

Pupil premium strategy statement – Rosecroft Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	525
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Gayle Long
Pupil premium lead	Gayle Long
Governor	Theresa Rogers

Part A: Pupil premium strategy plan

Statement of intent

Rosecroft Primary School is a three-form entry primary school. We are federated with Attleborough Primary School and our shared values are Achieve, Collaborate and Flourish. Both schools are in the market town of Attleborough which is located between Norwich and Thetford.

When making decisions about using the Pupil Premium, it is important to consider the context of the school and the subsequent challenges faced. These are considered alongside EEF research. However, we do not make assumptions about the members of our school community who are disadvantaged; instead we look at the evidence before us and act accordingly.

At Rosecroft Primary School, it is our intention that all pupils, irrespective of the challenges they face, achieve well, make good progress and flourish. We offer a wide range of rich experiences that promote enthusiasm for learning. For many children attending our school, we recognise that their experiences out of school can be limited and the help they receive with their education is impacted. We aim to provide them with opportunities to gain strong foundations that will lead them to be able to have positive outcomes in the future.

We will achieve this by:

- Ensuring there is high quality teaching and learning to improve outcomes for all children
- Ensure all pupils are able to read fluently, and with good understanding, to enable them to access the breadth of the curriculum
- Identifying barriers to learning and finding solutions to overcome these
- Monitoring attendance and providing guidance and support to any families in need, so that the attendance of their child improves
- Monitor wellbeing and provide support to meet individual needs
- Working closely with parents and families so they become more involved in their child's education
- Providing a range of wider opportunities

Challenges

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

Challenge number	Detail of challenge
1	Children who are in receipt of Pupil Premium do not achieve the same rate of progress and attainment as 'all' children in reading, writing and maths at the end of Key Stage 2.
2	Difference in cultural capital means that some children are not able to access wider opportunities outside of school.
3	Attendance of some of the PP families need to be improved.
4	Social, emotional and mental health
5	42% of our pupils with SEN are also in receipt of pupil premium. 16% of children with SEN and who are PP have an EHCP. The attainment and progress of these children is lower than for children who are not disadvantaged and do not have SEN.

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
To narrow the progress and attainment gap between 'all' pupils and disadvantaged children in reading, writing and maths	End of Key Stage 2 national data and internal data shows the gap between all children and children in receipt of PP has narrowed.
To ensure children in receipt of pupil premium are accessing wider opportunities e.g. after school sports clubs, residential	More children in receipt of pupil premium attend after school clubs and residential visits.

All children have 'cultural capital' experiences	All pupils experience 'cultural capital' activities throughout the years, such as local and out of county educational visits (e.g. Norwich Castle, places of worship, Houses of Parliament, visits to London) as well as visitors to school.
To narrow the attendance gap	Attendance for children eligible for Pupil Premium is in line with whole school attendance
To achieve and sustain improved well-being for all children, particularly those who are disadvantaged or vulnerable, in order to access learning	Improved levels of wellbeing, demonstrated by pupil voice and teacher observations.
To ensure we have adequate external and internal support for disadvantaged and vulnerable children, who also have SEN, to enable them to achieve the best possible outcomes.	Improved attainment and progress, happy children and good behaviour for learning demonstrated.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The employment of appropriate high quality teachers, and support staff, to accelerate learning in the classroom	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving	1,5

and provide targeted interventions across the school	support from a teaching assistant, this supplements teaching but does not reduce the amount of high quality interactions they have with their classroom teacher both in and out of class. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	
Little Wandle	Little Wandle Letters and Sounds is based on evidence from neuroscience, cognitive psychology and educational research thus promoting the basis for rapid automatic word recognition and fluent reading. Phonics EEF (educationendowmentfoundation.org.uk)	1,5
CPD for subject leaders to support the delivery of high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. Subject leaders can support colleagues with adaptive resources for their curriculum area. Writing lead undertaking a year long training programme to look at and improve writing outcomes for all.	EEF research states that high quality teaching improves pupils outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Teachers' CPD will have a direct impact on improving the academic achievements of disadvantaged pupils particularly in English and maths. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,5
CPD to improve teachers' and support staffs' understanding of the needs of children with specific learning difficulties.	Previous training has proved to be effective. Staff remain upskilled and new staff are trained. CPD includes, deaf awareness, autism awareness, TEACCH, Step On and Step Up training.	1,4,5
Ipads and computers used to support interventions for targeted children.	Technology is most effective when it is used to supplement or enhance teaching EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,5

Prioritise reading	Targeted interventions to improve outcomes in reading enabling pupils to access all areas of the curriculum. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils to attend Yr 6 Booster groups and Y1 phonics.	The EEF toolkit identifies that smaller group teaching allows staff to change the way in which they teach by ensuring more high-quality interactions providing greater quality and quantity of feedback to individual pupils. Providing feedback is well evidenced and has a high impact on learning outcomes by providing specific information on how to improve. Extending school time EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	1,5
Continue PiXL subscription to run PiXL intervention groups	Diagnostic testing identifies specific gaps in learning. Small group tuition EEF (educationendowmentfoundation.org.uk) The PiXL Club - Home	1,5
Additional staff to deliver high quality interventions and support, alongside classroom teaching.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	1,4,5

	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	
Little Wandle KS2 rapid catch-up resources	For those children who cannot read at age related expectations, the rapid catch-up programme provides targeted support to enable children to access the curriculum and enjoy reading as soon as possible. Phonics EEF (educationendowmentfoundation.org.uk)	1,5
Nessy for targeted English support	Nessy is a highly effective programme based on the science of reading. It is most effective for those who need additional support, especially those with dyslexia. Research Nessy	1,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time PSA to support children in school with behaviour and support vulnerable families	The PSA provides children and families with the support they require leading to improved relationships with school and home lives for the whole family. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1,3,4,5
Thrive programme to support children with improving mental health and wellbeing	EEF research shows that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical mental health, school readiness and academic achievement, crime, employment and income.	1,4,5
External support e.g. The Benjamin Foundation, Starfish		

	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	
Attendance - robust attendance monitoring to track low attendance and persistent non-attendance	Ofsted research and DfE publications highlight that pupils who have above 95% attendance achieve better outcomes. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3
Support with funding for wider curriculum/extra-curricular/school trips to ensure children have equal access to enrichment is essential to them feeling a part of the school community	EEF research shows that wider curricular activities can enhance academic outcomes as well as developing social skills and engagement. It has a positive impact on wellbeing and ensures all pupils have access to the same opportunities. Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	2
Opportunities for parental engagement e.g. parent workshops in phonics, reading, writing and maths	Evidence suggests that parents play a crucial role in supporting their children's learning and level of parental engagement are consistently associated with better academic outcomes. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,4,5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our previous pupil premium strategy had on pupils in the 2022 to 2023 academic year. It should be noted there are ongoing impacts of the COVID – 19 pandemic which affected schools and pupils, differently and outcomes achieved by the school's non-disadvantaged pupils.

The gap between PP pupils at the end of the foundation stage and their peers is significant, indicating the continued need for early interventions to give our youngest pupils the best possible start.

Reception GLD 2022-23			
RPS PP	RPS All	Norfolk All	National All
30%	76.8%	67.4%	67.3%

Interventions meant that our Y1 PP pupils achieved above the national average for PP pupils however, there is still a significant gap between them and their non-PP peers.

Year 1 Phonics 2022-23		
RPS All	RPS PP	National PP
82.7%	64.3%	60%

KS1 Interventions have ensured that PP children’s achievements are slightly behind their peers in reading and maths at EXP level. There is a significant gap in writing and no children have achieved GDS in any subject.

KS1 2022-23				
	RPS PP	RPS All	Norfolk All	National All
Combined EXP	31%	55%	55%	56%
Reading EXP	62%	65%	65%	68%
<i>Reading GDS</i>	0%	13%	13%	19%
Writing EXP	31%	58%	58%	60%
<i>Writing GDS</i>	0%	3%	3%	8%
Maths EXP	77%	81%	81%	71%
<i>Maths GDS</i>	0%	5%	5%	16%

The data shows that the gap between PP and their peers has significantly widened by the end of KS2. PP pupils have achieved significantly lower outcomes than their non-PP peers, but particularly in writing.

KS2 2022-23				
PP	RPS PP	RPS All	National All	
Combined EXP	0%	43%	45%	
<i>Combined GDS</i>	0%	0%	3%	
Reading EXP	31%	68%	61%	
<i>Reading GDS</i>	13%	28%	18%	
Writing EXP	6%	48%	59%	
<i>Writing GDS</i>	0%	0%	7%	
Maths EXP	25%	65%	59%	
<i>Maths GDS</i>	0%	9%	13%	

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year’s national assessments and qualifications, once published (including school attainment and progress measures)
- EBacc entry data for secondary schools

- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
PiXL	
Nessy	
Little Wandle	
Thrive	