

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	397
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021 Updated December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Tamsin Lamb
Pupil premium lead	Natasha Anderson
Governor / Trustee lead	Kath Boase

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,089
Recovery premium funding allocation this academic year	£ 16,095
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	£173,184

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. The main challenge for these children is fluency, particularly as they come off the RWInc programme.
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. For 22-23, early Speech and Language assessments identified that 21/55 EYFS pupils require targeted Speech and Language interventions.
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. There is still a disparity between the progress between disadvantaged and non-disadvantaged pupils, particularly in writing.
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. 33% to 71 % of disadvantaged pupils have been persistently absent compared to 29% to 67% of their peers during that period. There is an increased disparity between disadvantaged and non disadvantaged pupils with regards to persistent absenteeism. This will be a key focus for 22-23.

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
Improved phonics attainment among disadvantaged pupils.	Key stage one phonic outcomes show that more than 85% of disadvantaged pupils met the expected standard. Targeted SALT interventions will support pupils in successfully accessing the RWInc programme. Improved fluency in reading

	<p>due to the effective use of the Fluency in Reading Programme, means that children move from the RWInc programme on to Accelerated Reader more rapidly.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>The school's engagement with the Crofty SALT advisor and the allocation of targeted hours, to deliver interventions results in an improvement in communication skills for these pupils.</p> <p>Increased attainment in reading, writing and maths.</p> <p>Accelerated Reader is successfully implemented, and rapid progress is evident.</p>
<p>Improved writing attainment for disadvantaged pupils, at the end of Key Stage 2.</p>	<p>High quality teaching provision will be in all classrooms for all children.</p> <p>The use of Literacy Tree will ensure sequential progression and accelerate progress.</p> <p>There will be a greater emphasis on the use of vocabulary to support pupil's writing.</p> <p>Teaching assistants will be able to support pupils in developing their own ideas and record this with greater independence.</p> <p>The differential between disadvantaged and non-disadvantaged pupils at the end of KS2 will have decreased.</p>
<p>Improved maths attainment for disadvantaged pupils, at the end of Key Stage 2.</p>	<p>Mastering number will be embedded and used effectively in KS1 meaning that pupils will enter KS2 with the ability to subitise. These skills will be built upon in KS2 through the use of 3-minute maths to aid fluency.</p> <p>The disparity between disadvantaged and non-disadvantaged pupils passing the Year 4 multiplication check will be minimal.</p> <p>End of KS2 data will show positive progress for disadvantaged pupils and the gap between them and their non-disadvantaged peers has decreased.</p> <p>Maths Whizz has supported disadvantaged pupils in achieving greater depth at the end of KS2.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly of disadvantaged pupils.</p>	<p>A clear and robust approach to supporting attendance is in place.</p> <p>The gap between disadvantaged and non-disadvantaged pupils' attendance will have decreased.</p> <p>Effective strategies will be in place to support those pupils with high persistent</p>

	absence and there will be a reduction in the disparity between disadvantaged and non-disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Decrease in referrals to Learning Mentor and Pastoral Team.</p>

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: £ [50,000.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of subscription to Literacy Tree: planning framework. Training for teaching staff to ensure effective use of the planning tool.</p> <p>2022-2023 – Additional texts purchased to ensure that each pupil has access to a book</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>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2,3
<p>(NCETM Mastering number project)</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>Mastery learning EEF (educationendowmentfoundation.org.uk)</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Purchase RWI CPD training to secure stronger phonics teaching for all pupils. DfE validated Systematic Synthetic Phonics programme</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Leadership time for subject leader to monitor and review ensuring best practice.</p> <p>2022-2023 Purchase of RWI book bag matching books.</p> <p>Continue to have support from the Literacy hub to offer CPD to the phonic lead and other staff.</p>	<p>Ongoing formative assessment are rigorously tracked to ensure progress is accelerated.</p> <p>Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p>'There is some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading.'</p>	
<p>Whole school focus on coaching model to impact on quality of teaching and development of teachers: school shift and individual shift.</p> <p>2022-2023 continue on this linked to the action plan targets.</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p>	1,2,3,4,5,6
<p>CPPD – will enable effective subject leaders to monitor and review curriculum delivery through release time.</p> <p>2022-2023 Increase focus on CPPD for subject leaders, refining the curriculum offer to meet the needs of all pupils to promote the retention of knowledge and developing a range of transferable skills.</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p>	1,2,3,4,5,6.
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>2022-2023 Dyslexia assessment training for S&L lead due to a high level of need.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3,4

<p>Additional hours to enable prompt testing, early identification and rapid intervention.</p> <p>~ Subject leads to have support and training in analysis data and formulating actions from this.</p> <p>~ PIRA/PUMA test used to identify gaps in learning to inform planning.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [50,000.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pre-teach - Tailored intensive teaching sessions, targeting disadvantaged pupils to attain national expectations.</p>	<p>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.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>
<p>NCTEM Mastering Number Project - Additional mastering number sessions, targeted at disadvantaged pupils who have relatively low automaticity and fluency in number.</p>	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence points to developing practitioners' understanding of how children learn maths, ensuring that teaching builds on what children already know leading to improved outcomes.</p>	<p>4</p>
<p>Purchase of specific programme to meet</p>	<p>Specific interventions can have a positive impact on pupils' skills.</p>	<p>2,3</p>

identified learning need. 2022-2023 Use as an intervention for Year 5 (breakfast club).		
NELI - additional language sessions, targeted at disadvantaged pupils who have relatively low language skills. 2022-2023 To continue for all pupils.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF Approaches that focus on speaking, listening and a combination of the two, all show positive impact on attainment.	2
Freshstart and phonics - Targeted phonics support for disadvantaged pupils requiring further phonics teaching, Bespoke CPD for staff to deliver individualised programmes. 2022 – 2023 Support from Heather Scarlett through English Hub. MAT appointment of SALT to focus and target speech interventions	Phonics EEF (educationendowmentfoundation.org.uk) 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
2022-2023 SALT provision-training and delivery of targeted SALT intervention.	Communication and language approaches EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ [70,000.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Informed Schools – all staff trained in TIS approaches to meet diverse needs of the children and families.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) A universal and targeted approach to SEMH is beneficial for children to effectively manage emotions.	6

<p>2022 – 2023 Learning Mentor to support whole class TIS approach.</p>		
<p>2022-2023 In responding to need, pastoral support is provided for pupils. Support given to class teachers and other staff to meet the emotional needs of these pupils.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk) A universal and targeted approach to SEMH is beneficial for children to effectively manage emotions.</p>	
<p>Forest school- embedding principles of outdoor adventure learning with the aim of building resilience, self-confidence, and motivation. 2022 – 2023 Release time for staff member. To lead group. Train KS2 member of staff to focus on disadvantaged pupils in KS2.</p>	<p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Outdoor adventure learning can support pupils to develop non cognitive skills such as resilience, self-confidence and motivation.</p>	5,6
<p>Attendance Team – embedding principles of good practice set out in the DFEs Improving School Attendance advice. 2022 – 2023 Enhance the approach to attendance (including approaches to low attendance as well as celebrate strong or improving attendance) for all children who are not at 96% or higher</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Reception trips – 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>	5

2022 – 2023 Cultural Capital and our local community.		
Contingency fund for acute issues	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.	All

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.
Accelerated Reader	
Read Write Inc	
Complete PE	
Life Wise	

IDL	
White Rose	
Gooseberry Planet	

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 Little Trouper workshops. Links were made with Service pupil premium pupils in Falmouth.</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?	<p>Staff observed positive well-being amongst service children.</p>

Further information (optional)

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