

Pupil premium strategy statement

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	Rosecroft Primary School and Nursery
Number of pupils in school	533
Proportion (%) of pupil premium eligible pupils	15.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Gayle Long
Pupil premium lead	Gayle Long
Governor / Trustee lead	Andrew Severn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,690
Recovery premium funding allocation this academic year	£4,785
Pupil premium funding carried forward from previous years	£35,438
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	£129,913

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Improve phonics and reading to enhance reading skills and influence reading for pleasure
2	Access high quality adult support via targeted interventions
3	Enhance basic mathematics skills
4	A small number of PP children with SEMH needs lack sufficient intrinsic strategies to enable them to self-regulate
5	Very few PP children attend extra-curricular clubs and peripatetic music/singing lessons

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 phonics and reading to enhance reading skills and influence reading for pleasure	Achieve progress scores which are closer in line with non PP and national non PP
Access high quality adult support via targeted interventions	Achieve national average progress scores in KS2 reading, writing and Maths
Enhance basic mathematics skills	Achieve national average progress scores in KS2 Maths
A small number of PP children with SEMH needs lack sufficient intrinsic strategies to enable them to self-regulate	Termly RAG rating and scaling to measure impact
Very few PP children attend extra-curricular clubs and peripatetic music/singing lessons	Data shows an increased number of PP children are accessing extra curricula clubs and peripatetic music/singing lessons

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: £ 38,470

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating/impact
<p><i>CPD to introduce the Little Wandle Phonics and reading program.</i></p> <p><i>CPD to develop strategies to implement the role out of the programme to all staff across the school</i></p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>We have analysed the needs of our pupils and identified that single year group classes will support the approaches a teacher can employ, thus improving outcomes for pupils.</p>	1, 2	<p>All staff trained in Little Wandle Phonics and reading and programme introduced to YR – Y2.</p> <p>Y1 Phonics check: June 2022 Overall:70% PP: 80%</p>
<p><i>Teacher and Teaching assistants to access high quality CPD to be able to deliver high quality intervention across the school</i></p> <p><i>(Supply costs of release for staff member to be confirmed)</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to develop the skills to be able to offer high quality intervention's to all groups of pupils across the school.</p>	2	<p>High quality, targeted interventions were planned, although high staff absence as well as lack of support staff has impacted the delivery of this.</p> <p>All TAs offered VNET training:</p>

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

Budgeted cost: £ 53,574

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating/impact
	EEF (+4)	2,3	

<p>A current Year 1 teacher will be working an additional day a week to facilitate small group phonics interventions in Years 1 & 2</p> <p>Other interventions will be led by class teachers in all year groups</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 1 & 2 cohort need support to address gaps in phonics.</p> <p>We have also identified children in Years 3 to 6 needing intervention in English and Maths and English with SEN children accessing 1:1 provision to narrow the gaps.</p>		<p>On track.</p> <p>Additional Phonics interventions are delivered one day a week.</p> <p>Other in class interventions delivered by class teachers and support staff.</p> <p>Impact: Spring term pass rate: 46% Summer term actual pass rate: 70%</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,869

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG rating/impact
Attendance Officer appointed to work ½ day a week to	EEF (+3) We define parental engagement as the involvement of	4	

<p>analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality.</p>	<p>parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> ➤ approaches and programmes which aim to develop parental skills such as literacy or IT skills; ➤ general approaches which encourage parents to support their children with, for example reading or homework; ➤ the involvement of parents in their children's learning activities; and ➤ more intensive programmes for families in crisis. 	<p>2021/22</p> <p>Autumn term attendance:</p> <p>PP 93.25% Non PP 94.47%</p> <p>Spring Term attendance</p> <p>PP 90.94% Non PP 93.57%</p> <p>Joint Medical Protocol which allows better communication between school and health.</p> <p>Weekly consultations with Attendance and Entitlement Officer.</p> <p>Fast Track when applicable (when an initial attendance plan has not been engaged with by parents)</p> <p>Attendance letters sent out to all parents and phone calls undertaken by attendance lead to all pupil's parents where attendance has fallen <90% and is a cause for concern.</p>
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<p>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>4</p>	<p>Support offered to children entering school.</p> <p>Thrive approach informs behaviour plans and strategies to support children to make better choices with their behaviour and stay regulated.</p> <p>Thrive capacity has been increased and individual thrive sessions undertaken primarily in KS2 to support with behaviour.</p> <p>Thrive practitioners available outside to support at lunchtimes.</p>
<p>Funding for extra-curricular activities</p> <p>Support children with uniforms and materials to support them in school</p>	<p>EEF toolkit shows that participants in the arts, sport, etc., can raise educational outcomes</p>	<p>5</p>	<p>PP money used to fund music lessons for PP pupils as requested.</p> <p>PP funding used to enable PP pupils to access residential trips.</p>

Total budgeted cost: £ 129,913