

Roseberry Primary School – Pupil Premium Strategy

School overview

Detail	Data
School name	Roseberry Primary
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	50%
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	April 2022, July 23, 2023, July 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	£227,180
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	£227,180

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 large 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 was 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. It now continues to be problematic due to the cost of living crisis.
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 pupils. 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	The percentage of children achieving ARE in maths increases 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 (Y3, Y4,5,6) 3x read to take place each week (led by teacher)</p> <p>Chapter 1 (1:1 online reading tutor) to be used to increase children’s reading fluency in years 1 & 2. This is also accessible in the home.</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>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Use 1:1 tutoring involving structured interventions</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 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 other year groups, directed to need: LH. Staff employed for additional hours to provide after school 1:1 or 1:3 trained tuition partnered by NTP initiatives.</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>

<p>Increase quality CPD provision.</p> <p>Purchase National college subscription for all school staff to target high quality CPD to areas of need.</p> <p>Purchase high quality CPD for ECT teachers ensuring effective high-quality teaching</p> <p>Release Assistant head teacher and deputy head teacher to coach and mentor.</p> <p>Release staff to undertake NPQs to improve teaching and learning.</p>	<p>The EEF guide to Pupil Premium</p> <p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention.</p> <p>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</p>	<p>1,5,7</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>

<p>Early Talk Boost, Talk Boost and Blast interventions targeted at disadvantaged pupils who require further language and vocabulary development</p>	<p>interactions are important and sometimes described as talking with children rather than just talking to children.</p>	<p>1</p>
<p>Educational Psychology employed. Individual case work and support as and when appropriate for staff. (Change of service provider) CATS Children and adolescent therapy solutions provide individual case work and provide high quality CPD for Staff.</p>	<p>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</p>	<p>3</p>
<p>Madeline Portwood based interventions used to support pupils who need gross and fine motor skills development.</p>	<p>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.</p>	<p>2</p>
<p>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.</p> <p>Chapter 1 reading tuition years 1&2 After School tuition partnered with NTP funding. X5 37 hour NTP trained TAs to deliver targeted tutoring. LH (SLT) non class based to deliver tutoring throughout the school day and after school targeted to need.</p>	<p>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.</p>	<p>5, 6, 7</p>

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

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Breakfast to be freely available to all pupils. (08:30am). School to take up Fareshare initiative to support with costs and snacks.</p> <p>Heavily reduced breakfast club 8-8:30 for low earning working families and free spaces for PP eligible children whose siblings are attending morning tutoring.</p> <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 Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Use simple approaches as part of your regular routine.</p> <p>Breakfast clubs, greeting children at the door and working with parents can all support good behaviour.</p>	<p>3, 4, 6</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>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>Self-awareness: expand children’s emotional vocabulary and support them to express emotions.</p> <p>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>7</p>
<p>Regular trips and visitors will enhance topics.</p> <p>Provide every pupil with – Pencil case with pens/pencils/rubber/ruler/pencil crayons</p> <p>Pupils have the opportunity to complete homework at school with support when required</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Know and understand your pupils and their influences</p> <p>Pupil behaviour has multiple influences, some of which teachers can manage directly.</p> <p>Understanding a pupil’s context will inform effective responses to misbehaviour.</p>	<p>6, 7</p>

Provide all new pupils with a Roseberry sweatshirt and book bag.	<p>Every pupil should have a supportive relationship with a member of school staff.</p> <p>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.</p> <p>The polling looks at how the crisis is directly affecting students, 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.</p>	5, 6, 7	
Provide all new pupils with a PE kit suitable for sporting activities			
Provide a supply of spare PE kits for each class			
Parent Support Advisor to support families with			
advice, adult learning, home visits, parenting courses			
Education Welfare employed to monitor attendance and support as and when necessary. Rewards for good attendance to be available			5, 6, 7
CATS (Children and adolescent therapy solutions) to support the needs of those pupils in need of emotional support.			5, 6, 7
Provision of ‘The young gentleman's club’ targeted SEMH intervention to support aspiration, respect and fundamental British values in readiness for the next phase of education (Y6)			6

Total budgeted cost: £248,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

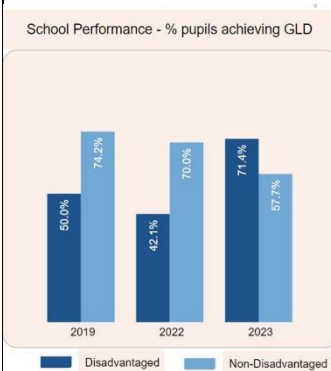
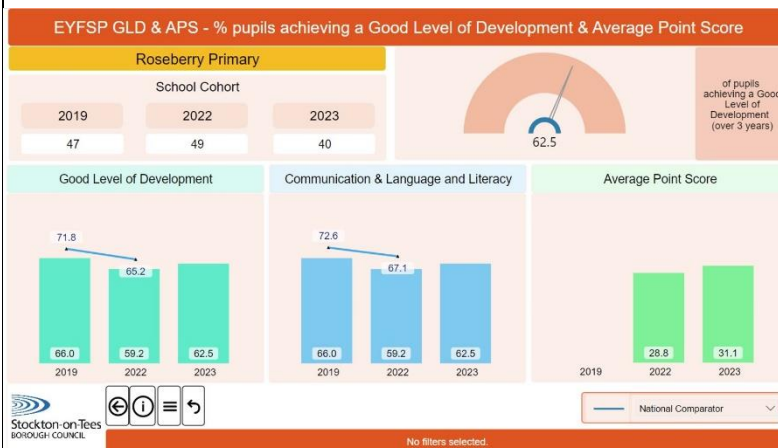
Review July & September 2023

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 pupils. This is evident when triangulated with other sources.

Review:

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFSP, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

EYFSP All children



KS1



KS2 data demonstrated a decline in attainment, analysis showed this was cohort specific and significantly impacted by the high number of children with EHCP/ SEND need, SEMH vulnerabilities and a significant number of children with 3 or more ACES and social care involvement. However, there was a positive impact in attainment for these children from their Summer 2022 Starting points.

Reading increased from 58% of children working at ARE in Summer 2022 to 60% in Summer 2023 of children attaining ARE and from 2% of children working at a higher standard in summer 22 to 19% of children attaining the GDS in Summer 2023.

Writing increased from 36% of children working at ARE in Summer 22 to 67% of children working at ARE in summer 23 and from 2% of children working at a higher standard in Summer 2022 to 10% (& 19% GDS in GS&P) of children working at the GDS in Summer 2023.

KS2 Improvement was also demonstrated in reading and writing progress measures.

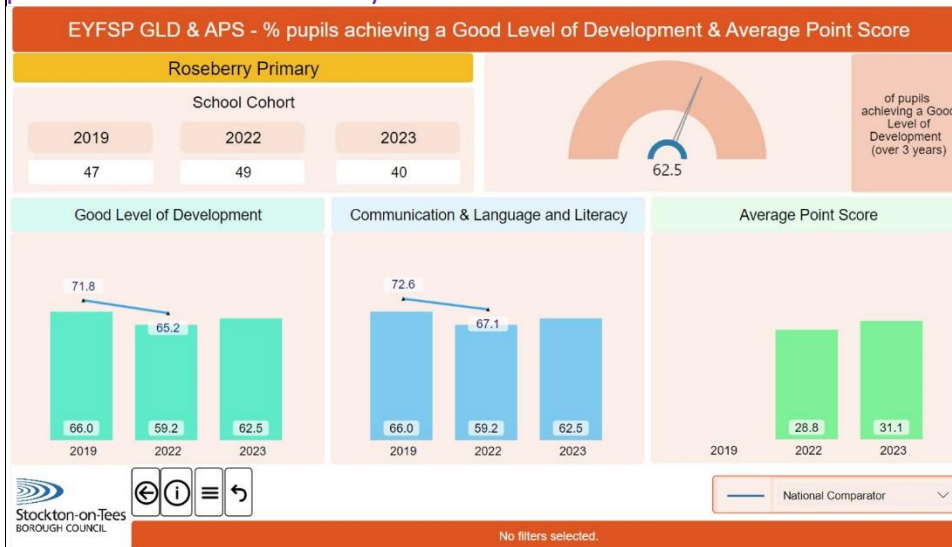
KS2				
Progress				
	2018	2019	2022	2023
Reading	-1.5	-1.8	-3.2	-2.5
Writing	0.7	+1.2	-1.49	0.6

Children’s fine and gross motor skills improve including their proprioception leading to their being able to sit for longer periods of time

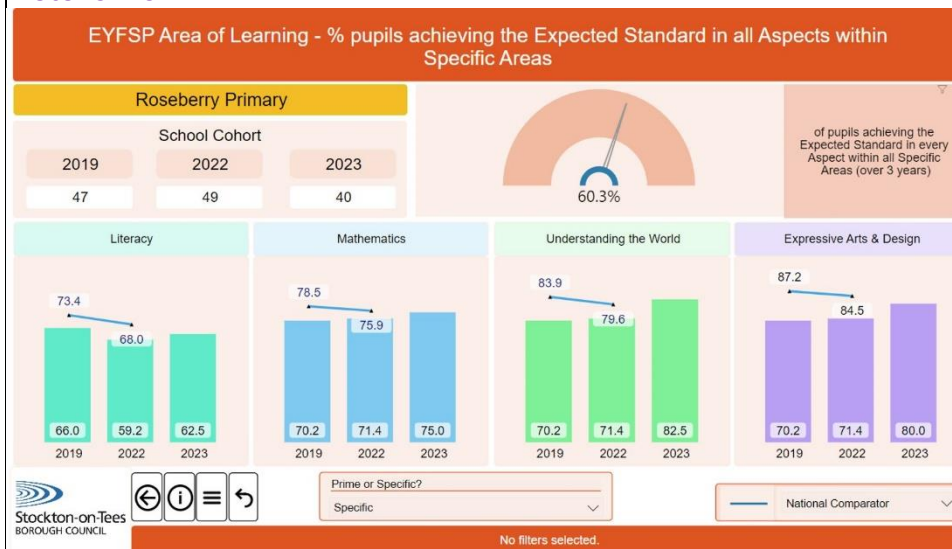
Children are able to write more proficiently and can concentrate for longer periods of time.

Review:

Children achieving a good level of development (GLD) increased by 3% in 2023 and the average point score also increased by 2.1.



EYFS Literacy data also reflected a positive impact on sustained concentration and improved fine motor skills.



Key stage one writing statutory assessments showed a positive impact with an increase from 52.4% achieving ARE in Summer 2022 to 57.9% of children achieving ARE in Summer 2023.

Key stage 2 writing statutory data demonstrated a decline from the previous year but a positive impact from Summer 2022 starting points. (As above) KS2 Improvement was also demonstrated in writing progress measures.

KS2				
Progress				
	2018	2019	2022	2023
Writing	0.7	+1.2	-1.49	0.6

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

Review:

The heaviest focus was placed on reading and writing in 2022-23. Reading, Writing and Maths combined data and progress data demonstrates actions have had a positive impact on attainment. A greater impact is needed in Maths and as such, the school improvement plan links closely with the pupil premium strategy and is implementing successes learned from Reading and writing, to further actions in Mathematics while continuing to embed reading and writing improvements of 2022-23.

EYFS Statutory Assessment

	2022			2023		
	School %	LA %	Nat %	School %	LA %	Nat %
GLD	59	68		63	70	67
AV Point Score	28.8			31.1		

KS1 Statutory Assessment

	2022			2023		
	School %	LA %	Nat %	School %	LA %	Nat %
RWM	50			54	59	56
RWM GDS	0			7	7	6

KS2 Statutory Assessment

	2022			2023		
	School %	LA %	Nat %	School %	LA %	Nat %
RWM	60	64	59	48	63	59
RWM GDS	0	7	7	8	9	8

KS2

Progress Measure

	2022	2023
Reading	-3.2	-2.5
Writing	-1.49	0.6
Maths	-1.94	-2.9

Tutoring and intervention will continue to support the lowest 20% of pupils and will in turn improve reduce the gap between children eligible for pupil premium and pupils who are not eligible for pupil premium funding.

An emphasis on improving teaching and learning with high quality CPD will impact positively on all children irrespective of their starting points.

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.

Review

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.

Pupil voice demonstrates children enjoy the wide range of opportunities available to them. Clubs and school visits are always well attended. Parent voice demonstrated significant impact on pupil’s attitudes both at home and in school as well as improved attendance for some pupils as a result of implementing ‘The Young Gentleman’s Club’ in Summer term 23.

Pupil voice during an external Safeguarding audit conducted with ‘Safeguarding First’ evidenced pupils feel happy and safe in school.

In the 2022-23 parent voice survey of those who completed the survey;

91% (6%, neutral) of parents reported that their child likes school.

94% felt there is a good range of activities that their child finds interesting and enjoyable.

91% felt welcome in the school and encouraged to take part in school activities and events.

In the, of those who completed the survey 2022-23 parent voice survey showed 91% of parents said their children like school.

Pupil attendance continues to demonstrate improvement year on year.

Yearly Attendance:

19/20 **91.2%**

20/21 **92.5%**

2022/23 **93%**

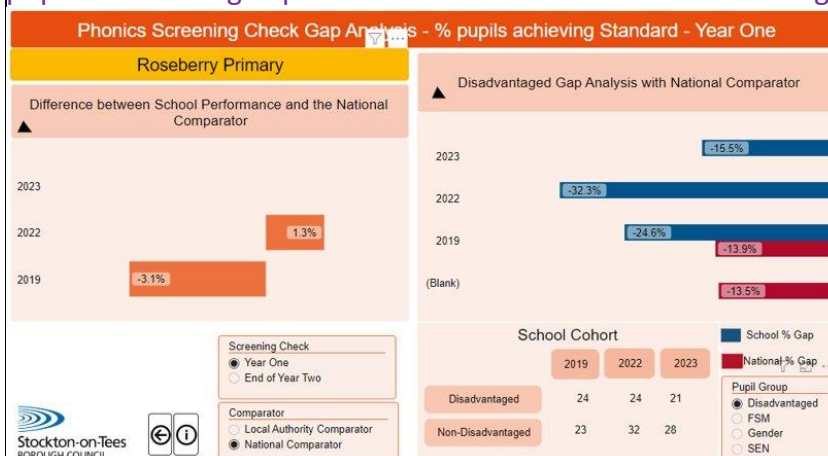
IDACI data suggests schools in the most deprived 10% have an national average attendance 1.2% below national average for all schools

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.

Review

Pupil voice demonstrates an improved love of reading. Children talk positive about books they have read and about an increase in opportunities to access books, (particularly high-quality titles by current authors), own books and hear books read to them. This improvement can also be evidence in external school monitoring visits. Improvement in KS1 phonics for disadvantaged pupils is reflecting improvements and increased love of reading in the KS1 classrooms.



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 increases in all year groups.
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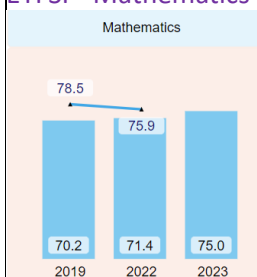
Review

Maths attainment increased in most year groups from Summer 2022 starting points. Intervention and catch-up tuition demonstrated positive impact where children attended regularly. Implementation of a new maths scheme (White Rose Maths WRM) supported identification on gaps in knowledge and enhanced CPD for teaching staff delivering intervention; improving backwards planning to build on skills and knowledge.

The introduction of a new maths scheme White Rose Maths (January 2023) has also increased consistency and improved teaching across school. This is reflected in EY statutory data where children are at the start of the WRM journey. It has not yet had sufficient time to demonstrate impact on statutory assessments in Key stage 1 & 2 however, through monitoring inclusive of book looks and pupil and teacher voice positive change is evidenced.

Embedding the new scheme and ensuring effectiveness is a key action in the schools 2023-23 School Improvement plan.

EYFSP- Mathematics outcomes 2023



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