

Roseberry Primary School – Pupil Premium Strategy

School overview

Detail	Data
School name	Roseberry Primary
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	52.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs N Thornton
Pupil premium lead	Mrs N Thornton
Governor / Trustee lead	Mr W Walton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,560
Recovery premium funding allocation this academic year	
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	£239,560

Part A: Pupil premium strategy plan

Statement of intent

At Roseberry Primary School our vision is summed up through our mission statement: Roseberry Pupils Soar.

We are dedicated to ensuring that all pupils, regardless of their backgrounds or the barriers they may face, make good progress in their educational journey. We recognise that the challenges and vulnerabilities many children encounter can vary widely, and our commitment is to provide each student with the support and resources necessary to thrive. We believe that our pupils should not be defined by their socioeconomic circumstances, ethnicity or gender status. We expect them to achieve the very best that they are capable of in readiness for their future lives.

Our primary objectives with the Pupil Premium are as follows:

We aim to ensure that every pupil, particularly those from disadvantaged backgrounds, has equal opportunities to succeed. Our focus is on providing expert teaching and targeted interventions and support that help all pupils achieve their personal best.

We are committed to closing the attainment gap between disadvantaged and non-disadvantaged children. Through rigorous assessment and monitoring, we will identify needs and implement strategies that specifically address the barriers faced by our disadvantaged pupils.

Every child deserves the best possible chance to reach their full potential. We will cultivate an inclusive and nurturing environment that fosters growth, resilience, and a love for learning. Our teaching approaches will be tailored to encourage strengths and address specific challenges.

We acknowledge that many children face challenges, whether they are from disadvantaged backgrounds or not. Our approach is holistic; we will consider social, emotional, and academic factors to provide comprehensive support to all pupils.

To inform our initiatives, we will utilise insights derived from research and recommendations from the Education Endowment Foundation (EEF). This evidence-based framework will guide our interventions, ensuring they are effective and impactful. We will continually review and adapt our strategies to meet the evolving needs of our pupils.

In conclusion, at Roseberry Primary, we are committed to making a positive difference in the lives of all our pupils. By focusing on these priorities, we aim not only to enhance educational outcomes but also to foster resilience and independence in every child. We believe that with the right support and dedication, all our pupils can achieve success.

Challenges

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

Challenge number	Detail of challenge
1	<u>Develop early language acquisition.</u> Baseline assessments along with observations highlights more disadvantaged pupils enter school with immature speech difficulties including language skills and a more limited vocabulary
2	<u>Increase capacity to implement a systematic synthetic phonics programme</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils. EEF research indicates “Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.” “Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.” “It is possible that 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.”
3	<u>Accelerate pupil progress</u> School data indicates a lower percentage of disadvantaged pupils achieve expected outcomes compared their non-PP peers in Reading, Writing and Maths School data also indicates that a lower percentage of disadvantaged pupils achieve greater depth in Reading, Writing and Maths compared to their non-PP peers.
4	<u>Develop resilience in our pupils</u> Social and emotional challenges affect disadvantaged pupils, including their attainment. Requests for support from our Social Inclusion Team and Early Help support are increasing. The number of pupils every involved in social care or who are open to assessment is rising and is currently at 21%
5	<u>Improve attendance and provide support and services for families of disadvantaged children to positively impact on pupils’ attainment.</u> Attendance in 2023/24 92.7 below the national target of 95%. Persistent absentees in 2023/24 was recorded to be 21.4%
6	<u>Raise aspiration</u> Pupil voice, low social skills, poor vocabulary acquisition and observations indicates our pupils demonstrate lack of experiences to develop cultural capital and raise aspiration is negatively impacting on their learning.

	Cultural Capital is 'the essential knowledge that children need to be educated citizens' Ofsted. Raising cultural capital and resilience has been demonstrated to raise aspiration, develop resilience and improve life outcomes.
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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
Improve language skills, including development and understanding of a varied vocabulary	Improved GLD Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Consistently Implement phonics approaches that support younger pupils to master the basics of reading	A greater proportion of disadvantaged children achieve the pass mark in the phonics screening check reducing the gap between them and their non-disadvantaged peers. A greater proportion of disadvantaged children achieve comparative measures in reading at the end of each key stage.
Accelerated progress in reading, writing and Maths	A greater proportion of disadvantaged children achieve above national average attainment, reducing the gap between them and their non-disadvantaged peers. Outcomes for children eligible for pupil premium funding are improving.
Improve Social and Emotional Learning and reinforce SEL skills through whole-school ethos and activities.	Improved attendance A reduction in crisis moments that in turn reduce behavioural incidents and impact positively on learning outcomes.
Improve attendance	Attendance rate for all pupils improves. The attendance of those pupils in receipt of the PPG increases to reduce the gap between their non-PPG peers. Whole school Persistent Absentees reduces Individual cases demonstrate positive impact on attendance and attainment.
Improved opportunities for pupils to enrich their life experiences and deepen knowledge and understanding of the curriculum.	Increased participation in a range of experiences, particularly for our disadvantaged pupils. Positive effect on behaviour & attitudes to school life and learning. Pupils develop a range of transferable skills that can be used beyond the classroom. Pupil, parent and staff feedback is positive.

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: £140 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pedagogy and teaching practice to improve pupils outcomes for all through delivering effective high quality consistent and continuous CPD to all teachers through Evidence based Education- The Great Teaching Toolkit	Effective teaching has one the largest impacts on student outcomes (Chetty et al., 2014; Hattie, 2003; Rivkin et al., 2005; Rockoff, 2004). High-quality teaching makes up the first “tier” on the EEF’s Pupil Premium guide, “Investing in high-quality teaching should rightly be a top priority for Pupil Premium spending” (2023).	1,2,3,4,5,
Provide ‘The National College’ online CPD and support for all school staff that can be personally tailored to upskill and improve knowledge, further develop pedagogy, systems and practice.	<u>The EEF guide to Pupil Premium</u> Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending	1,2,3,4,5,6
Provide CPD targeted to new staff and need in RWI systematic Phonics to ensure consistency and fidelity to the scheme.	EEF research indicates “Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.” “Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature	1,2,3

	of the instruction and the intensive support provided.” “It is possible that 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.”	
Release staff to undertake NPOs to improve teaching and learning. (X4 staff members)	High-quality teaching makes up the first “tier” on the EEF’s Pupil Premium guide, “Investing in high-quality teaching should rightly be a top priority for Pupil Premium spending” (2023).	1,2,3,4,5
Additional staff deployed in EYFS to support with targeted individuals.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Small group support is more likely to be effective when children with the greatest needs are supported by the most experienced staff, sessions are brief and regular and explicit connections are made between targeted support and everyday activities or teaching.	3
Release Assistant head teacher and deputy head teacher to coach and mentor.	Effective teaching has one the largest impacts on student outcomes (Chetty et al., 2014; Hattie, 2003; Rivkin et al., 2005; Rockoff, 2004). High-quality teaching makes up the first “tier” on the EEF’s Pupil Premium guide, “Investing in high-quality teaching should rightly be a top priority for Pupil Premium spending” (2023).	1,2,3,4,5

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

Budgeted cost: £51,481

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff employed for additional hours to provide after school 1:1 or 1:3 reading buddies	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) High quality adult-child interactions are important.....use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading. EEF Teaching and learning tool kit 1:1 tuition- Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.	3
Early Talk Boost, Talk Boost and Blast interventions targeted at disadvantaged pupils who require further language and vocabulary development	Early Years Toolkit- Communication and language approaches typically have a very high impact and increase young children's learning by seven months. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) 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.	1,3
Chapter 1 reading tuition years 1&2	One to one tuition EEF (educationendowmentfoundation.org.uk) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Use 1:1 tutoring involving structured interventions	1, 2,3

Reading Plus	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Fluent readers can read quickly, accurately and with intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text. Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction, questioning, clarifying, summarising, inference and activating prior knowledge.	2,3
Enhancement of current home learning and use of IT in the classroom, including the use of Reading Plus supported by the professional development and training of staff.	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside the classroom. Technology can be engaging and motivating for pupils.	2,3
Lexia intervention	Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Fluent readers can read quickly, accurately and with intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text. Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction, questioning, clarifying, summarising, inference and activating prior knowledge. Lexia's is evidence-based and designed from literacy and language research such as the science of reading and Structured Literacy.	1, 2,3
(CATS) Children and adolescent therapy solutions provide individual case work and deliver high quality CPD for Staff.	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Build an ongoing, holistic understanding of your pupils and their needs. Schools should aim to understand individual pupil's learning needs using the graduated approach of the assess, plan, do, review' approach	3

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

Budgeted cost: £54,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast to be freely available to all pupils. (08:30am). School to take up Fareshare initiative to support with costs and snacks. Heavily reduced breakfast club 8-8:30 for low earning working families and free spaces for PP eligible, targeted children Social, emotional and health approaches to be embedded into the school day and supported by the professional development and training for staff.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Use simple approaches as part of your regular routine. Breakfast clubs, greeting children at the door and working with parents can all support good behaviour.	4,5
Regular Pupil voice interviews to be carried out and discussed with parents giving school a good understanding of the wants, needs and barriers to learning of our disadvantaged pupils	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.	4,5,6
Subsidised residential offer Y4, Y5, Y6 and subsidised educational visits and visitors N – Y6.	Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdooradventure-learning	4,5,6

Deployment of a PSA to Monitor and support the needs of the most vulnerable learners and their families and provide advice, adult learning, home visits, parenting courses	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Know and understand pupils and their influences. Understanding a pupil's context will inform effective responses to misbehaviour.	4,5,6
Education Welfare employed to monitor attendance and support as and when necessary. Rewards for good attendance to be available		5
Provide every pupil with; Pencil case with pens/pencils/rubber/ruler/pencil crayons Provide all new pupils with a Roseberry sweatshirt and book bag.	The cost of living crisis is increasingly impacting families, with prices rising and parents struggling to make their incomes stretch. This is having a negative impact on children's readiness to learn during a school day. This is backed up by polling, conducted by Teacher Tapp for the Sutton Trust, which examines the issues that teachers are seeing their pupils face linked to living costs this autumn term. The polling looks at how the crisis is directly affecting pupils, with teachers reporting that more are coming to school hungry or without adequate winter clothing. It also looks at how this is affecting their educational experience. The findings reveal clear signs that the cost of living is increasingly affecting young people's education in a range of areas.	5

Total budgeted cost: £248,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review July 2025

Intended outcome	Success criteria
Review	
Review	
Review	
Review	
Review	
Review	

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
Chapter 1	https://www.chapterone.org/uk/about
Lexia	
Third space learning	
Reading Plus	
Read Write Ink	