

# Pupil premium strategy statement

1. Summary information					
School	Roehampton Church School				
Academic Year	2019-2020	Total PP budget	£96000	Date of most recent PP Review	June 2019
Total number of pupils	221	Number of pupils eligible for PP	74	Date for next internal review of this strategy	April 2020

2. Current attainment		
<b>2020 attainment projections</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) 2018 figures. 2019 not available yet.</i>
77% % achieving in reading, writing and maths	13	72 %
77 % making progress in reading	13	72 %
77 % making progress in writing	13	79 %
85 % making progress in maths	13	76 %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Ensure the higher level of expectation is reflected in the learning set for the children
<b>B.</b>	Focus on comprehension skills and a wider understanding of the texts that are explored
<b>C.</b>	Complex learning needs as set out in EHCP's
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Poor home learning environments

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Pupils summative data reflects an increasing percentage of children working at the expected level.	At least 77% of the disadvantaged pupils achieve the expected or higher levels in RWM.
<b>B.</b>	It is evident from in class learning that a greater percentage of pupils can join in higher level discussions about the texts they are reading and can answer questions that demand more complex thinking.	Reading attainment improves and the percentage of children working at age expected level rises. Pupils are more readily able to engage in discussion about their reading.
<b>C.</b>	Ensure progress is maintained and accelerated for children with EHCP's	The children's rate of progress increases and the gap closes between their progress and that of their peers.

<b>D.</b>	More able pupils reach the greater depth standard in writing.	28% of the children attain the greater depth standard.
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**5. Planned expenditure**

<b>Academic year</b>	<b>2019-2020</b>
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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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure the higher level of expectation is reflected in the learning set for the children.	<ul style="list-style-type: none"> <li>Assessment systems are rigorously applied to ALL the children's learning so that the level of attainment and progress is consistent with National expectations.</li> </ul>	Last year the level of expectation was accurate for the ability of the cohort. A high level of expectation is needed this year with a more able cohort, in particular for the children with the capacity to attain greater depth.	All teaching input is monitored by the SLT and the progress data reviewed at pupil progress meetings. Year 6 and year 2 have adjustments to provision and personnel are made on a monthly basis as required.	SLT	On going

Focus on comprehension skills and a wider understanding of the texts that are explored.	<p>A range of intervention strategies as follows:</p> <ul style="list-style-type: none"> <li>Reciprocal reading strategies for year 6 and year 2 from September 2016</li> <li>RR developing in Y345</li> <li>Specific teacher input for targeted children on 1:1 or small group basis.</li> <li>More focused conferencing around comprehension feedback</li> </ul>	<p>Due to reading being a school focus and the area of most development for disadvantaged children (from last year's data) a sharper more thorough focused approach on two fronts has been needed.</p> <ul style="list-style-type: none"> <li>An increased ability to gain more from their reading through discussion around and beyond the text.</li> <li>Focus on speed reading and accuracy of answering the questions in particular the three-mark questions.</li> </ul>	<p>The impact of all interventions is monitored and evaluated by middle leaders and the SLT and any provision adjusted accordingly</p>	<ul style="list-style-type: none"> <li>IWL</li> <li>Middle leaders</li> <li>SLT</li> </ul>	On going
<b>Total budgeted cost</b>					£96,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Poor home learning environments	Ongoing work of IWL and external support agencies	Having consistent contact with one person develops trust and continuity of information sharing. This leads to a better quality of support at home and the use of more targeted support services.	DHT monitors the role and its effectiveness	IWL	On going
<b>Total budgeted cost</b>					£25,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Ensure progress for EHCP children with complex needs is as good as possible	Individual provision maps, specifically chosen staff to work with these children.	Good practice developed working with complex needs over many years.	SENCO monitoring of provision and delivery in conjunction with the class teacher and specific TA's	SENCO	Half termly formal provision map review, on-going review of children's progress by class teacher and SLT
<b>Total budgeted cost</b>					<b>£96,000</b>

£

6. Review of expenditure				
Previous Academic Year 2019 results				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The summative data reflects a realistic percentage of children working at the expected level. Whole school.	<ul style="list-style-type: none"> <li>• <b>Focused differentiation of teaching</b></li> <li>• <b>Focused 'booster' provision</b></li> <li>• <b>Use of internal and external specialist teachers for targeted pupils.</b></li> <li>• <b>Additional maths group for KS2 PP children</b></li> <li>• <b>Use of additional staff to run intervention groups outside of school hours</b></li> <li>• <b>Release LL to work with specific teachers and children</b></li> <li>• <b>A range of targeted and focused intervention strategies to meet individual pupil needs</b></li> </ul>	Yes 72% of children met the expected standard across the school last year.	<p>Yes, most definitely:</p> <ul style="list-style-type: none"> <li>• A sharper focus on strategies and techniques to help with the SATS tests</li> <li>• More 'confidence' to work with the reading test beyond just information retrieval</li> <li>• Use more expertise to improve the level of pedagogy for both literacy and maths</li> <li>• Fully embed and review the appropriate level of challenge so that the children can meet the Nationally expected and higher levels.</li> <li>• More closely monitor the progress of disadvantaged children so that adjustments can be made quicker if needed.</li> </ul>	

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Attainment in reading and writing improve. Whole school, specific focus on KS2 SATS.	<ul style="list-style-type: none"> <li>• <b>Focused differentiation of teaching</b></li> <li>• <b>Focused ‘booster’ provision</b></li> <li>• <b>Use of internal and external specialist teachers for targeted pupils.</b></li> <li>• <b>Additional maths group for KS2 PP children</b></li> <li>• <b>Use of additional staff to run intervention groups outside of school hours</b></li> <li>• <b>Release LL to work with specific teachers and children</b></li> <li>• <b>A range of targeted and focused intervention strategies to meet individual pupil needs</b></li> </ul>	Reading attainment dropped from 100% to 73% for our year 6 cohort. This drop was expected given the nature and needs of the children in the cohort. 72% of the disadvantaged children in the cohort attained the expected standard in reading 83% in both writing and maths. This represents a drop of 28% in reading and increase of 10% in writing and a drop of 4% in maths compared to the previous year.	<p>The main lesson is around the individual needs and their complexity. Going forward we continue to work on an individualised basis with the complex needs of the children.</p> <p>Attainment over the school is about the thorough understanding of the wide range of children’s needs and we will continue to work on this basis.</p>	
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Progress for the EHCP children is positive	Individualised provision for all 4 EHCP children in the year 6 cohort.	Progress for all 4 children was very positive. One child didn’t sit the KS2 SATS		<b>Total for all strategies £121000</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)