

Pupil premium strategy statement – Roselands Primary School 2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 318 |
| Proportion (%) of pupil premium eligible pupils | 66/318 (18.2%) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | September 2024 – July 2025 September 2025 – July 2026 September 2026 – July 2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Pippa Bastock |
| Pupil premium lead | Sophie Oliver |
| Governor / Trustee lead | John Baldwin |

Funding overview

| Detail | Amount |
|--|-----------|
| Pupil premium funding allocation this academic year | £ 109,520 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year | £109,520 |
| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | |

Part A: Pupil premium strategy plan

Statement of intent

| | Pupils | Boys | Girls | EAL | Summer Born | Free School Meals | SEN Support | EHC Plan | Absence Rate |
|-----------|--------|------|-------|-----|-------------|-------------------|-------------|----------|--------------|
| Reception | 45 | 27 | 18 | 2 | 19 | 4 | 3 | 1 | 6.5% |
| Year 1 | 53 | 22 | 31 | 3 | 22 | 5 | 7 | 3 | 5.5% |
| Year 2 | 43 | 23 | 20 | 2 | 17 | 7 | 6 | 2 | 5.4% |
| Year 3 | 45 | 27 | 18 | 0 | 18 | 11 | 9 | 3 | 5.0% |
| Year 4 | 47 | 26 | 21 | 1 | 22 | 8 | 8 | 2 | 4.3% |
| Year 5 | 46 | 22 | 24 | 1 | 17 | 12 | 7 | 2 | 5.3% |
| Year 6 | 39 | 24 | 15 | 1 | 14 | 11 | 6 | 1 | 7.3% |

We know that the common barriers to learning for disadvantaged children at Roselands include less support at home and less opportunity to converse, limited language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We have a high proportion of families who are time poor as a result of parents working multiple jobs as a result of our coastal location within a predominantly tourist driven employment sector.

This has numerous implications. Primarily, this results in less opportunity for pupils to converse and access high quality vocabulary in context. Therefore, reducing **language development**.

This, in turn, creates barriers to accessing high quality texts, for example. This is particularly evident in the EYFS, where our pupils have historically joined us with below average speech and language skills. In turn, lower self esteem and confidence is prevalent which means that disadvantaged pupils tend to be **less active participants** in classes and wider school opportunities and responsibilities, often leading to desktop truancy. **Attendance** is then impacted. Self regulation is key. However, unless the **social and emotional needs** of the pupils are met and wider opportunities are promoted and disadvantaged pupils are encouraged moreover their peers, disadvantaged pupils are not able to be aspirational because they don't know what that aspiration looks like. We are working to make interactions more equitable for disadvantaged pupils and both, oracy and co-operative learning are great tools in supporting this to give pupils the confidence to participate, rather than become passive learners. Making the curriculum engaging and equitable for disadvantaged pupils is a priority for us, ensuring that opportunities to address disadvantage run through everything that we do.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- For pupils to engage in all areas of school including wider school opportunities
- To ensure disadvantaged pupils receive an equitable school experience through careful consideration being given to their opportunities within all aspects of school life.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors have agreed for this group include but are not limited to:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Developing a well structured timetable that allows for rapid teacher led intervention and pre-teaching
- Providing small group work focussed on overcoming gaps in learning wherever possible
- 1-1 support
- Investment in Oracy and cooperative learning
- Support payment for music lessons, activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Equitable engagement and active participation of disadvantaged pupils within lessons and across the wider school community to build cultural capital |
| 2 | High aspirations and expectations for all pupils - Ensuring that the glass ceiling has been removed. This will help to create a 'can do' attitude, improve self esteem and promote a growth mindset. |
| 3 | Attendance – attendance data over recent years indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils. |
| 4 | Social, emotional and mental health (SEMH) needs plus a lack of resilience/growth mindset are impacting on learning. |
| 5 | Closing the language gap – assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to Year 6 |

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| | and generally are more prevalent among our disadvantaged pupils than non-disadvantaged pupils. |
| 6 | Standards - improving the outcomes of all pupils |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Disadvantaged pupils are represented and are active participants in their learning and across the school in wider opportunities | Interaction audits show equitable interactions for disadvantaged pupils with staff and peers. Disadvantaged pupils are represented across pupil responsibility groups (school council, house captains, Roselands Reps) |
| As a school, we develop an ethos to address the assumption of knowledge and develop an oracy and language development strategy | Interaction audits evidence a range of strategies that are inclusive and show that teachers are prioritising acquisition and exploration of language. High quality vocabulary is identified, promoted and explored through all subjects. Oracy objectives are carefully mapped out throughout the school year and addressed regularly throughout the school week. |
| Targeted disadvantaged pupils and families receive pastoral and family support to allow them to utilize learning time | FSW to work closely with PP families to support with attendance, signposting for parenting advice and other concerns they may have. The pastoral team support those children with SEMH through regular or ad hoc intervention and regularly monitor the impact of these interventions. |
| PP attendance increases | Attendance of identified pupils increases and the gap between PP and non PP narrows, including persistent absence. |
| Increase the number of PP pupils achieving GD | Pupils achieving GD in reading, writing and maths at the end of KS2 will increase. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Steplab | This is a Nationally recognised programme to support coaching for all staff as part of our staff development focus to impact on the improvement of teaching and learning. | 2, 5, 6 |
| Little Wandle | Nationally accredited phonics programme to support the development of early reading and phonics skills. Targeted interventions in place to support all children. | 2, 5, 6 |
| Maths Mastery | A maths curriculum with a focus on understanding the why behind mathematical concepts with an emphasis on quick recall of facts, efficient use of procedures, ensuring fluency in basic arithmetic. | 2, 6 |
| Refine curriculum to meet the needs of all pupils (including disadvantaged) and offer wider opportunities and links to locality | Implemented 'United Curriculum' across the school. High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings. | 1, 2, 6 |
| Identify pupils' barriers to learning through use of diagnostic assessment | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Using of Insight Education Endowment Foundation | 2, 3, 4, 5, 6 |
| Active participation | Regular staff CPD on the importance of active participation and the impact this has on children's learning and retention of information. Active participation within lessons is monitored through coaching and quality learning reviews. | 2, 4, 5, 6 |

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Inclusion Team to support the pupil's social, emotional and mental health needs | EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. It is crucial to build confidence. | 4 |
| Intervention x2 daily - led by class teacher Additional TAs to staff timetabling decisions around our 2 intervention points for every class everyday to allow teachers to conference, pre-teach, have increased feedback opportunities and intervene in a timely manner | Research (Ruth Trundley) shows that pre-teaching should be led by the class teacher and followed up the maths session by assigning competence to the child's maths ability in that lesson. This can be highly effective for narrowing the gap | 2,5, 6 |
| Trauma informed practitioner supporting staff who are working children across the school from EYFS to Year 6 | The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) wants a Mental Health Lead in every school (trained member of school staff). Their research found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)"T | 3, 4 |
| Additional staff to support small Little Wandle phonics groups, where pupil need is addressed | EEF - Making best use of TAs Use TAs to deliver high quality one-to-one and small group support using structured interventions | 2,5,6 |
| Speech and language therapist who we refer to when working with specific children for who S&L is an area of development | EEF - Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. | 5, 6 |
| Targeted intervention in maths to promote | EEF - 'Evidence indicates that one to one tuition can be effective, delivering | 6 |

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|---|---|---------|
| arithmetic understanding and bridge the gap between WTS and EXS | approximately five additional months' progress on average. Results from studies are consistent and strong, particularly for younger learners who are behind their peers in primary open schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. | |
| Additional phonics teaching in Y3 to address attainment gaps and ensure pupils meet the expected standard | <p>EEF (+5) Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Nessy is used to support phonics and spelling for pupils with dyslexia and/or traits of dyslexia. Research has shown this to be supportive in improving spelling: "see that improvements have been made in spelling" (Lewis, 2016, Accessed via https://www.gre.ac.uk/_data/assets/pdf_file/0028/125983/P_Dislexia_Boxgrove_Lewis1617.pdf) It has also been widely recognised globally to support spelling and phonics: https://www.nessy.com/en-gb/about-us/our-expert-research</p> | 2, 5, 6 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,520

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 1:1 devices for KS2 PP children to take home (chrome book) | <p>EEF Using digital technology to improve learning</p> <p>Technology offers ways to improve the impact of pupil practice. Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> | 1, 2, 6 |
| Inclusion team to support pupils with | EEF Parents play a crucial role in supporting their children's learning, and | 4 |

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|--|---|-----|
| <p>bereavement, family conflict, attachment, social skills and mental health etc alongside the MHST (including but not exclusive to providing lego therapy and draw and talk sessions)</p> | <p>levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>EEF Social and emotional learning + 4 months</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> | |
| <p>Attendance team. Daily monitoring and weekly meeting.</p> | <p>In '<u>Supporting the attainment of disadvantaged pupils; Articulating success and good practice</u>' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary.</p> | 3 |
| <p>Continue to develop and strengthen parent/school relationships (using seesaw, parent surveys, insight mornings, maths/reading workshops.</p> | <p>EEF Parental involvement +3 months</p> | 1,6 |
| <p>Specific clubs and promotion of suitable clubs that target PP pupils individual needs or interests (eg lego)</p> <p>External sports providers working with children and providing CPD for some staff.</p> | <p>EEF Physical activity + 1 months</p> <p>Arts participation +3 months</p> | 1 |
| <p>Hardship Fund used to support families who need financial help for equipment in school, uniform and resources for extra curricular activities</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p> | 1 |
| <p>Riviera 70 activities (including forest school) - stimulating extended learning experiences help develop imagination</p> | <p>Providing enrichment activities to support curriculum development is vital in showing pupils skills needed to do certain jobs and to have high</p> | 1 |

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| and language development | aspirations for their own careers. Very few of our pupils do not get these opportunities or have enrichment experiences where they visit places of interest such as museums, heritage sites within family time, therefore we provide this for them. | |
| Financial support for wrap around care at our in-school around the clock club | EEF Guide to the pupil premium recommends the tiered approach, with these strategies fitting into the wider strategies category | 1, 3 |
| Financial support for wider opportunities (eg. peripatetic music tuition, dance club) | | 1 |
| Financial support to encourage engagement in off-site visits and residential. | | 1 |

Total budgeted cost: £ 109,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Narrative about curriculum developments for supporting all pupils including disadvantaged.

Phonics and Early Reading

At Roselands Primary School we believe that all our children can become fluent readers and writers. This is why we changed our approach to teaching Phonics in September 2023, to ensure that we were following a rigorous programme that created rounded readers and writers. The Little Wandle Letters and Sounds Revised programme is a systematic and synthetic phonics programme which we start teaching on the children's first day in Reception. We follow the Little Wandle progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Our focus area this year is on introducing the Bridge to Spelling programme into Year Two, which is part of Little Wandle and builds on directly from their phonic knowledge. If there are any children who are not keeping up with Phonics, they are quickly identified and take part in daily 'Keep Up' sessions.

We teach children to read through reading practice sessions three times a week. These are taught by a fully trained adult to small groups of approximately six children use books matched to the children's secure phonic knowledge. These sessions are monitored by the class teacher, who rotates and works with each group on a regular basis. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills; decoding, prosody and comprehension.

Each year we run Phonics workshops for parents to attend, where we support them with understanding what their child will be learning and how they can support and reinforce this learning at home.

Reading in KS2

In EYFS and KS1 all children take part in Little Wandle reading lessons three times a week. Early reading books are matched to the Little Wandle phonic program so that children can practice and apply their phonic knowledge. Children take books that are matched to their phonic ability home to practise their reading and consolidate their learning. As soon as their phonic knowledge is secure, children move onto choosing their own books using Accelerated Reader as a guide. If children have gaps in their phonic knowledge, they are quickly identified and take part in either 'keep up' interventions (EYFS and KS1) or rapid catch up interventions (for those in Year 2 upwards).

Our reading approach in KS2 enables all children to take part in 4 reading lessons per week with the first lesson having a vocabulary focus, which helps to address the vocabulary gap often prevalent in disadvantaged children. During the week the children will rehearse sections of the story through our 'Reader's Theatre' approach. This enables them to develop their prosody and therefore comprehension of the text. The final lesson of the week has a focus on comprehension skills which are carefully mapped out over each unit to ensure even coverage.

Any children in Year 2 or above who have gaps in their Phonic knowledge will be part of Rapid Catch Up, or SEND interventions which are specifically tailored to ensure that children are able to effectively catch up.

We have recognised that fluency is an area of improvement throughout the school and are considering ways to monitor this and ensure that all of our children leave at the end of KS2 as fluent readers.

Writing

Writing is delivered through our Talk for Writing strategy. Children learn and internalise a model text alongside focusing on carefully mapped out grammatical features. These features form a writing toolkit which help the children structure different genres of writing. Oracy strategies are used to orally share ideas and pre-plan the structure of their writing. Over the past year we have developed and improved our writing curriculum to ensure an even coverage of genres whilst allowing enough time for children to fully immerse themselves in each one.

Our writing walls are now designed consistently throughout the school to provide high quality examples of writing tools used within a specific genre and children are confident in using these walls to support their writing.

An area of focus is our greater depth writing across all year groups. Staff are working to consider ways in which GD children can develop their writing skills and embed them into their writing.

Maths

Over the past three years, our Key Stage 2 SATs results have consistently shown that attainment levels in achieving the Expected Standard (EXS) exceed national averages. However, the percentage of children reaching Greater Depth (GD) remains an area for improvement. Through comprehensive analysis of assessment papers and ongoing monitoring, we have identified arithmetic as a significant barrier hindering higher achievement.

In response, we have increased the focus on arithmetic, incorporating dedicated sessions and launching initiatives such as our annual Robots and Rockstars Day to enhance the profile of number bonds and times tables. Additionally, we are beginning to implement floor books specifically targeting arithmetic, aligned with our intervention strategies following pupil progress meetings.

Our new Maths Lead, appointed in September 2023, is actively addressing concerns regarding the predominance of worksheets in pupils' books, ensuring that students are encouraged to articulate their learning through improved expectations. Furthermore, our School Numbers Day continues to celebrate mathematical achievements annually.

EYFS

The percentage of children leaving EYFS at a good level of development (GLD):

| | Roselands 2024- 25 All | Roselands 2024- 25 Non PP | Roselands 2024- 25 PP | National |
|--|---------------------------------------|--|--------------------------------------|-----------------|
| | | | | |

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|-----|----|----|----|-----|
| GLD | 65 | 70 | 29 | 68% |
|-----|----|----|----|-----|

Year 1 Phonics

The percentage of children who passed the phonics screening:

| | Roselands 2024-25 All | Roselands 2024-25 Non PP | Roselands 2024-25 PP | National |
|---------|--------------------------|-----------------------------|-------------------------|----------|
| Phonics | 91 | 94 | 78 | 80% |

Key Stage 1 Assessments

| | | Roselands 2024-25 All | Roselands 2024-25 Non PP | Roselands 2024-25 PP |
|----------|------|--------------------------|-----------------------------|-------------------------|
| Reading | EXS+ | 71 | 73 | 63 |
| | GDS | 31 | 35 | 18 |
| Writing | EXS+ | 69 | 74 | 54 |
| | GDS | 16 | 18 | 9 |
| Maths | EXS+ | 76 | 77 | 73 |
| | GDS | 16 | 18 | 9 |
| Combined | EXS+ | 62 | 65 | 55 |

Key Stage 2 Assessments

| | | Roselands 2024-25 All | Roselands 2024-25 Non PP | Roselands 2024-25 PP | National |
|---------|------|--------------------------|-----------------------------|-------------------------|----------|
| Reading | EXS+ | 75 | 81 | 63 | 75 |
| | GDS | 26 | 30 | 21 | |
| Writing | EXS+ | 79 | 81 | 76 | 72 |
| | GDS | 7 | 3 | 13 | |
| Maths | EXS+ | 72 | 79 | 58 | 74 |
| | GDS | 3 | 3 | 4 | |
| SPAG | EXS+ | 64 | 64 | 62 | 73 |
| | GDS | 7 | 5 | 8 | |

| | | | | | |
|----------|------|----|----|----|----|
| Combined | EXS+ | 59 | 65 | 50 | 63 |
| | GDS | 7 | 3 | 7 | 8% |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-------------------------------|-----------------------|
| TTRS | Times Table Rockstars |
| Nessy - dyslexia programme | Nessy |
| Little Wandle | Little Wandle |
| Active Learn | Pearson |
| TIS (Trauma Informed Schools) | TIS |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

| The impact of that spending on service pupil premium eligible pupils |
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| |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.