect their learning in school. For example: family break-ups, death in the family and social care.  Parents and children alike rely on this service therefore this role will continue with our SPI in the new academic year (Safeguarding, Pastoral and Inclusion lead). EEF states that social and emotional learning can improve a child’s learning by +4 months. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  New SPIL employed by the school to continue with the processes put in place from the previous SPIL. Discussions around nurture groups and identifying children who need support to be discussed. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  SPIL to continue with nurture groups using the double decker bus space.  New sensory room to be completed as a calm space for children to visit when they need regulation support.  Baby group to continue with introduction of a new toddler group.  Other interventions such as bereavement groups, social groups and other 1:1 work will continue .  SPIL to also be trained in ELSA to support pupils with Emotional Literacy. | |
| Light-touch review notes | Annual review notes:  See notes in above strategy for the success of this resource. | | | Annual review notes:  Our new SPIL has formed excellent relationships with our parents and pupils. She is very approachable and many parents have commented on this. The double decker bus has now had work completed on it giving Miss Macey the space to work with her nurture groups. She has created a baby group, a bereavement group for pupils and works with many pupils 1:1. This is money well spent form the Pupil Premium fund. | | | | Final review notes:  Our SPIL continues to have a huge impact at Rossmore. Pupils | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations / * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations x * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £7,045 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease 🞏  Remain the same x | | Is expenditure anticipated to increase, decrease or remain the same? | Increase x  Decrease 🞏  Remain the same |
| Year 2 | | | £ 7,045 | | Year 3 | £10, 200 |
| Total anticipated expenditure across 3 years: | **£24, 290** | | | | | | | |

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| Intervention: | To offer wider experiences and boost self-esteem. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | Use the JASS programme (Like Duke of Edinburgh Award) to provide recognition and opportunities for our PP pupils.  **Y2: To use music lessons to provide therapy for our pupils and boost self-esteem.** | | | | Success criteria: | | Pupil voice  Pupil engagement | | |
| Staff lead: | S Whittaker | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  JASS is a programme to build, self-esteem, confidence and independence for our pupils. We started this before school closures (Covid) and we are keen to trial a virtual version of this using the digital technology we aim to invest in.  Outdoor adventure (+4), Arts (+2) are two areas to improve learning.  Collaborative learning (+5) will be key in this as the children will work together towards their award in the club. | | | How we will implement this intervention in year 2:  In light of the review of last year we will no longer continue with JASS club and introduce music lessons for our pupils. Employing a highly qualified music teacher will ensure all pupils will receive 2 hours per week for at least one half term with further opportunities to have private 1:1 lessons. This has been very successful at Rossmore school in the past.  A combination of arts (+2 months) and collaborative learning (+5 months) make this a worthwhile activity. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review): | |
| Light-touch review notes | Annual review notes:  As discussed, with the reading club, the disruption to the school year and making this a virtual club did not seem to appeal to many of the pupils in the school.  This lack of engagement coupled with our previous experience of this club shows that it is not adding value to enough of our pupils to warrant continuing any further. | | | Annual review notes:  See above (music) | | | | Final review notes:  Unfortunately, the music teacher left in the summer term of her first year so this had to stop.  We do have a parent who has started a guitar club which has been very successful with the children. 4/9 children in this club are PP children. | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations / * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected x * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | 2 hours x 38 weeks staffing £1,338  Possible subscription costing | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase 🞏  Decrease x  Remain the same | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease x  Remain the same |
| Year 2 | | | See above (Music) | | Year 3 | See above (music) |
| Total anticipated expenditure across 3 years: | **£1338** | | | | | | | |
| Intervention: | To provide opportunities for all of our PP pupils to experience outdoor adventure and arts through school residentials. | | | | | | | | |
| Category: | Wider strategies | | | | | | | | |
| Intended outcomes: | To remove the barrier of finance to our PP pupils for school residential trips. | | | | Success criteria: | | Pupils voice  Parent voice | | |
| Staff lead: | S Davis-McCoy /B Bouckley/S Whittaker | | | | | | | | |
| Implementation | Year 1 | | | Year 2 | | | | Year 3 | |
| How we will implement this intervention in year 1:  We provide a fantastic range of residential trips for our pupils from Y1 to Y6. EEF sights Outdoor adventure (+4), Arts (+2) as two areas to improve learning. We also feel these opportunities give our children access to the wider environment improving social skills and self-esteem. | | | How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):  The opportunities we provide as a school are excellent and therefore we will continue with this approach for next year. | | | | How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):  Opportunities provided continue to be excellent and contribute to the personal development of all children. Therefore, this intervention approach will continue into next year. | |
| Light-touch review notes | Annual review notes:  All residentials were cancelled due to Covid. Some of this funding was redirected to provide opportunities for some our pupils in the school. Year 6 attended Friday trips to boost self-esteem and to help them to cope with their end of time in primary school which has been heavily disrupted.  Year 1 went on a trip to the zoo. Again this was a year group we felt was heavily disadvantaged by Covid-19 and needed to have this kind of experience. Year 3 and 4 received music lessons from Edsential. They played the ukulele and conversations demonstrated that the pupils thoroughly enjoyed these sessions.  We provided breakfast for all pupils in school during lockdown i.e. vulnerable and keyworkers.  We will be returning to residentials fully this next year including a trip to London so we expect this to increase. | | | Annual review notes:  This year we have been able to run our full agenda of residentials for our pupils. This meant that all of our Pupil Premium children received a fully funded place on the trips.  Trips to Delamere, Arete Outdoor centre, JCA and London meant that from Year 1 to Year 6 all premium children were given the opportunity attend.  Pupil voice is positive about these trips. Informal feedback from parents and teachers is very positive and we feel this is an aspect of our funding that is spent wisely providing these children with such opportunities.  Due to COVID-19 we are unable to visit France this year. We are booking different trips for Y5/6 and so we expect expenditure to decrease next year. | | | | Final review notes:  This year we have been able to run our full agenda of residentials for our pupils. This meant that all of our Pupil Premium children received a fully funded place on the trips.  Trips to Delamere, Arete Outdoor centre, JCA, Conway and High Adventure meant that from Year 1 to Year 6 all premium children were given the opportunity attend.  Pupil voice is positive about these trips. Informal feedback from parents and teachers is very positive and we feel this is an aspect of our funding that is spent wisely providing these children with such opportunities. | |
| Light-touch review overall assessment | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations / * Far below expectations 🞏 | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations x * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | | | | The intervention is performing:   * Far above expectations 🞏 * Above expectations 🞏 * As expected 🞏 * Below expectations 🞏 * Far below expectations 🞏 | |
| Anticipated expenditure | Year 1 | £7,351.75  Actual due to covid:  £1620 breakfast  Forest school: £750  Hoodies: £546  Additional trips and music programme: £736.50  AR books: £1878 | Is expenditure anticipated to increase, decrease or remain the same? | | | Increase x  Decrease  Remain the same | | Is expenditure anticipated to increase, decrease or remain the same? | Increase 🞏  Decrease x  Remain the same |
| Year 2 | | | £ 8761 | | Year 3 | £4866 |
| Total anticipated expenditure across three years: | **£19157** | | | | | | | |

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|  | Year 1 | Year 2 | Year 3 |
| PPG budget | £67,611.75 | £65,110 (+£1751 carry forward due to COVID) | £55,960 |
| Total exnidutre | 65, 860.50 | 71, 606 (£4745 overspend) | £60, 559 (£4599 overspend) |