

## Annex 2c: Pupil premium strategy statement (primary)

i. Summary information					
<b>School</b>	Rookery School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	<b>£248,820</b>	<b>Date of most recent PP Review</b>	7/03/17
<b>Total number of pupils</b>	472	<b>Number of pupils eligible for PP</b>	182	<b>Date for next internal review of this strategy</b>	Sept 18

Current attainment				
Y6 test data 2017	All pupils Rookery	Rookery DP	National	Rookery Boys
<b>Reading</b>	<b>100.5</b>	<b>102</b>	<b>104</b>	<b>97</b>
<b>Writing</b>	<b>100</b>	<b>100</b>	<b>103</b>	<b>99</b>
<b>EGPS</b>	<b>105</b>	<b>105</b>	<b>106</b>	<b>102</b>
<b>Maths</b>	<b>103</b>	<b>102</b>	<b>104</b>	<b>103</b>
Y6 test data 2017 %	% At National Rookery	% At National Rookery DP	% At National	% At National Rookery Boys
<b>Reading</b>	<b>66</b>	<b>70</b>	<b>71</b>	<b>50</b>
<b>Writing</b>	<b>72</b>	<b>77</b>	<b>76</b>	<b>67</b>
<b>EGPS</b>	<b>77</b>	<b>73</b>	<b>77</b>	<b>58</b>
<b>Maths</b>	<b>74</b>	<b>83</b>	<b>75</b>	<b>67</b>

<b>Rookery Progress scores Y2- Y6 2017</b>	Rookery		Rookery DP	National	Rookery Boys
Where Rookery has all <u>positive</u> progress scores our children have done better at KS2 than those children with similar prior attainment nationally.	2016	2017			
<b>Reading</b>	<b>1.2</b>	<b>-1.3</b>	<b>0.8</b>	<b>0</b>	<b>-2.9</b>
<b>Writing</b>	<b>2.5</b>	<b>0.3</b>	<b>0.5</b>	<b>0</b>	<b>0.4</b>
<b>Maths</b>	<b>3.4</b>	<b>0.9</b>	<b>0.3</b>	<b>0</b>	<b>2.2</b>
<p style="text-align: center;">“In judging achievement, inspectors will give most weight to pupils’ progress. They will take account of pupils’ starting points in terms of their prior attainment and age when evaluating progress. Within this, they will give most weight to the progress of pupils currently in the school, taking account of how this compares with the progress of recent cohorts, where relevant.”</p>					

<b>1. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Poor reasoning skills, poor understanding of language	
<b>B.</b>	Weak de-coding, weak speech and language skills, weak application of grammar in reading and writing.	
<b>C.</b>	Ineffective engagement of pupil premium boys in interventions focused on making progress in reading	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Lack of support for home reading and practise of basic skills	
<b>2. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Higher attainment in Maths for PP children to close the gap with all pupils nationally	PP attainment in line with national expectations
<b>B.</b>	Higher attainment in Reading for PP children to close the gap with all pupils nationally	PP attainment in line with national expectations
<b>C.</b>	Improved outcomes for PP boys in reading, writing, EGPS and maths.	Boys in line with attainment
<b>D.</b>	PP children become independent home readers and secure the basic skills.	PP attainment in line with national expectations

ii. Planned expenditure						
Academic year	2017/2018					
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs	Staff lead	When will you review implementation?
A	<b>Continue the use of the Rising Stars Maths Scheme</b>	<p>Lesson obs. indicate improving teacher subject knowledge in developing conceptual understanding</p> <p>Lesson obs. indicate better assessment in moving children who are “below” to “at”</p> <p>Data analysis of last year's Y6/Y2 and FS show pupil premium children attaining well. 83% of Y6 DP children attained national expectations.</p> <p>Maths scheme provides support for concrete, pictorial and abstract strategy which is a focus for the year.</p>	Appraisal target Monitoring and moderation systems	<p>Maths Scheme- top up £5000</p> <p>CPD £16,500 (in total) –Maths, RWI,</p>	Maths team JB,SH,CW,SS EB	Continually through monitoring and moderation systems Pupil Progress meetings Maths Reviews February 2018 June 2018

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs	Staff lead	When will you review implementation?
<p>A</p> <p>Within the DP group:</p> <p>Attainment is raised in Maths for SEN, EAL, NA and Eastern European Chn (Romanian)</p> <p>Progress is in line with national.</p> <p><b>So that for all chn:</b></p> <p><b>In KS2 attainment is above national (75%) currently Rookery (74%)</b></p> <p><b>In KS1 attainment continues above national (75%) currently Rookery (80%)</b></p> <p><b>In EYFS attainment is in line with national (77%) currently Rookery (70%)</b></p>	<p>Working towards folder- Weekly staff discussions around the learning steps/support that has been successful.</p> <p>Zinnia research</p> <p>Pupils progress meetings</p> <p>CPD – concrete, pictorial , abstract</p> <p>Establish Dialogical teaching</p> <p>Pre- tutoring vocab</p> <p>Continue to embed ‘Rising Stars’</p> <p>Targeted intervention during lunchtime sessions</p> <p>Numerical targets in Y6 and Y5 set for all children to ensure good progress. Based on prior KS1 attainment.</p>	<p>Progress and attainment of these groups identified as an area for development.</p>	<p>Monitoring by Maths team through:</p> <p>Book monitoring</p> <p>Pupil progress meetings</p> <p>Evaluation of CPD impact</p> <p>Lesson observations</p> <p>Zinnia feedback</p>	<p>Rising stars £5000 (as above)</p> <p>CPD £16500 (as above)</p> <p>Targeted interventions:</p> <p>£21,600</p> <p>£49,153</p> <p>£ 40,000</p> <p>GL standardised test £9000</p>	<p>JB</p> <p>SH/EB</p> <p>JB</p> <p>EB/JB</p> <p>SH</p>	<p>Maths Reviews February 2018 June 2018</p> <p>PP review – date to be agreed</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs	Staff lead	When will you review implementation?
<p><b>A</b></p> <p>Raise % of DP children achieving a 'high score' in Maths at the end of KS2 to above 20%.</p> <p>Reasoning skills and mathematical language are improved for all children but especially DP</p>	<p>Continue to embed rising stars Ensure HA children move quickly to challenging activities Numerical targets in Y6 and Y5 set for all children to ensure good progress. Based on prior KS1 attainment.</p> <p>Establish Dialogical teaching CPD around representing a problem pictorially. Ensure concrete resources are part of the daily lesson for all children Ensure pre-tutoring of key vocab for all children is part of the daily session. Reasoning activities part of every daily maths session. Zinnia</p>	<p>Ensure all HA reach their full potential</p> <p>Attainment in the reasoning/GL tests identified as an area for development.</p>	<p>Monitoring by Maths team through:</p> <p>Book monitoring</p> <p>Pupil progress meetings</p> <p>Evaluation of impact through data analysis Lesson observations</p> <p>Zinnia feedback</p>	<p>Rising stars £5000 (as above)</p> <p>CPD £16,500 (as above)</p>	<p>JB</p> <p>SH/EB</p> <p>EB/SH</p> <p>EB/JB</p> <p>SH</p>	<p>Maths Reviews February 2018 June 2018</p> <p>PP review – date to be agreed</p>
<p><b>A and D</b></p> <p>Disadvantaged Pupils and families are effectively engaged in securing basics</p>	<p>Mathletics challenges- ensuring home/school use</p> <p>Assembly tables challenges</p> <p>Basic skills effectively timetables</p> <p>Prepare year groups for external national multiplication tests</p> <p>Parental workshops</p>	<p>DP pupils attained well last year.</p> <p>However DP will always be a focus groups.</p> <p>Some years groups will be a focus- current Y4/Y6</p>	<p>Monitoring by Maths team through:</p> <p>Book monitoring</p> <p>Pupil progress meetings</p> <p>Data analysis Lesson observations</p>	<p>Mathletics renewal costs £2,160</p> <p>Resources basic skills including the £5000 (as above)</p> <p>Pastoral support £70,969</p>	<p>JB</p> <p>SH/EB</p> <p>EB/SH</p> <p>EB/JB</p> <p>SH</p>	<p>Maths Reviews February 2018 June 2018</p> <p>PP review – date to be agreed</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs	Staff lead	When will you review implementation?
A,B,C	Embed dialogical teaching in Maths and Reading so that <ul style="list-style-type: none"> <li>Assessment for learning is more effective and immediate</li> <li>Assessment for learning leads quickly to teaching using concrete and pictorial support to ensure better progress and attainment of Boys HA EAL ,SEN and Eastern European children</li> <li>Pupil's explanations and reasoning are clearer and to the point and make use of bridging inference</li> <li>Improve children's vocabulary</li> </ul>	Research- based evidence and small intervention group work demonstrates metacognition models and practice support progress <ul style="list-style-type: none"> <li>Learners who are not making good progress from their starting points need more personalised assessment and</li> <li>Learners who are not making good progress from their starting points have weak visual memory and models</li> <li>Learners who are not making good progress have weak speaking and listening skills</li> <li>Learners who are not making progress are unable to develop relevant content</li> <li>Children who are not making progress have poor vocabulary</li> </ul>	Appraisal target  Monitoring and moderation systems	CPD £16,500 (as above)	Appraisal  Team  English Leaders  AHTs  Pastoral Manager  PHTs EB/DL	Continually through monitoring and moderation systems  Half- termly meetings  English Reviews December 2017  April 2018
C	Develop the range of pupil outcomes in writing <ul style="list-style-type: none"> <li>Age appropriate grammar applied independently for effect</li> <li>Ensure they reflect our broad and balanced curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Increase % of pupils at Greater Depth</li> <li>Monitor outcomes so writing allows children to use familiar content in a range of forms of their own choosing</li> </ul>	Monitoring of outcomes across the curriculum  AHT and Curriculum leader  Monitoring and moderation systems	£40000 (as above)	Appraisal Team English And Maths Leaders AHTs PHTs EB/DL	Continually through monitoring and moderation systems  Half- termly meetings  English Reviews December 2017  April 2018
Desired outcome	Chosen action / approach	What is the evidence and rationale for	How will you	Costs	Staff lead	When will you review

		<b>this choice?</b>	<b>ensure it is implemented well?</b>			<b>implementation?</b>
C	<p><b>Improved engagement of PP boys</b> through: pastoral support, better personalisation of learning, more appropriate curriculum and materials</p>	<p>Boys underperforming compared to girls especially in reading, writing , grammar punctuation and spelling</p> <p>Pastoral support and PSPs are proven to develop resilience and engagement</p> <p>Adaptation of curriculum successful in Reception in 2016</p> <p>Observations Data analysis</p>	<p>Appraisal target Monitoring and moderation systems</p>	<p>Pastoral £70,969</p> <p>Sports £10,161</p> <p>£28,766</p> <p>£40000 (as above)</p> <p>Special projects/Secret city Arts £5000</p> <p>CPD –as above</p> <p>Mentoring project (MFL) £5000</p>		
	<p><b>Improved engagement and therefore outcomes of Black Caribbean Boys</b></p> <p>Numerical targets in Y6 and Y5 set for all children to ensure good progress. Based on prior KS1 attainment.(Boys enjoy competition)</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Costs	Staff lead	When will you review implementation?	
B and C	<p>Opportunities for speaking/listening/writing and publishing through:</p> <ul style="list-style-type: none"> <li><i>re-balancing of parent sharing, assemblies, events, citizenship challenges to promote more pupil independence and ownership</i></li> <li><i>Democracy at Rookery</i></li> <li><i>Schools for peace</i></li> </ul>	<ul style="list-style-type: none"> <li>Best practice in curriculum events and assemblies is typified by more pupil direction and choice</li> </ul> <p>There is best practice in curriculum with projects such as Go -Givers, Secret City Arts projects and Maths Enterprise which can be replicated in all year groups</p> <ul style="list-style-type: none"> <li>Bring pupil directed groups under government headings such as : Eco council - Dept for the Environment, Sports Mentors – Department for Health</li> <li>Peer Mediators- Home office</li> <li>Librarians / Technobuds – Civil service</li> <li>To link with Jigsaw to empower children to resolve conflict</li> </ul>	<p>Monitoring of outcomes across the curriculum</p> <p>AHT and Curriculum leader</p>	<p>Costs:</p> <p>Schools for Peace:</p> <p>Secret City Arts projects £5000 (as above)</p>	<p>Appraisal Team</p> <p>English Subject Leaders</p> <p>AHTs</p> <p>PHT DL</p>	<p>Continually through monitoring and moderation systems</p> <p>Half- termly meetings</p> <p>English Reviews December 2016</p> <p>April 2017</p>	
D	<p><b>Teachers to ensure that parents promote independent reading at home</b> through:</p> <p>Parental workshops</p> <p>Effective communication with parents</p> <p>Reward system</p> <p>Pastoral support</p>	<p>PP children making slower progress and attaining lower than other pupils in some year groups; current Y4,Y6 are focus groups</p>	<p>Appraisal target</p> <p>Monitoring and moderation systems</p>	<p>Pastoral £70,969 (as above)</p> <p>CPD £16,500 (as above)</p>	<p>Appraisal Team</p> <p>English Subject Leaders</p> <p>AHTs</p> <p>Pastoral Manager</p> <p>PHTs EB/DL</p>	<p>Continually through monitoring and moderation systems</p> <p>Half- termly meetings</p> <p>English Reviews December 2016</p> <p>April 2017</p>	
<b>Total DP budgeted cost 2017/2018</b>						<b>£248,82</b>	<b>Total spend</b>
							<b>£266,309</b>



ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
PP maths attainment in line with all pupils nationally	Intervention teacher Y2 Learning mentor support Specialist art/ music/ PE /outdoor ed. teaching	Successful strategy academic year 2016/17 Some success academic year 2016/17 Successful strategy 2016/17	Maths team AHT ASC base Curriculum Leader	DHT PHTs DHT PHTs DHT PHTs	Maths Reviews February 2018 June 2018 PP review – date to be agreed	
PP reading and EGPS attainment in line with all pupils nationally	Intervention teacher Y2 Learning mentor support Specialist art/ music/ PE /outdoor ed. teaching	Successful strategy academic year 2016/17 Some success academic year 2015/2016 Successful strategy 2016/17	English team AHT ASC base Curriculum Leader	DHT PHTs DHT PHTs DHT PHTs	English Reviews December 2016 April 2017 PP review – date to be agreed	
PP boys engage better in the curriculum	Learning mentor support Specialist art/ music/ PE /outdoor ed. teaching	Successful strategy academic year 2015/2016 Some success academic year 2015/2016 Successful strategy 2015/2016	English and Maths teams AHT ASC base Curriculum Leader	DHT PHTs DHT PHTs DHT PHTs	PP review – date to be agreed	
iii. Other approaches						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs	When will you review implementation?
Raise the aspirations of pupils and families through wider projects	<i>Shakespeare Trust Project</i>  <i>Secret City Arts Project</i>  <i>Heritage/ mentoring project which builds a sense of identity with male role models and fathers.</i>  Contact and feedback from Pastoral Leads  ( perhaps timetables)	Matthew Boulton project had a positive impact on the whole school community  Methods used by  Secret City Arts are being shared through pupil workshops  Vulnerable pupils need to develop strong positive identity in order to make helpful choices	Evaluation by Secret City Arts for Lottery/ English Heritage Funding	Curriculum Leader  Pastoral Leads	£5000  £5000  (as above)	Maths Reviews February 2018 June 2018 PP review – date to be agreed

<p>Improving efficacy of mothers of children who at risk of not achieving their potential to engage better with school , raising expectations and establishing boundaries (BAC/ EE)</p>	<p>Contact and feedback from Pastoral Leads <i>( perhaps times tables)</i></p>	<p>A more informal relationship will allow for informal conversations on useful strategies as well as developing the parental contract element of PSPs</p>	<p>Pastoral meetings PSP Review meetings</p>	<p>Pastoral Leads</p>	<p>£28766 (as above)</p>	<p>July 2018</p>
<p>Improve emotional well-being of pupils</p>	<p>Play therapy</p>	<p>Play therapy had a positive impact on children's behaviour for learning, engagement and well- being last year</p>	<p>Hearts and Minds Play Therapist engaged.</p>	<p>AHT to monitor sessions</p>	<p>£3000</p>	<p>July 2018</p>

**iii. Review of expenditure**

**Previous Academic Year**

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iv. Additional detail**

In this section you can annex or refer to **additional** information which you have used to support the sections above.