

# Pupil premium strategy statement-including review

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   | Rosemellin Primary            |
| Number of pupils in school  | 394                           |
| Proportion (%) of pupil premium eligible pupils   | 31.5%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                     |
| Date this statement was published   | December 7 <sup>th</sup> 2021 |
| Date on which it will be reviewed   | December 7 <sup>th</sup> 2022 |
| Statement authorised by   | Nicola Finn                   |
| Pupil premium lead  | Natasha Anderson              |
| Governor / Trustee lead   | Kath Boase                    |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £159,465 |
| Recovery premium funding allocation this academic year  | £ 16,200 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £175,665 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High quality teaching is at the heart of our approach, focusing on those areas for which disadvantaged pupils require the most support as detailed below in the intended outcomes. Evidence shows that this approach will not only impact on closing the disadvantaged attainment gap but also will benefit the non-disadvantaged pupils in our school, improving and sustaining their attainment.

Our approach is responsive to common barriers to learning and meets individual needs. We have adopted a whole school approach in which all staff assume responsibility for disadvantaged pupils' outcomes, raising expectations.

Our intention is to ensure our children, including disadvantaged, are:

- Healthy; socially emotionally and physically.
- Knowledgeable: articulate, literate and numerate.
- Engaged citizens: locally, nationally, and globally.
- Compassionate: kind and caring to themselves and each other.
- Ambitious: challenging and supporting each other to be better.

## Challenges

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

| Challenge number   | Detail of challenge  |
|--|--|
| 1  | Assessment evidences that disadvantaged pupils generally have more difficulty in using phonics to read than their peers. This is negatively impacting on their development as early readers.   |
| 2  | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Year R through to KS2 and in general, is more prevalent in our disadvantaged pupils than their peers.                                  |
| 3  | Assessments, observations, and discussions with pupils show that children's writing skills have been negatively impacted by school closure. This has particularly affected disadvantaged pupils' attainment.   |
| 4  | Assessments, observations and pupil conferences suggest that pupil's retrieval and automaticity in number is less developed and in general, more so with disadvantaged children.   |
| 5  | Evidence suggests that a lack of knowledge and understanding of the world impacts negatively on a child's readiness to learn and in general, is more prevalent in our disadvantaged pupils than their peers.   |
| 6  | Observation and discussions with pupils and families have identified social and emotional issues for many pupils, which in general, are impacting on an increasing amount of disadvantaged pupils. An increased amount of disadvantaged pupils currently require additional support with social and emotional needs. |
| 7  | Our attendance data over the last 2 years indicates that attendance amongst disadvantaged pupils has been between 1.5 to 2.5 % lower than for non-disadvantaged pupils.<br>33% to 71 % of disadvantaged pupils have been persistently absent compared to 29% to 67% of their peers during that period.               |
| <p>December 2022 review</p> <p>Phonics- Data for KS1 phonics screening 2022 shows that 86% of disadvantaged pupils passed the screening test in Year 1. This is compared to 43.5% of pupils in 2021. 12/14 pupils passed. One of the two, who was unsuccessful, was on the Record of Need. In Year 2, 87.5% of disadvantaged pupils passed the screening test, compared to 78.9% the previous year. The 3 children, who were unsuccessful, were on the Record of Need.</p> <p>KS1-Data in Reading for 2022 shows that there was a small disparity between the disadvantaged and non-disadvantaged pupils however the percentage of disadvantaged pupils who achieved EXS was greater than the LA. Those achieving GDS was again in line with LA data. RWM combined data is broadly in line with LA for disadvantaged pupils. The gap between disadvantaged and non-disadvantaged remains the same from the previous year.</p> <p>KS2- results demonstrate a significant gap between disadvantaged and non-disadvantaged pupils achieving EXS in RWM and are also significantly below the LA.</p> |  |

## 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  | December review 2022   |
|--|---|--|
| Improved phonics attainment among disadvantaged pupils.                          | Key stage one phonic outcomes show that more than 85% of disadvantaged pupils met the expected standard.  | <p>In the Year 1 phonics screening test, 86% of disadvantaged pupils met the expected standard.</p> <p>87.5% of Year 2 disadvantaged pupils met the expected standard. The 3 children who did not meet expected standard are on the Record of Need.</p>  |
| Improved oral language skills and vocabulary among disadvantaged pupils.         | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Increased attainment in reading, writing and maths.</p>  | <p>Monitoring of NELI from the September 21 Baseline and July 22 assessment indicates that this has had a positive impact on pupils.</p> <p>EYFS 2022 data 93% of pupils achieved ARE in communication and language.</p> <p>Crofty MAT employed SALT commenced working with school September 2022. Early identification of those children who require targeted SALT sessions has been made. The school has employed a member of staff for 3 days a week to deliver this provision.</p> <p>Attainment across all 3 areas, RWM, is still an area for development, particularly for disadvantaged pupils.</p> <p>Rapid action plans are in place to improve quality first teaching across the school.</p> |
| Improved writing attainment for disadvantaged pupils, at the end of Key Stage 2. | <p>Key stage 2 writing outcomes in 23-24 show that more than 75% (2021 School: 60% National: 56.6%) of disadvantaged pupils met the expected standard.</p> <p>Key stage writing outcomes in 23-24 show that more than</p> | <p>Attainment for writing is still an area for development, particularly for disadvantaged pupils.</p> <p>Minimal pupils achieved expected standard in writing. 7/17 disadvantaged pupils were also on the Record</p>  |

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|  | 10% of disadvantaged achieved GDS (National 7.7%)  | of Need. Literacy Tree continues to be embedded across the school, with a focus on careful scaffolding and precise modelling to support the needs of all the pupils.   |
| Improved maths attainment for disadvantaged pupils, at the end of Key Stage 2.                                 | Key stage 2 maths outcomes show that more than 80% (2021 School: 71% NCER comparator: 59%) of disadvantaged pupils met the expected standard.  | Progress for disadvantaged pupils was just below National and LA. 9/17 pupils made positive progress from KS1 to KS2. Maths is a focus on our School Development Plan and Rapid Action Plan. Vocabulary, number sense and Mastering Number CPD has been given to staff along with support for early identification of for gaps in learning. A range of supporting materials has been agreed with staff to ensure that tasks match the needs of the children. |
| To achieve and sustain improved attendance for all pupils, particularly of disadvantaged pupils.               | <p>Improved high attendance from 23-24 demonstrated by:<br/>The overall attendance rate for all pupils to be in line with National Average (96%) and the attendance gap between disadvantaged pupils and their non disadvantaged peers to be reduced by 1.5% (2020-2021 PP: 95% Non PP: 97.5%)</p> <p>The percentage of all pupils who are persistently absent being below 9% and the figure among disadvantaged pupils being no more than 24.1%(National average in Autumn 2020).</p> | <p>Attendance for 20-21 shows that there is a minimal difference between disadvantaged and non-disadvantaged pupils.<br/>PP-91.61%<br/>Non PP- 93.23%</p> <p>The most significant differential is seen in the outcomes of persistent absence. PA of PP – 48.84%<br/>PA of non PP – 21.23%</p> <p>Attendance comparisons are complex due to the changes in attendance coding and covid related absences</p>   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 23-24 demonstrated by:<br/>Qualitative data from student voice, student and parent surveys and teacher observations.</p>  | <p>Pupil survey July 2022 results:<br/>86.4% enjoy learning at school<br/>87.7% feel they can get help when they need it</p>   |

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|  | Decrease in referrals to Learning Mentor and Pastoral Team. | 86.4% feel teachers are interested in what they have to say<br>87.7% feel safe in school<br>96% of parents feel that their children are happy and safe and looked after in school. |
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## 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: £ [85,549.00]

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of subscription to <b>Literacy Tree</b>: planning framework.</p> <p>Training for teaching staff to ensure effective use of the planning tool.</p>  | <p>This scheme utilises evidenced approaches to quality first teaching, including small steps and progressive planning. Pupils language capability is developed to support their reading and writing to and teach writing composition strategies through modelling and supported practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>  | 2,3                           |
| <p><b>(NCETM Mastering number project)</b></p> <p>Enhancement of our maths teaching and curriculum and planning in line with DFE and EEF guidance.</p> <p>We will fund teacher release time for CPD to access resources and CPD.</p> <p>To purchase resources, including Rekenreks and Times Tables Rockstars.</p> | <p><a href="https://educationendowmentfoundation.org.uk/mastery-learning/">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3/">Improving Mathematics in Key Stages 2 and 3</a></p> | 4                             |
| <p>Purchase <b>RWI</b> CPD training to secure stronger phonics teaching for all pupils. <a href="#">DfE validated Systematic Synthetic Phonics programme</a></p> <p>Leadership time for subject leader to monitor and review</p>   | <p>Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1                             |

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| ensuring best practice.  | Ongoing formative assessment are rigorously tracked to ensure progress is accelerated.  |              |
| Whole school focus on <b>coaching</b> model to impact on quality of teaching and development of teachers: school shift and individual shift.   | <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a><br>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.                               | 1,2,3,4,5,6  |
| <b>CPPD</b> – will enable effective subject leaders to monitor and review curriculum delivery through release time.                            | <a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a><br>Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.                               | 1,2,3,4,5,6. |
| Purchase of standardised <b>diagnostic assessments</b><br>Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 2,3,4        |

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

Budgeted cost: £ [23,398.00]

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <b>Pre-teach</b> - Tailored intensive teaching sessions, targeting disadvantaged pupils to attain national expectations. | Small group /1: 1 support can have a positive impact on pupils’ attitudes to learning and targeted deployment of teaching assistants can provide a large positive impact on learner outcomes.<br><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a><br>One to one tuition is very effective in improving pupil outcomes if support is targeted to a particular area or for pupils identified with low prior attainment. It needs to be additional to and explicitly linked with normal lessons.<br><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> | 1,2,3,4                       |

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| <b>NCTEM Mastering Number Project</b> - Additional mastering number sessions, targeted at disadvantaged pupils who have relatively low automaticity and fluency in number.        | <a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a><br>Evidence points to developing practitioners' understanding of how children learn maths, ensuring that teaching builds on what children already know leading to improved outcomes.                | 4   |
| Purchase of specific programme to meet identified learning need.  | Specific interventions can have a positive impact on pupils' skills.   | 2,3 |
| <b>NELI</b> - additional language sessions, targeted at disadvantaged pupils who have relatively low language skills.   | <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a><br>Approaches that focus on speaking, listening and a combination of the two, all show positive impact on attainment.  | 2   |
| <b>Freshstart and phonics</b> - Targeted phonics support for disadvantaged pupils requiring further phonics teaching, Bespoke CPD for staff to deliver individualised programmes. | <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a><br>Phonics has a positive impact overall and extensive evidence identifies it as an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. | 1   |

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

Budgeted cost: £ [53,443.00]

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Trauma Informed Schools</b> – all staff trained in TIS approaches to meet diverse needs of the children and families.                        | <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a><br>A universal and targeted approach to SEMH is beneficial for children to effectively manage emotions.                           | 6                             |
| <b>Forest school</b> - embedding principles of outdoor adventure learning with the aim of building resilience, self-confidence, and motivation. | <a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a><br>Outdoor adventure learning can support pupils to develop non cognitive skills such as resilience, self-confidence and motivation. | 5,6                           |

|  |   |            |
|--|---|------------|
| <p><b>Attendance Team</b> – embedding principles of good practice set out in the DFEs <a href="#">Improving School Attendance</a> advice. To involve training and release time for staff to develop and implement procedures to improve attendance.</p>  | <p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>  | <p>7</p>   |
| <p><b>Receptions trips</b> – Increasing children’s knowledge and understanding of the world and access to enrichment opportunities</p>   | <p>Outdoor adventure learning can support pupils to develop non cognitive skills such as resilience, self-confidence and motivation. These may in turn have an effect on academic outcomes.</p> | <p>5</p>   |
| <p>Our <b>attendance</b> data over the last 2 years indicates that attendance amongst disadvantaged pupils has been between 1.5 to 2.5 % lower than for non-disadvantaged pupils. 33 to 71 % of disadvantaged pupils have been persistently absent compared to 29 to 67 % of their peers during that period.</p> | <p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>  | <p>7</p>   |
| <p><b>Contingency fund</b> for acute issues</p>  | <p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>                                | <p>All</p> |

**Total budgeted cost: £ [162,390.00]**

## 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. Year 6 pupils took part in a SATS week in June 2021, the results of which informed the teacher assessment, which was submitted to our local authority. The following results are compared to a national indicator based on 69450 pupils. The results show that:

Reading: 60% of our Pupil Premium pupils achieved ARE compared to 63.9%  
10% of our Pupil Premium pupils achieved GDS compared to 16.8%  
These are both in line with the National indicative average.

Writing: 60% of our Pupil Premium pupils achieved ARE compared to 56.6%  
0% of our Pupil Premium pupils achieved GDS compared to 7.7%  
These are both in line with the National indicative average, however, we recognise GDS is a target area.

Maths: 70% of our Pupil Premium pupils achieved ARE compared to 58.6%  
20% of our Pupil Premium pupils achieved GDS compared to 11.5%  
The percentage of children reaching ARE is one whole pupil above the national comparator. ARE is in line with the National indicative average.

### 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   |
|---------------|--|
| Literacy Tree | Literacy Tree: The literacy curriculum for primary school. |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | <p>We provide a pastoral manager dedicated to the emotional well-being and academic achievement of service children. She helps pupils create letters and parcels to stay connected to their deployed parent and runs the Little Trouper workshops.</p> <p>IT was purchased to enable to stay connected with their deployed parent.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | Staff observed positive well-being amongst service children.   |

**Further information (optional)**

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