



**ROSE STREET PRIMARY FUNDING**

	STRATEGY FOR CLOSING THE GAP:	AMOUNT FOR YEAR	INTENDED IMPACT	SUTTON TRUST RESEARCH BASE	INTERIM IMPACT APRIL 2017	FINAL IMPACT JULY 2017
<b>DRAFT PLAN FOR SEPT 16 TO AUG 17</b>		<b>170280</b>	<b>THIS FIG IS ESTIMATED</b>			
<b>TARGETED</b>	Intervention Teaching	22691	*Nursery language baseline data established. *GLD in Reading, Writing and communication continues to be above national and gap between PP and Non PP children narrows.	EYFS early intervention 6+ months progress impact.	Ongoing targeted support delivered to specific year groups of vulnerable children. Term 2 to 4 analysis is showing gaps narrowing incrementally.	Targeted support has continued and been strengthened. Based on national figures for 2016 in literacy and maths, the school's results were above. There was a narrowing of the gap between PP and non-PP children.
<b>TARGETED</b>	Everybody Talks - John Doleman - SALT programme for EYFS and KS1 + Nursery language blast programme.	14000	*Nursery language baseline data established. *GLD in Reading, Writing and communication continues to be above national and gap between PP and Non PP children narrows.	EYFS early intervention 6+ months progress impact.	BLAST and TALK BOOST training implemented. EYFS data beginning to show impact of the training in speech and language levels. Report on baseline speech and language levels produced and used in OFSTED process to prove low baselines.	Speech & language interventions are more specifically targeted as a result of increased staff confidence through quality training. Further training arranged for September 2017 for Early Talk (EYFS) and Boost (Year 1)
<b>TARGETED</b>	Attendance Officer/Family Support Worker	20996	Children attending school more regularly and on time ready to learn and well cared for.	*Parental involvement 3+ months progress impact. *Social and emotional aspects of learning +4 months progress impact.	New Attendance Policy shared by all Island schools helping to improve overall attendance. Attendance Officer taking a lead in Island collaboration. Better targeting for vulnerable groups in place.	Attendance of non-PP children: 95% / PP children 95.1% - an improving picture.
<b>TARGETED</b>	Minibus Leasing x 1 Minibus Driver	5075	Mini bus used strategically to collect and take home children who are hard to reach in terms of attendance and lateness to improve attendance figures for PP children. Mini bus used to ensure the children get greater access to off the island visits.	Parental involvement and engagement Outdoor learning	Minibus continues to be highly effective in helping to improve attendance and punctuality levels for the most disadvantaged children.	Those pupils identified and using mini-bus all improved attendance and punctuality between term 1 to term 6.
<b>TARGETED</b>	Brilliant Club Programme	2000	To target higher ability PP children to ensure that they attain the Level 5+ grades across RW and M	Summer school 3+ months progress impact, small group tuition 4+ months progress impact, meta cognition 8+ months progress impact.	Focus on higher ability PP children within school has led to lunch time and after school clubs for more able writers and mathematicians. This has led to improved data for exceeding expected levels.	End of year school data compared to national: Reading expected = Sch 80% / Nat 71%; Exceeding = Sch 37 / Nat 25; Writing expected = Sch 83 / Nat 76; Maths expected = Sch 73 / Nat 75; Exceeding = Sch 7 / Nat 23 (this is a much improved picture from 2016).
<b>UNIVERSAL</b>	*Appoint 1 new AHOS & continue to use 1 AHOS appointed April 2015 (shared with WM) to lead on closing the gaps in reading, writing and maths across the federation in KS1 & 2.	76337	Gaps close in key areas for each school eg Writing and Reading for RS and Writing and Maths for RS	*Highly qualified senior staff addressing the needs of the most vulnerable pupils. *Small group tuition +4 months progress impact. *Collaborative learning 5+ months progress impact. *Feedback and metacognition +8 months progress impact.	Gap analysis from Term 2 to 4 comparative data shows continued impact on teaching and learning and standards.	Writing KS1 school compared to national has improved. PP children results in reading and writing (expected level) in KS1 are better than Kent average. KS2 reading and writing results for PP were better than Kent and all National.
<b>UNIVERSAL</b>	Breakfast Club continues to be subsidised to ensure all children who need it get a good start to the day and we ensure 100% take up from PP children.	7591	PP children are not disadvantaged because of the school's high social deprivation index and gaps are narrowing in R, W and M.	*Extended school time +2 months progress impact. *Social and emotional aspects of learning +4 months progress impact.	Teachers continue to indicate improved preparedness and attitude for learning in sessions. Evidence of improved attendance for targeted children.	Children attending breakfast club have contributed to the above results
<b>UNIVERSAL</b>	Johnny Allams (Writing Consultant) commissioned to improve planning for writing across the federation.	2400	*Planning system for teaching writing is established and effective across the federation. *Gaps in writing narrowing for PP and non PP children at both schools.	Feedback 8+ months progress impact, collaborative learning %+ months progress impact.	Writing levels continue to improve across all age phases across the federation. Second year of spend has embedded good teaching and learning practise.	Writing levels have improved within year groups. This has reflected in the strong results in writing in KS 2: KS2 2017 expected 83% (Nat. 76%) / greater depth: school 23% / nat. 18%
<b>UNIVERSAL</b>	Educational visits and Year 6 residential visit continue as well as visitors such as Science Man, Music Tutors and SNAP theatre in residence and Beanstalk Group.	10190	*Aspiration is promoted and a wider view than of just the Island is promoted amongst the children. *Children use these experiences to inform their learning back in the classroom. *Greater opportunities for writing, improve writing outcomes for the children.	*Mega cognition and self regulation +8 months progress impact. *Extended school time and arts participation +2 months progress impact.	For the second year running all federation children attending the Christmas Panto in Maidstone. Raised inspiration for all children. Year 6 school journey to Devon is booked for June. SNAP Theatre in place for the 4th consecutive year impacting on aspiration and supporting developments in writing.	All intended impacts achieved and will continue to be developed. New theatre project to begin in September 2017.
<b>UNIVERSAL</b>	Inclusion Support	9000	Vulnerable pupils are able to learn effectively and are supported in dealing with issues that may be seen as barriers to their progress. Intended outcome - zero exclusions, bullying or racial incidents.	Social and emotional aspects of learning.	Support continues to impact on overall behaviour of the children. Training provided in 'Buddying' and use of restorative approaches. This together with revised behaviour management protocols, has positively impacted on the behaviour and attitude to learning of the children.	Significant reduction in exclusions compared to 2015/16. Overall behaviour shows an improving picture. Further training provided on restorative approaches
<b>GRAND TOTAL</b>		<b>170280</b>				
<b>ROSE STREET FUNDING</b>		<b>170280</b>				
<b>diff</b>		<b>0</b>	<b>Costs to identify Sept 16 to Aug 17</b>			