

Rosemellin School Pupil premium strategy statement 2023 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils and is an updated version of the statement produced for 2021-2022.

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	399
Proportion (%) of pupil premium eligible pupils	38%
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 Review April 2023 Updated December 23
Date on which it will be reviewed	September 2024 New plan to be created at September 2024
Statement authorised by	Tamsin Lamb
Pupil premium lead	Natasha Anderson
Governor / Trustee lead	Jenni Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,304
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£195,304

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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.

Updated school ethos and curriculum drivers.

Curious

Active

Reflective

Evolutionary

....to make a difference.

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. 2023 End of Key Stage 1 phonics data shows 100% (17/17) achieved expected standards in phonics screening. This is above Cornwall (84%) and national (81%) This is also above non PP (96%)
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. 24 children were provided with 1-1 targeted support
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. 2023 writing teacher assessment at the end of Key Stage 2-50% of disadvantaged at expected standard. This is up from 11% in 2022. GDS is 5%, the same as in 2022.
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. For the EYFS Early Goals 'People, cultures and communities' and 'The natural world' the % of PP children achieving the expected standard is higher in July 2023 than for Non-PP children.
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.

	<p>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.</p> <p>22-23 PP attendance 92% , Non-PP attendance 95% showing a 3% difference.</p> <p>25.47% of PP children were PA compared to 7.81% of non-PP children.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved phonics attainment among disadvantaged pupils.	<p>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 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>Development day completed.</p> <p>PP pupils in years 3 and 4, still accessing RWI, will swiftly move off the programme.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<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. SALT support has been prioritised</p> <p>Increased attainment in reading, writing and maths.</p> <p>Accelerated Reader is successfully implemented, and rapid progress is evident.</p> <p>Ongoing prioritisation of speech and language in EYFS and continued targeted provision for those in other year groups.</p> <p>Training provided by SALT lead has a positive impact on day-to-day teaching.</p> <p>Training to use whole class NELI has been completed and will commence in Spring 2</p>
Improved writing attainment for disadvantaged pupils, at the end of Key Stage 2.	<p>High quality teaching provision will be in all classrooms for all children. SILC has shown an improvement in delivery.</p>

	<p>The use of Literacy Tree will ensure sequential progression and accelerate progress. Literacy lead has reviewed and mapped texts with Crofty English lead.</p> <p>There will be a greater emphasis on the use of vocabulary to support pupil's writing. Literacy lead has mapped SPAG provision.</p> <p>Teaching assistants will be able to support pupils in developing their own ideas and record this with greater independence. Targeted INSET has been planned and delivered, most recent being on scaffolding and independence.</p> <p>The differential between disadvantaged and non-disadvantaged pupils at the end of KS2 will have decreased. Introduction of SONAR. Emphasis upon assessment for learning, clarity of approach during assessment week and procedures. Pupil progress meetings.</p> <p>Discrete teaching of SPAG will improve the quality of writing. Other areas ongoing.</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. Has been a main focus of the RAP. Maths leader is completing a SEN maths course though the Maths Hubb and is coaching members of staff.</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. Sophie Leeson is participating in Maths Hub oracy project and Dylan Britton on images.</p> <p>Maths Whizz has supported disadvantaged pupils in achieving greater depth at the end of KS2. Staff have received training. Updates sent to all staff about use and targets by Maths lead.</p> <p>Targeted coaching will improve the quality of teaching. Early identification of barriers during pupil progress meetings enables prompt intervention. Children of all abilities have the opportunity to and are able to solve reasoning problems. To ensure that children have exposure to a variety of</p>

	resources. Y4 times tables outcomes have improved.
To achieve and sustain improved attendance for all pupils, particularly of disadvantaged pupils.	<p>A clear and robust approach to supporting attendance is in place. Crofty policy is being used.</p> <p>The gap between disadvantaged and non-disadvantaged pupils' attendance will have decreased. Effective strategies will be in place to support those pupils with high persistent absence and there will be a reduction in the disparity between disadvantaged and non-disadvantaged.</p> <p>Increased awareness of attendance through newsletters, staff meeting agendas, rewards attendance process. Attendance INSET helps SLT to review and reform attendance approaches.</p>
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 due to whole class approach and strategies put in place to support pupils.</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: £ 60,000.00

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 Reviewed. Audit completed. Ongoing subscription. Purchase of any texts, particularly linked to CARE ethos. Coaching of delivery.</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) Enhancement of our maths teaching and curriculum and planning in line with DFE and EEF guidance. We will fund teacher release time for CPD to access resources and CPD. To purchase resources, including Rekenreks and Times Tables</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: 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: Improving Mathematics in Key Stages 2 and 3</p>	4

<p>Rockstars. Training given Coaching provided Observation of teachers in other schools (ECT) All resources purchased. Maths lead given release time to coach and support KS1 staff and ECTs.</p>		
<p>Purchase RWI CPD training to secure stronger phonics teaching for all pupils. DfE validated Systematic Synthetic Phonics programme Leadership time for subject leader to monitor and review ensuring best practice. 2022-2023 Purchase of RWI book bag matching books. Completed Continue to have support from the Literacy hub to offer CPD to the phonic lead and other staff. Completed Assembly time used for training Phonics Lead given weekly release time to monitor and support. Training and coaching given in delivery of Freshstart 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. Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Ongoing formative assessment are rigorously tracked to ensure progress is accelerated. Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk) '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>	1
<p>Whole school focus on coaching model to impact on quality of teaching and development of teachers: school shift and individual shift. 2022-2023 continue on this linked to the action plan targets.</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk) 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>Ongoing. Attendance at Crofty CPPD programmes to improve quality of teaching.</p>		
<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>CARE intent and statements</p> <p>Variety of different training undertaken- see staff meeting minutes and RAP.</p> <p>Attendance at Crofty CPPD programmes to improve quality of teaching.</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>	<p>1,2,3,4,5,6.</p>
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly. Purchase of schemes of work that include assessment tools.</p> <p>2022-2023 Dyslexia assessment training for S&L lead due to a high level of need. Additional hours to enable prompt testing, early</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>	<p>2,3,4</p>

<p>identification and rapid intervention.</p> <p>Completed</p> <p>~ Subject leads to have support and training in analysis data and formulating actions from this.</p> <p>Completed</p> <p>~ PIRA/PUMA test used to identify gaps in learning to inform planning.</p> <p>Completed</p> <p>Boxall assessment for Nurture provision.</p> <p>Star Reader and White Rose assessments replace Pira and Puma across the MAT.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 60,000.00

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>Maths Lead currently participating in Maths Hub project. INSET on pre teach delivered to staff.</p> <p>School opening times have been made explicit so that children are arriving more promptly which enables interventions/pre</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>teach to happen at the start of the day.</p> <p>Two members of SLT are used to provide focused small group teaching in English and maths in year 6.</p>		
<p>NCTEM Mastering Number Project - Additional mastering number sessions, targeted at disadvantaged pupils who have relatively low automaticity and fluency in number. All KS1 and Foundation children have 4 sessions of Mastering Number per week. If the class teacher identifies any children who need further support, they can receive an additional session. Aut 2 2024 assessment shows Y2 80% at or higher Y1 76.3% at or higher</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>Maths lead and relevant staff have completed training. Coaching given where necessary.</p>	4
<p>Purchase of specific programme to meet identified learning need.</p> <p>2022-2023 Use as an intervention for Year 5 (breakfast club).</p> <p>Programme was not purchased.</p>	<p>Specific interventions can have a positive impact on pupils' skills.</p>	2,3
<p>NELI- additional language sessions, targeted at disadvantaged pupils who have relatively low language skills.</p> <p>2022-2023 To continue for all pupils.</p> <p>Taking place-specific 1-1 sessions.</p> <p>To continue.</p> <p>Staff trained to deliver whole class NELI.</p> <p>Spring 2 launch.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Approaches that focus on speaking, listening and a combination of the two, all show positive impact on attainment.</p>	2

<p>Freshstart and phonics - Targeted phonics support for disadvantaged pupils requiring further phonics teaching, Bespoke CPD for staff to deliver individualised programmes.</p> <p>2022 – 2023 Support from Heather Scarlett through English Hub.</p> <p>Completed</p> <p>MAT appointment of SALT to focus and target speech interventions SALT has had significant impact for some pupils who have been discharged from NHS provision. Continued work with the English Hub and RWI.</p> <p>2022-2023 SALT provision-training and delivery of targeted SALT intervention.</p> <p>Completed</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	1
	<p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £ 75,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trauma Informed Schools – all staff trained in TIS approaches to meet diverse needs of the children and families.</p> <p>2022 – 2023 Learning Mentor to support whole class TIS approach. INSET for Tas provided.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>A universal and targeted approach to SEMH is beneficial for children to effectively manage emotions.</p>	6

<p>CPD on practical strategies to use within a classroom</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. Learning mentor's time had to be dedicated to supporting 2 pupils, 1-1, in order for them to access school. Review roles of pastoral team identifying commonalities. What does our focus need to be?</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. Completed – JD To continue with a focus on PP developing roles for children to become Forest school leads</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</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>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. Completed. Crofty policy has been implemented. Attendance award introduced.</p> <p>Ofsted recognised the work that had been done to approve attendance. Analyse attendance to identify if it is absence or lateness. Look for patterns or trends. Involve teachers in pupils' attendance. Add to agenda and newsletter. Work with county attendance team</p>		
<p>Reception trips – Increasing children's knowledge and understanding of the world and access to enrichment opportunities.</p> <p>2022 – 2023 Cultural Capital and our local community. Need to review. Staff/pupil ratio means that this cannot happen as often as we would like. Re introduce in summer term</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>Contingency fund for acute issues</p> <p>This was used to support children to go to Dreadnought and Bishop's Forum. It was also used to subsidise camps for pupil premium children. To continue</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: £ [195,304.00]

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 2022 to 2023 academic year.

Early Years GLD National: 65.7%

72% of EYPP children attained a good level of development compared to 68.8% of non-EYPP children. This shows a positive attainment gap for our EYPP children. The areas in which EYPP have put performed non EYPP are Listening, Attention and Understanding, Speaking, Self-regulation, Managing Self, Building Relationships, Gross Motor Skills, Fine Motor Skills, Writing, Creating with Materials and Being Imaginative and Expressive. Comprehension, Word reading, Number, Numerical patterns, Past and Present, People, Culture and Communities and the Natural World are the areas in which EYPP attained lower levels than non EYPP.

Phonics

By the end of KS1, 100% of disadvantaged children at Rosemellin and 96% of non-disadvantaged children at Rosemellin had attained the expected standard in phonics. This is in comparison to 81% and 91% respectively nationally.

KS1

Reading National: 68%

Overall 77.3% of children attained at expected levels. 74.1% of non-disadvantaged attained the expected level compared to 82.4% of disadvantaged

Writing National: 60%

Overall 72.7% of children attained at expected levels. 74.1.% of non-disadvantaged attained the expected level compared to 70.6% of disadvantaged

Maths National: 70%

Overall 75% of children attained at expected levels. 74.1% of non-disadvantaged attained the expected level compared to 76.5% of disadvantaged

KS2

Reading National: 73%

Overall 71.7% of children attained at expected levels. 82.5% of non-disadvantaged attained the expected level compared to 50% of disadvantaged.

Writing National: 71%

Overall 73.3% of children attained at expected levels. 85% of non-disadvantaged attained the expected level compared to 50% of disadvantaged.

Maths National: 71%

Overall 78.3% of children attained at expected levels. 87.5% of non-disadvantaged attained the expected level compared to 60% of disadvantaged

GPS National: 72%

Overall 80% of children attained at expected levels. 87.5% of non-disadvantaged attained the expected level compared to 65% disadvantaged

Combined National: 59%

Overall 61.7% of children attained at expected levels. 75% of non-disadvantaged attained the expected level compared to 35% disadvantaged

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	
Project Evolve	
Digital Learning Cornwall	
Parent Pay	
Class Dojo	
Maths Whizz	
TT Rockstars	
Access Art	
Plymouth Science	
RE Today	

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 Trooper 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>

	Forces Day celebration was held, with other Forces children across the MAT. Learning mentor supported children as necessary.
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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