



Rosendale Pupil Premium Statement 2019/20

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 the 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 focused on the needs of pupils, particularly those from disadvantaged backgrounds.
- Staff development will focus on the learning of disadvantaged and vulnerable children by observing outstanding practice and developing own practice.

- 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
- Structured teaching of metacognitive skills and their use in the classroom to support all learning.
- Cultural enrichment opportunities: school journey, sports coaches, extracurricular clubs, trips and visits in and around London
- Modern Foreign Language learning throughout the school provided by specialist teachers
- Pupil voice: senior staff regularly meet with children to ensure that they are listened to and their opinions about their experiences at school are valued
- Class teacher release time to work with vulnerable learners
- Engagement in Action Research projects for all teaching staff
- The development of a high quality reading programme that supports extended reading for all pupils

Monitoring and Evaluation

The impact of the pupil premium on outcomes for these learners will be regularly monitored and evaluated 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. Regular, rigorous SLT meetings to assess impact of actions
8. School Action Plans and a School Development Plan written by staff, pupils and governors
9. Regular School Improvement Plan monitoring reports to governing body
10. Annual School Improvement Plan informs teacher and teaching assistant performance management targets
11. Listening to the views of all children to hear about their learning and experiences of school.
12. 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 is a Research School, part of a national network of schools that will support the use of evidence to improve teaching practice. Rosendale Research School works nationally to support other schools, clusters, MATs and local authorities in improving outcomes for disadvantaged learners. For more information on the work of our research school and to download our podcasts and blogs visit the website at <https://rosendale.researchschool.org.uk/> where you can also sign up for our newsletter

A Case Study - Whole school strategy and the impact on pupils in receipt of pupil premium.

In 2017, Rosendale planned to tackle the lack of progress in writing of pupils eligible for the pupil premium. At the end of the academic year 2016/17 the progress of pupil premium pupils in writing was -0.8. The plan focused on developing teachers' skills in class to support high quality writing. The schools' Lead Practitioners worked with year groups to share and implement good practice in modelled writing, contingent talk in the early years and the use of effective scaffolds.

The Lead Practitioners used the lesson study model, developed during our work with the Institute of Education where the school was funded by the GLA as an Excellence Hub for Lesson Study. All three teachers in the year group took part in a pre-lesson discussion where the Lead Practitioner highlighted the intent of the planned strategies that would be used in the lesson to support vulnerable learners. They then observed the writing lesson seeing the strategies being implemented and discussed the impact of those strategies in the post lesson discussion. During this discussion, each teacher agreed a strategy that they were going to use and a date

and time for the Lead Practitioner to observe them and feedback about the implementation and impact.

This intense classroom support was accompanied by whole school teacher training on the use of modelled writing and Barak Rosenshine's 'Principles of Instruction'. For more information on these 'principles' follow this link

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

As a result of this planned approach to improve progress in writing for vulnerable learners, the progress of pupils who qualify for pupil premium rose to 2.1 at the end of the academic year 2018/19

2019/20

For this academic year the school has four key areas for development

- Ensure that ALL groups of pupils are making progress
- Improve progress in reading for pupils who qualify for pupil premium
- Develop the use of high quality feedback to generate independence and improve attainment
- Promote positive mental health and well being and behaviour for learning

Every member of staff will engage in an action research project which will be captured by the research school. The Lead Practitioners will continue to model strategies to staff, support them to implement strategies and evaluate the impact of those strategies.

This requires a significant amount of teacher release time from classrooms.

Impact Data

School Performance Data can be seen here:

<https://www.compare-school-performance.service.gov.uk/school/144308>

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-provisionsettings>