

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name:	Roselands Primary School
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 22/23 23/24
Date this statement was published	September 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Danny Brown
Pupil premium lead	Sarah Pugsley
Governor / Trustee lead	Mel Simmonds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,220
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£116,140

Part A: Pupil premium strategy plan

Statement of intent

Context:

We know that the common barriers to learning for disadvantaged children at Roselands include less support at home and less opportunity to converse, weak 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 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 consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Supporting single aged maths groups thus improving opportunities for effective teaching and accelerating progress
- Developing a well structured timetable that allows for rapid teacher led intervention and pre-teaching
- To allocate teaching assistants to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- The distribution of chrome books to all pupil premium children to allow them to access and continue their learning outside of school
- Investment in Oracy and co-operative learning
- Support payment for activities, educational visits and residentials. 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 participation of disadvantaged pupils within lessons and across the wider school community to build cultural capital
2	Language development and the assumption of knowledge
3	Early Reading
4	Attendance
5	Social and Emotional Needs of pupils impacting on learning
6	Pupils needs are recognised and addressed/responded to on a individual basis

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
<i>Disadvantaged pupils are represented and are active participants in their learning and across the school in wider opportunities</i>	Interaction audits show equitable interactions for disadvantaged pupils with staff and peers. Pupil surveys show that pupils acknowledge the value of interactions. 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.
To remove the attainment gap by the end of reception & KS1, ensuring EYFS and KS1 pupils make good progress	Pupils attainment is inline with their peers (GLD in R, W & M & year 1 phonics screening) Phonics banded books are purchased and support the phonics scheme Pupils are monitored closely and bespoke intervention is prioritised for early reading and language development
Increase the number of PP pupils achieving GD at KS1	% of PP pupils achieving GD at KS1 is inline with their peers
PP attendance increases	Attendance of identified pupils increases and the gap between PP and non PP narrows, including persistent absence.
Targeted disadvantaged pupils and families receive pastoral and family support to allow them to utilize learning time	Disadvantaged pupils with SEMH needs have bespoke pastoral provision and make good progress as a result.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oracy Training and development</i>	<i>EEF - Oral language interventions + 5 months</i>	1, 2
<i>Development of Talk for writing strategy</i>	<i>EEF states that early literacy approaches have been consistently found to have had a positive effect on early learning outcomes. EEF - Mastery Learning + 5 months</i>	1, 2, 3
<i>Co-operative learning to ensure equitable and quality pupil interaction CPD is prioritised for new staff</i>	<i>EEF Collaborative learning approaches +5 months</i>	1, 2
<i>Exploration and development of diagnostic assessment</i>	EEF Evidence Insight Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	6, 1, 3

	additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<i>Increased opportunities for peer observations, interaction audits and reflection to to review current practise and develop opportunities to unpick metacognitive approaches</i>	<i>Marc Rowland cites that 'The language gap is the attainment gap - disadvantaged pupils need multiple, meaningful interactions - they need conversation! We cannot solve it all with interventions alone. It's about every moment in school being seen as an intervention moment.'</i>	1, 2, 3, 6
<i>Focus on Quality First teaching masterclasses led by director of Education</i>	EEF - School improvement - High quality teaching. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 2, 3, 4
<i>Develop pupil entitlements within our curriculum offer (eg forest school) to ensure the curriculum offers disadvantaged pupils regular wider opportunities. Lead to support subject leaders in evaluating how well their subject caters for disadvantaged pupils and how additional opportunities are planned to allow pupils to fully engage</i>	<i>EEF Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Arts participation + 2 months</i>	1, 6
<i>Talk Boost training/refresher CPD</i>	<i>EEF - Oral language interventions + 5 months</i>	2
<i>Consistent reading/phonics CPD to support the implementation of the new reading strategy</i>	<i>The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. This is the only 5 padlock finding in the Toolkit, so we can be sure that it can make a</i>	3

	<i>positive contribution to pupils' reading ability</i> <i>EEF Reading comprehension strategies = + 6 months</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £69,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Team to support the pupil's social, emotional and mental health needs</i> - Create timetabled opportunities for FSW and pastoral team to work alongside disadvantaged pupils to lead 'pre-teach experiences' to ensure they benefit from in class experiences as much as their peers (eg dress up days - creating costumes together).	<i>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.</i>	5, 1
Develop a book in a box scheme for all PP pupils. - In EYFS & Year 1 to offer a high quality text per half term to pupils to build their own home library. -Research and organise a topic book offer for all PP pupils years 2-5 identifying a key non-fiction book that supports classroom learning in that academic year. -Arrange for year 6 PP pupils to be able to use an online system to purchase a non-fiction	<i>EEF states that early literacy approaches have been consistently found to have had a positive effect on early learning outcomes.</i>	3, 2

book of their choosing that supports classroom learning in that academic year.		
<i>Introduction of NELI to support S&L development in EYFS and TA hours to lead this programme</i>	<i>EEF (+6) Very high impact for relatively low cost 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i>	2, 6
<i>Additional TAs to staff timetabling decisions around our 3 intervention points for every class everyday to allow teachers to conference, pre-teach, have increased feedback opportunities and intervene in a timely manner (with a focus on phonics in KS1)</i>	<i>Research (Ruth Trundle) 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</i>	1, 3, 6
<i>TAs distributed amongst classes. In KS1 TAs will be used during inputs to support PP pupils.</i>	<i>EEF TA recommendations - Use TAs to add value to what teachers do, not replace them.</i>	
<i>Additional skilled maths teacher for year 6 and year 2 to ensure that children are taught objectives progressively in single age groups</i>	EEF - School improvement - High quality teaching. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Teaching pupils in single age groups means a progressive approach to meeting age appropriate objectives. EEF reducing class size + 2 months	1, 6
<i>Additional staff to support small phonics</i>	EEF - Making best use of TAs	3, 6, 1

<i>groups, where pupil need is addressed</i>	Use TAs to deliver high quality one-to-one and small group support using structured interventions	
<i>Additional tutoring opportunities before the school day led by familiar adults for EYFS, year 1 and year 3 with focus on early reading and speech and language</i>	As supported by Dfe funding.	2, 3, 4, 6
<i>Development of a cross curricular, whole school acquisition and exploration of language strategy</i>	<i>EEF (+6) Very high impact for relatively low cost 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year.</i> <i>Marc Rowland cites that 'The language gap is the attainment gap!'</i>	2

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

Budgeted cost: £20,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 devices for all PP children to take home (chrome book)</i> <i>3 devices to be available in each class to ensure continuity of provision</i>	EEF Using digital technology to improve learning 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.	1, 3, 4, 5
<i>Continue to develop the role of the FSW to engage with disadvantaged families</i> <i>-carefully monitor the number of families FSW engages with and evaluate the</i>	EEF Parents play a crucial role in supporting their children's learning, and 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	4, 5, 1

<i>impact of this intervention</i>	lead to learning gains of +3 months over the course of a year.	
<i>Attendance team. Daily monitoring and weekly meeting.</i>	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.	4
<i>Inclusion team to support pupils with bereavement, family conflict, attachment, social skills and mental health etc (including but not exclusive to providing lego therapy and draw and talk sessions)</i>	EEF Social and emotional learning + 4 months <i>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i>	4, 5, 1
<i>Continue to develop and strengthen parent/school relationships (using seesaw, parent surveys, forums)</i>	EEF Parental involvement +3 months	1
<i>Specific clubs and promotion of suitable clubs that target PP pupils individual needs or interests (eg archery)</i>	EEF Physical activity + 1 months Arts participation +3 months	1
<i>Financial support for wrap around care at our in-school around the clock club</i>	EEF Guide to the pupil premium recommends the tiered approach, with these strategies fitting into the wider strategies category	1, 2, 4, 6
<i>Financial support for wider opportunities (eg. peripatetic music tuition, swimming lessons)</i>		1
<i>Financial support to encourage engagement</i>		1, 4

<i>in off-site visits and residential.</i>		
<i>Development of pupil entitlements within our curriculum including the development of a forest school area and leader.</i>		1, 4, 5, 6

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In school data is represented below.

EYFS- Y=PP N = non-PP

Subject	Pupil Premium	WBS	WTS	EXS	GDS
Mathematics	N — (35)	5.71%	8.57%	68.57%	17.14%
	Y — (10)	20%	20%	60%	0
Reading	N — (35)	5.71%	5.71%	68.57%	20%
	Y — (10)	20%	40%	40%	0
Writing	N — (35)	5.71%	5.71%	68.57%	20%
	Y — (10)	20%	40%	40%	0

KS1- Y=PP N = non-PP

Subject	Pupil Premium	WBS	WTS	EXS	GDS
Mathematics	N — (35)	2.86%	28.57%	60%	8.57%
	Y — (21)	4.76%	57.14%	19.05%	19.05%
Reading	N — (35)	2.86%	34.29%	45.71%	17.14%
	Y — (21)	9.52%	14.29%	57.14%	19.05%
Writing	N — (35)	2.86%	40%	51.43%	5.71%
	Y — (21)	4.76%	38.1%	57.14%	0

KS2- Y=PP N = non-PP

Year 6 - 44 children (14 pupil premium children)

Teacher Assessment:	GDS	EXS	WTS	WBS
Reading	35% (21%)	49% (43%)	12% (29%)	5% (7%)
Writing	7% (7%)	60% (43%)	26% (36%)	7% (14%)
Maths	21% (7%)	51% (50%)	26% (36%)	2% (7%)

Progress (42/13)	Accelerated progress	On track	Not on track
Reading	24% (23%)	71% (77%)	5 (13%)
Writing	5% (0%)	64% (76%)	31% (23%)
Maths	14% (15%)	62% (62%)	24% (23%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Phonics Bug	
Active Learn - accelerated reader	
Times Table Rock Stars	
Power Maths	
White Rose Maths	
Nessy	
NELI	