

PUPIL PREMIUM STRATEGY STATEMENT

This is to be read in conjunction with the school's Pupil Premium Policy

This statement details our college's use of pupil premium (and recovery premium for the 2021 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

Details	Data
School name	Rosedale Primary School
Pupils in school	375
Proportion of disadvantaged pupils	21.3% (80 Pupils)
Academic year or years covered by this strategy	2022-2024
Publish date	01 September 2023
Review date	31 August 2024
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Niela Bamber, Headteacher
Governor lead	Michelle Drummond - Chair of Local Advisory Board

Funding overview

Metric	Data
Pupil premium funding allocation this academic year	£ 116400 (based on 80 eligible pupils)
Recovery premium funding allocation this academic year	£ 11,600 (please see separate Recovery Premium Funding Strategy)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 128000

Pupil Premium Strategy Plan

Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Rosedale Primary. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our pupils are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, and those identified as EAL. The school's statement of intent can be read in detail in its Pupil Premium Policy - <https://www.rosedaleprimary.co.uk/policy-documents>

Challenges

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

In-school barriers (issues to be addressed at school level, such as poor literacy skills)	
A	Low literacy and communication skills: a high number of PP children arrive with low language and communication skills. In Early Years, Attention Hillingdon and PALs are required to support PSED alongside interventions for closing the gap.
B	Resilience for learning: a significant number of PP children lack concentration and stamina for learning, which can manifest in low disruption in class. These children require support for reading daily and for completion of their work.
C	Low social and emotional skills: we need to put in support for PP children who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
External barriers (issues which also require action outside school, such as low attendance rates)	
D	Attendance: attendance rates of PP children are lower than that of their peers.
E	Engagement of parents: attendance at Parent Consultations and/or Booster Classes is low for PP families. Many cannot or do not support their child with their homework.
F	Aspiration: some PP lack aspirational goals and disengage with education.
Desired Outcomes	
A	Close the literacy achievement gap between national all pupils and Pupil Premium pupils.
B	Ensure PP children have ample time, space and resources to complete their work in class. Ensure PP children achieve or exceed their reading age.
C	Reduce the number of behaviour incidents of PP children through pastoral support from the teacher and teaching partner.
D	Attendance of disadvantaged children to be better than national averages.
E	A greater number of parents attend consultation meetings and ensure their child has access to after school and holiday booster and activity programmes.
F	Improve children's wider involvement in school life so they can apply their knowledge in real life situations.

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.

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading (0)	Sept 24
Progress in Writing	Achieve at least national average progress scores in KS2 Writing (0)	Sept 24
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics (0)	Sept 24
Phonics	Achieve at least national average expected standard in PSC	Sept 24
Other	Improve attendance of disadvantaged pupils to 96%	Sept 24

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 priorities for current academic year (inc CPD, recruitment and retention)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	<p>Maintain extremely high standards in Phonics.</p> <p>Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively. Ensure all relevant staff speak in standard English in order to support phonics learning.</p>	<p><i>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 2	<p>Relentless focus on early years impact on learning.</p> <p>Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Early Essence. Ensure the EYFS provision is resourced to meet the needs of the children, and to support learning through play/doing.</p>	<p><i>The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>

Priority 3	Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via UCL, and additional mentoring. CPD will include Neli, Speech and Language, Attention Hillingdon, Reading Recovery, Read Write Inc/Jolly Phonics, Active Learn/Bug Club, Purple Mash.	<i>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i> EEF Guide to Pupil Premium.
Barriers to learning these priorities address: Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning.		
Projected spending	£ 37,000	

Targeted academic support for current academic year (tutoring, one to one support, structured intervention)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	Interventions in literacy and numeracy for disadvantaged pupils. Purchase of Lexplore reading and comprehension screening in order to inform intervention planning.	<p><i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i></p> <p><i>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 2	Small group intervention. Speech Link intervention for disadvantaged pupils who are not meeting the expected level.	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Barriers to learning these priorities address: Barrier A, Low literacy and communication skills. Barrier B – resilience for learning, especially with improved comprehension and communication skills.		
Projected spending	£86,000	

Wider strategies for current academic year (attendance, behaviour and wellbeing)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	<p>PP pupils are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in school and at home.</p> <p>All classes implement the Zones of Regulation and support the children in improving their personal development skills.</p>	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 2	<p>PP children to receive extra support for their learning through small group tuition in after school boosters.</p> <p>PP children will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments in areas of Phonics, Reading, Writing, Mathematics and Science.</p>	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 3	<p>Improve attendance and reduce persistent absence for PP pupils.</p> <p>Additional buy in from Participation Team to support disadvantaged children with poor attendance.</p>	<p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>The Department for Education (DfE), 2016.</p>

Priority 4	Increase parental engagement. invitations to PP parents, guardians and carers to workshops and information events, including Stay and Read, Phonics workshops etc....	<i>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</i> EEF Teaching and Learning Toolkit October 2018.
Barriers to learning these priorities address: : Barrier A - Resilience for learning. Barrier B – Low social and emotional skills. Continuation of Zones of Regulation, counselling support and Mental Health support. Barrier C – attendance. Barrier D – parental engagement. Barrier E – pupil aspiration		
Projected spending	£17,000	

Total budgeted cost: £140,000

Review of outcomes in the previous academic year

Pupil premium strategy outcomes - pupil performance overview for last academic year

Measure	
KS2 Reading	85.5% (compared to 55% all pupils)
KS2 Writing	80% (compared to 77% all pupils)
KS2 Maths	80% (compared to 77% all pupils)
KS2 RWM combined	80% (compared to 54% all pupils)

Review: last year's aims and outcomes (review of 2022/2023 spend)

Aim – desired outcome, and chosen action and approach	Outcome
Teaching priorities for current academic year (CPD, recruitment and retention)	
Maintain extremely high standards in Phonics. Ensure all relevant staff (including new staff) have received up to date training to deliver the phonics programme effectively. Ensure all relevant staff speak in standard English in order to support phonics learning.	86.5% of pupils in Year 1 passed the Phonics screening check in 2023. The school has consistently been in the top 4% nationally for its Phonics outcomes using these strategies, since 2019.
Relentless focus on early years impact on learning. Ensure all relevant staff (including new staff) have received up to date training in the new EYFS Framework, and in Early Essence. Ensure the EYFS provision is resourced to meet the needs of the children, and to support learning through play/doing.	Staff are well equipped and well supported in using the EYFS framework to implement effective learning and undertake assessment. The outdoor area renovation is underway. 78% of children reached a Good Level of Development in 2023, above national average.
Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via UCL, and additional mentoring. CPD will include Neli, Speech and Language, Attention Hillingdon, Reading Recovery, Read Write Inc/Jolly Phonics, Active Learn/Bug Club, Purple Mash.	Teaching and learning is consistently observed as very good to outstanding, which triangulates with the summer 2023 outcomes being well above national average in all areas.
Targeted academic support for current academic year (tutoring, one to one support, structured intervention)	

1 interventions in literacy and numeracy for disadvantaged pupils.	This has supported outcomes in English being above national average at both KS1 and KS2.
Small group intervention. Speech Link intervention for disadvantaged pupils who are not meeting the expected level.	The gap between PP pupils and all pupils is closing, with PP pupils achieving almost in line with all pupils.
Wider strategies for current academic year (attendance, behaviour and wellbeing)	
PP pupils are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in school and at home. All classes implement the Zones of Regulation and support the children in improving their personal development skills.	The Zones of Regulation are well embedded and pupils are supported effectively to self regulate.
PP children to receive extra support for their learning through small group tuition in after school boosters. PP children will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments in areas of Phonics, Reading, Writing, Mathematics and Science.	Boosters of targeted pupils have resulted in the school achieving above national average outcomes in all areas at KS2.
Improve attendance and reduce persistent absence for PP pupils. Additional buy in from Participation Team to support disadvantaged children with poor attendance.	Attendance for PP pupils is broadly in line with all pupils, with the school being consistently above national average with below national average persistent absenteeism.
Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events, including Stay and Read, Phonics workshops etc.	Parent workshops are underway and are well attended.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Protect CPD time every Tuesday from 3:45 – 4:45pm. INSET time to be best used for focused activities.
Targeted support	Increased need but insufficient staff available to deliver in class support	Try and group together children with similar needs into small group sessions.
Wider strategies	PP pupils and/or their parents, guardians and carers do not engage with the additional provisions	Continue encouraging and inviting those parents, guardians and carers to attend positive events to engage with their child's learning.