

Pupil premium strategy statement

School overview

Metric	Data
School name	Rose Hill Primary School
Pupils in school	284
Proportion of disadvantaged pupils	48%
Pupil premium allocation this academic year	Click or tap here to enter text.
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Click or tap here to enter text.
Pupil premium lead	Sue Vermes
Governor lead	Click or tap here to enter text.

Disadvantaged pupil progress scores for last academic year available (2018-19)

Measure	Score
Reading	1.9
Writing	0.7
Maths	-0.7

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	75%
Achieving high standard at KS2	13%
Measure	Activity
Priority 1	Disadvantaged children make at least equal progress to non-disadvantaged.
Priority 2	Disadvantaged children achieve as well as non-disadvantaged children across the curriculum.
Barriers to learning these priorities address	Lower average starting points SEMH caused by adverse childhood experiences Less confident support for learning at home
Projected spending	£156,020

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure that in each year group there is an increasing percentage of children on track, so that by the end of the year progress is above national averages for disadvantaged groups.	Monitored each term
Progress in Writing	Ensure that in each year group there is an increasing percentage of children on track, so that by the end of the year progress is above national averages for disadvantaged groups.	Monitored each term
Progress in Mathematics	Ensure that in each year group there is an increasing percentage of children on track, so that by the end of the year progress is above national averages for disadvantaged groups.	Monitored each term
Phonics	Good phonics teaching enables more disadvantaged children to pass the phonics check	Monitored termly
Other	Effective teaching of the broader curriculum enables disadvantaged groups wider access to a secure basis for literacy and future learning.	July

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	SIP priority focus on effective differentiated teaching. Spending prioritizes smaller class sizes and effective teaching and support.
Priority 2	SIP priority focus on effective differentiated teaching. Spending prioritizes smaller class sizes and effective teaching and support including children with SEN
Barriers to learning these priorities address	Lower average starting points SEMH caused by adverse childhood experiences Less confident support for learning at home
Projected spending	£100,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Additional targeted and 1:1 teaching to address gaps widened by COVID gaps in teaching.
Priority 2	Additional targeted and 1:1 teaching to address gaps widened by COVID gaps in teaching.
Barriers to learning these priorities address	Lower average starting points SEMH caused by adverse childhood experiences Less confident support for learning at home All three barriers exacerbated by COVID gaps
Projected spending	£56,020

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Wide attainment spread in each year group	Emphasis on personalised learning.
Targeted support	High proportion of children with SEN and under-attaining	Small class sizes maintained where possible
Wider strategies	Potential extra missed schooling	Careful planning blended learning in case of further school closures

Review: last year's aims and outcomes

Aim	Outcome
Achievement improved for middle-attaining (possibly under-attaining) children.	Extra resource and targeted teaching resulted in enhanced progress for these groups before lockdown.
Improved parental and community engagement	Blended learning and the need to support learning at home improved communication with parents to support learning via Google classroom , other electronic communication, and delivery of learning packs to home.
To broaden children's experiences and provide enriching learning opportunities.	The implementation of the broader curriculum began last year and children had enhanced teaching in the range of subjects,