

Roseberry Primary School – Pupil Premium Strategy

School overview

Detail	Data
School name	Roseberry Primary
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	June 2022 June 2023 June 2024
Statement authorised by	Mrs M Fearnley/ Mrs N Thornton (Sept 2022)
Pupil premium lead	Mrs N Thornton
Governor / Trustee lead	Mr W Walton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,890.
Recovery premium funding allocation this academic year	£23,417
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	£248,307

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 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. The focus of our pupil premium strategy is therefore to support disadvantaged pupils to achieve that goal, including for those who are already high attainers. At Roseberry Primary School year group vulnerability charts identify children supported by other services such as social care including if they have additional needs. The activities outlined are intended to support individual pupils and groups regardless of their circumstances.

First quality teaching alongside the school's curriculum, adapted to meet the needs of our community, is focused on pupils sequentially acquiring and building upon the knowledge and skills needed in order to take advantage of life's opportunities so that they are not disadvantaged as a result of their starting points and are able to develop the attitudes and aspirations required to be successful members of society.

Our strategy is integral to wider school plans for the education recovery, supported by targeted use of the National Tutoring Programme, it is intended that all pupils whose education has been most effected are supported.

Our approach will be responsive to the specific challenges presented by our pupils and their individual needs. Whilst highly knowledgeable about the particular needs of the local area including the statistics on household education, number of people working, levels of poverty and significant need our approach will be rooted in educational research about the impact of disadvantage on pupils.

Roseberry Primary School will:

- Identify the needs on entry to school*
- Ensure appropriate support and challenge for all pupils*
- Intervene at the earliest point identified*
- Ensure that all staff understand the needs of the pupils in their care and how to act upon them*

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments along with observations and discussions with pupils highlights more disadvantaged pupils enter school with immature speech difficulties including language skills and a more limited vocabulary
2	Observations on entry to school along specific movement assessments highlight that children from more disadvantaged backgrounds have greater needs with regards fine and gross motor skills.
3	A number of children who receive pupil premium funding have additional needs in terms of either a special educational need or other factors such as being under child protection or child in need procedures.
4	Children - particularly those who are disadvantaged - do not always have the required resources to complete school work including PE kits and equipment for homework
5	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with learning to read than their peers due to less access to books at home, less reading role models and difficulties with phonics. This negatively impacts their development as readers.
6	Observations and discussions with pupils and families have identified that children from disadvantaged backgrounds have little opportunity to experience life beyond their immediate surroundings. This has been exacerbated during the pandemic due to restricted travel, lack of school trips and opportunities for enrichment activities. Referrals to the in-school therapy service have increased following concerns raised about the emotional well-being of families (children and parents) which subsequently impacts on academic attainment and achievement.
7	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by school closures and partial closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths

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 for children receiving pupil premium funding including development and understanding of a varied vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupil. This is evident when triangulated with other sources.

Children’s fine and gross motor skills improve including their proprioception leading to their being able to sit for longer periods of time	Children are able to write more proficiently and can concentrate for longer periods of time.
Children are able to access the curriculum as barriers to learning are minimised	Irrespective of their starting points pupils are able to achieve in line with similar peers
Children are exposed to a range of high quality experiences including trips, varied activities, visitors to school and virtual experiences e.g. a trip to the museum. Children attend more regularly, become more confident and have improved self esteem	Attendance improves for all children and the gap between disadvantaged and non-disadvantaged children reduces. Children tell us that they feel happy and safe in school.
Reading attainment improves among disadvantaged pupils including children choosing to read widely and with enjoyment.	Disadvantaged children develop greater understanding of a range of texts and a wider vocabulary and understanding
Gaps in maths knowledge and skills are overcome by intervention and catch up tuition	By July 2022 the percentage of children achieving ARE in maths is at 75%+ in all year groups.

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
Individual reading to take place weekly with CT and TA. Individual reading and the development of a love of books is further supported by the purchase of a range of reading books for children of all ages - all children to be given a book for their birthday.	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.	5

<p>Reading Plus to be used to increase children’s reading pace (Y4,5,6) 3x read to take place each week (led by teacher)</p>	<p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>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.</p>	<p>5</p>
<p>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.</p>	<p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside the classroom.</p>	<p>5</p>
	<p>Technology can be engaging and motivating for pupils.</p> <p>Some forms of technology can also enable teachers to adapt practice effectively. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available.</p>	
<p>Additional teaching staff (LD/AK) deployed in EYFS to support with targeted individuals.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5, 7</p>

<p>Additional teaching staff deployed in all year groups: LH – Y5/6 AB – Y3/4 SA – Y1/2 VS – EY/Y1/Y2</p>	<p>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.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Interventions should start early, be evidenced based and carefully planned. Assessment should be used not only to track pupils’ learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of focus of targeted support.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p>	<p>1, 2, 3, 5, 7</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech therapy to be delivered in school by external service to pupils who require further support with their speech.</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child</p>	<p>1</p>

Early Talk Boost, Talk Boost and Blast interventions targeted at disadvantaged pupils who require further language and vocabulary development	interactions are important and sometimes described as talking with children rather than just talking to children.	1
Educational Psychology employed. Individual case work and support as and when appropriate 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
Madeline Portwood based interventions used to support pupils who need gross and fine motor skills development.	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.	2
Provide a blend of school-led tutoring and mentoring to those children whose education has been most impacted by the pandemic, including disadvantaged and high attainers.	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.	5, 6, 7

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

Budgeted cost: £68,000

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.	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.	3, 4

<p>Social, emotional and health approaches to be embedded into the school day and supported by the professional development and training for staff.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p>	<p>7</p>
<p>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</p>	<p>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.</p>	
<p>Regular trips and visitors will enhance topics.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>6,</p>
<p>Provide every pupil with – Pencil case with pens/pencils/rubber/ruler/ pencil crayons</p>	<p>Know and understand your pupils and their influences Pupil behaviour has multiple influences, some of which teachers can manage directly.</p>	<p>7</p>
<p>Pupils have the opportunity to complete homework at school with support when required</p>	<p>Understanding a pupil’s context will inform effective responses to misbehaviour.</p>	
<p>Provide all new pupils with a Roseberry sweatshirt and book bag.</p>	<p>Every pupil should have a supportive relationship with a member of school staff.</p>	
<p>Provide all new pupils with a PE kit suitable for sporting activities</p>		
<p>Provide a supply of spare PE kits for each class</p>		
<p>Family Support Worker to support families with</p>		<p>5, 6, 7</p>
<p>advice, adult learning, home visits, parenting courses</p>		
<p>Education Welfare employed to monitor attendance and support as and when necessary. Rewards for good attendance to be available</p>		<p>5, 6, 7</p>

School counsellor to support the needs of those pupils in need of emotional support.

5, 6, 7

Total budgeted cost: £248,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review Autumn 2022 (Mrs N Thornton New Headteacher)

Intended outcome	Success criteria																
<p>Improve language skills for children receiving pupil premium funding including development and understanding of a varied vocabulary</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupil. This is evident when triangulated with other sources.</p>																
<p>Review:</p> <p>Attainment of children on track to meet the speaking early learning goal in September 2021 (65%) showed an increase of 4% with 69% of children attaining the ELG in speaking at the end of Reception.</p> <p>Of the 7 children who accessed NELI during the Reception, Language Screen assessment reports showed; 4 moved from 'slight concerns' to 'no concerns', one child moved from 'slight concerns' to 'above average' and two children moved from 'clear concerns to 'no concerns. 100% made positive progress.</p> <p>At the Key Stage one external LA moderation event, vocabulary and usage was commented on as a strength of KS1 writing books.</p> <p>KS2 teacher voice reports and book looks demonstrate an increased application of higher order vocabulary.</p>																	
<p>Children’s fine and gross motor skills improve including their proprioception leading to their being able to sit for longer periods of time</p>	<p>Children are able to write more proficiently and can concentrate for longer periods of time.</p>																
<p>Review:</p> <table border="1" data-bbox="148 1637 1043 1962"> <thead> <tr> <th colspan="4" data-bbox="148 1637 1043 1695">Reception Data 2021-2022</th> </tr> <tr> <th data-bbox="148 1695 360 1809"></th> <th data-bbox="360 1695 588 1809">Reception Baseline</th> <th data-bbox="588 1695 815 1809">End of Reception Statutory Data</th> <th data-bbox="815 1695 1043 1809">Difference</th> </tr> </thead> <tbody> <tr> <td data-bbox="148 1809 360 1901">Gross motor skills</td> <td data-bbox="360 1809 588 1901">65%</td> <td data-bbox="588 1809 815 1901">69%</td> <td data-bbox="815 1809 1043 1901">13%</td> </tr> <tr> <td data-bbox="148 1901 360 1962">Fine motor skills</td> <td data-bbox="360 1901 588 1962">38%</td> <td data-bbox="588 1901 815 1962">71%</td> <td data-bbox="815 1901 1043 1962">133%</td> </tr> </tbody> </table>		Reception Data 2021-2022					Reception Baseline	End of Reception Statutory Data	Difference	Gross motor skills	65%	69%	13%	Fine motor skills	38%	71%	133%
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	Reception Baseline	End of Reception Statutory Data	Difference														
Gross motor skills	65%	69%	13%														
Fine motor skills	38%	71%	133%														
<p>Children are able to access the curriculum as barriers to learning are minimised</p>	<p>Irrespective of their starting points pupils are able to achieve in line with similar peers</p>																

Review:

End of KS2 Attainment						
No data from Jun 2020 or Jun 2021 due to Covid cancellation of tests	<i>Pupils eligible for PP Jun 19 (School)</i>	<i>Pupils not eligible for PP funding Jun 19 (School)</i>	<i>School Gap June 2019</i>	<i>Pupils eligible for PP Jun 22 (School)</i>	<i>Pupils not eligible for PP funding Jun 22 (School)</i>	<i>School Gap June 2022</i>
% achieving EXS or above in reading, writing & maths	43	75	-32	52	67	-15
% achieving EXS or above in reading	51	85	-34	70	77	-7
% achieving EXS or above in writing	69	90	-21	67	80	-13
% achieving EXS or above in maths	66	85	-19	67	80	-13

The attainment gap between Roseberry pupils eligible for PP funding at the end of KS2 and other Roseberry pupils has reduced significantly in all areas since 2019.

81% of all children in year 6 attained age-related expectations in GPS

78% of disadvantaged children in year 6 attained age-related expectations in GPS.

End of KS1 Attainment						
No data from Jun 2020 or Jun 2021 due to Covid cancellation of tests	<i>Pupils eligible for PP Jun 19 (School)</i>	<i>Pupils not eligible for PP funding Jun 19 (School)</i>	<i>School Gap June 2019</i>	<i>Pupils eligible for PP Jun 22 (School)</i>	<i>Pupils not eligible for PP funding Jun 22 (School)</i>	<i>School Gap June 2022</i>
% achieving EXS or above in reading, writing & maths				43	57	-14%
% achieving EXS or above in reading	59%	81%	-22%	53	71	-18%
% achieving EXS or above in writing	59%	81%	-22%	43	63	-20%
% achieving EXS or above in maths	59%	81%	-22%	52	81	-29%

The attainment gap between Roseberry pupils eligible for PP funding at the end of KS1 and other Roseberry pupils has reduced significantly in reading and writing since 2019.

<p>Children are exposed to a range of high-quality experiences including trips, varied activities, visitors to school and virtual experiences e.g. a trip to the museum. Children attend more regularly, become more confident and have improved self esteem</p>	<p>Attendance improves for all children and the gap between disadvantaged and non-disadvantaged children reduces. Children tell us that they feel happy and safe in school.</p>
<p>Review</p> <p>Children in every year group across school attended at least 3 quality experiences during 2021-2022 including trips, varied activities, visitors to school and virtual experiences including Horse-riding lessons and museum visits.</p> <p>Class teachers report children are showing more confidence and improved self-esteem. This is also evident in celebration assembly where children are proud to come out and receive rewards.</p> <p>Targeted disadvantaged children have accessed bespoke counselling to support with processing emotions and self-regulation, this has given children increased strategies to support self-regulation, which in turn has impacted positively on teaching and learning by providing classes with less disruption to lessons due to a reduction in children reaching crisis point.</p> <p>Although in recent years, the focus of the attendance team was heavily on supporting families through the pandemic and home visits for vulnerable pupils, it is now returning to supporting vulnerable families in school face to face with attendance. 2020-2021, 90.95% attendance (Children who were absent with covid during this school year were recorded in registers with an X meaning their absence is taken out of the attendance percentage. 2021-2022, 90.48% attendance (children who were absent with covid during this school year were recorded with an 'I' meaning they have been ill and as such were counted in overall attendance. Despite the different methods of recording covid attendance remained broadly in line between 2020-21 and 2021-22.</p>	
<p>Reading attainment improves among disadvantaged pupils including children choosing to read widely and with enjoyment.</p>	<p>Disadvantaged children develop greater understanding of a range of texts and a wider vocabulary and understanding</p> <p>Year 2 phonics target 2021 – 71%</p> <p>Year 2 reading target EXS 2021/22 – 72%</p> <p>Year 6 reading target EXS 2021/22 - 72%</p>

Review

Impact has shown that 74% of all children in year 6, attained age-related expectations in reading and 70% of disadvantaged children in year 6, attained age-related expectations in reading (8% above National).

74% of all children in year 6, attained age-related expectations in writing and 67% of disadvantaged children in year 6, attained age-related expectations in writing (5% above National).

When compared to 2019 attainment, in KS1, the school attainment gap between disadvantaged children and others reduced in reading (4% reduction) and writing (2% reduction).

81% of Year 2 children attained the pass mark or above in the statutory phonic check 2021-2022.

77% of Year 1 children attained the pass mark or above in the statutory phonic check 2021-2022.

In Years 4-6, Reading plus has improved children's pace and stamina for reading as well as improving comprehension including: prediction, questioning, clarifying, summarising, inference and activating prior knowledge. Children talk positively about 'Reading Plus' time and enjoy receiving 'level up' certificates in assembly.

Gaps in maths knowledge and skills are overcome by intervention and catch-up tuition	By July 2022 the percentage of children achieving ARE in maths is at 75%+ in all year groups.
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Review

74% of all children in year 6 attained age-related expectations in Mathematics and 67% of disadvantaged children in year 6 attained age-related expectations in Mathematics.

A new maths scheme has been sourced for implementation 2022-23

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