



Rosendale Pupil Premium Statement 2016/17

Pupil Premium Funding: £227,000

Proportion of Cohort: 24.1%

Number of disadvantaged Pupils: 146

Mission

Rosendale School is restless in its pursuit of excellence.

We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised.

We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

School Culture and Values

Rosendale School has 5 core values

- **Challenge.** All children will be challenged to achieve the best possible outcomes. Socio-economic disadvantage does not equate to 'low ability', and ability is not fixed.
- **Understand.** Success in learning is the best way to support disadvantaged pupils.
- **Excite.** Every pupil has the opportunity to maximise their potential in all areas of the curriculum. Pupil Premium funding is not simply 'catch up funding'.
- **Cooperate.** We work together to understand and adopt evidence informed approaches
- **Welcome.** Strong relationships are valued in all aspects of school life.

Understanding barriers

At Rosendale Primary school we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through

ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. Rosendale School has conducted a deep analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers.

- A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect
- A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners.
- Emotional wellbeing - which can impact on behaviour for learning
- Limited Cultural capital and enrichment - lack of experiences limits language and understanding
- Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time.

Many of our vulnerable children will be experiencing more than one of these barriers to learning.

Tackling barriers

Rosendale Primary School is a research rich school. The primary way to overcome the barriers to learning Rosendale pupils face is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base.

- Frequent, evidence based CPD focussed on the needs of pupils, particularly those from disadvantaged backgrounds.
- Lesson Study: focus on the learning of disadvantaged and vulnerable children with support from an outstanding Higher Education Institute (UCL Institute of Education)
- Rigorous teacher recruitment and retention process to ensure that high quality, well educated staff join and stay with the school.
- Ensuring that disadvantaged Pupils access very high quality Early Years provision



- The development of a language-rich curriculum. There is access to high quality, challenging language in all aspects of school life.
- The adoption of structured collaborative learning in classrooms.
- Opportunities for children to use metacognitive strategies in their learning.
- Class teacher release time to work with vulnerable learners
- Collaborative learning teams so that teachers work together to support the vulnerable learners in each other's classes
- Cultural enrichment opportunities: school journey, school allotment, artist in residence, sports coaches, arts enrichment, music, making the most of London!
- Modern Foreign Language Learning throughout the school provided by specialist teachers
- Pupil Voice: systems are in place to ensure that children are heard within their classroom as well as throughout the school
- Parents: The school actively engages with parents through opening classrooms to parents for the first 30 minutes of each day so that families can work together during 'Independent Learning'

Monitoring and Impact Evaluation

As part of its commitment to ensuring impact accountability undertake regular monitoring and evaluation as set out below

1. Data analysis
2. Pupil progress meetings
3. Regular moderated assessment
4. Learning walks
5. Learning discussions with pupils who show their books
6. Support and challenge for individual teachers
7. Middle leaders working with most vulnerable children



8. Regular, rigorous SLT meetings to assess impact of actions
9. School improvement Plan written by staff, pupils and governors
10. Regular School Improvement Plan monitoring reports to governing body
11. Annual School Improvement Plan informs teacher and teaching assistant performance management targets
12. Listening to the views of *all* children to hear about their learning and experiences of school.
13. Regular external review.

As a school, we provide frequent, evidence based professional development opportunities that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds.

School to School Support

Rosendale School works nationally to support other schools, clusters, MATs and local authorities in improving outcomes for disadvantaged learners.

Most recently, the school has led a national research project which tested an approach improving children's metacognition. The project was a randomised control trial with 30 other schools, funded by the Education Endowment Foundation. The results of the trial will be published on the EEF website.

Rosendale is also leading a research project investigating the impact of Lesson Study on pupil achievement and teacher expertise in writing. The project involved 10 London schools, and is funded by the GLA. The project builds on previous lesson study projects which focussed on Mathematics. An impact evaluation can be found here:

<http://www.connectingknowledge.org.uk/connecting-knowledge-14-15.php>

Impact Data

School Performance Data can be seen here: <https://www.compare-school-performance.service.gov.uk/school/131335>.

We will publish an analysis of this data on DD/MM/YY.



General

For more information about the Pupil Premium please visit the Department for Education website:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Information about what the school spends its Pupil Premium on can be downloaded here

<http://www.rosendale.cc/wp-content/uploads/2015/09/Pupil-Premium-Spending-2015-16-7.pdf>