

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	Rosherville Church of England Academy
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 -2023
Date this statement was published	January 2023
Date on which it will be reviewed	
Statement authorised by	Emma Bonner
Pupil premium lead	Justine Roddan
Governor / Trustee lead	Karle Marsden

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£83100
Recovery premium funding allocation this academic year	£8700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Pupil Premium £20,142 Recovery Premium £4,323
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	£116, 265

Part A: Pupil premium strategy plan

Statement of intent

The pandemic has disproportionately affected the most disadvantaged within our communities. This plan seeks to redress this balance. Seeking to improve attendance and restore the levels achieved pre Covid is vital. As Reading is the key to the curriculum this is also a fundamental priority instilling a love of high-quality literature for all. Promoting nutritional, emotional and educational outcomes through targeted interventions will also enable us to improve outcomes for all

Challenges

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

Challenge number	Detail of challenge
1	Low levels of Speech and Language skills on entry mean that children need targeted and intensive support to meet the Year 1 Phonics Standards
2	Poor attendance habits have seen a resurgence during the pandemic with some hard-to-reach families requiring intensive support
3	Access to quality texts outside of school is limited
4	Some children have gaps in their learning and will need extra help to catch up and also to link knowledge together into recognised schemata
5	Financial support is required to provide enrichment activities that can be accessed by all children
6	Some children have low levels of emotional and physical wellbeing and this affects their ability to engage fully in all aspects of school life
7	Mixed age classes make it difficult to ensure that there is clear progression for all children across KS2

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 attendance for children who are disadvantaged by providing high quality interventions and engaging with parents	Attendance for all groups is above 96% Persistent absence for all children is below 8%
Provide financial support in order to access workshops and visits that enrich the curriculum and increase cultural capital	
Ensure that all children have access to the necessary resources that ensure they are equipped	Improved attendance at breakfast club Targeted families attend Cookery Club

to thrive eg technological, nutritional and educational	Loaned technology enables families to access curriculum content at home
Encourage a lifelong love of Reading and ensure that children have access to high quality texts	All titles endorsed by The Book Trust are available in class libraries Children can talk confidently about the books that they have read and why they chose them
Provide financial support to access workshops and visits that enrich the curriculum and increase cultural capital (This includes a residential visit for Year 6)	Each topic for each class is supported termly by an internal or external visit
Develop a whole school approach to the teaching of phonics and reading that are linked	Phonic outcomes in all year groups improve Increased levels of parental confidence and engagement in supporting children with phonics and reading
Continue with pedagogical development and training that enables excellent quality first teaching that develops increased memory power	Assessment shows that key knowledge from each term is reattained and built on systematically
Fund a part time teacher to enable children to be taught in straight year groups for Reading Writing and Maths and all teaching groups to be of 20 pupils	Teaching a single year group enables the teacher to focus more directly and precisely on one set of outcomes therefore meeting the needs of all children more precisely

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: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop and embed the Rosherville principles of Learning supported by the work of Rosenshine and Sherrington	Research shows that embedding the Principles of Instruction such as Modelling, Questioning daily and weekly recap, spaced learning and creating schemata have a profound and prolonged impact on sustained knowledge storage and retrieval	4
Embed the strategies from the Kent EEF Projects around development of learning and supporting children with SEN and developing investigative Science	These evidence based workshops incorporating gap tasks have proven impact	4
Continue to develop and embed Kagan cooperative Learning structures that enable children to build resilience and	EEF Toolkit shows that Collaborative Learning Structures give an impact of +5	

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

Budgeted cost: £ 80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce an integrated approach to the teaching of Phonics and reading	EEF toolkit suggests that phonic strategies have that these have an impact of +5 months	1,2,3
Provide individual support for those children that have fallen behind to catch up	EEF toolkit suggests that Targeted TA interventions have moderate impact for moderate cost (+4 months)This is further enhanced by the use of specialist TAs in key areas such as Speech and Language	2,4
Continue to use PIXL principles to provide targeted support for those children who have fallen behind	EEF toolkit suggests that Targeted TA interventions have moderate impact for moderate cost (+4 months)This is further enhanced by the use of specialist TAs in key year groups	2,4

Provide tutoring from qualified teacher to teach the more challenging aspects needed to fill gaps in Maths and reading	Small group and individual tuition from a known teacher has proved effective over the last 4 years in school	
Continue to use a range of proven strategies to support the development of speech and language skills i support from a trained Speech Therapist. i Continue the NELLI programme in EYFS ii Continue the ELSA programme in KS1	Oral language skills groups provide up to + 6 months impact Some of these cross over with SEL programmes such as ELSA	1
TA s support children daily with practice from high quality interventions such as PiXL and complete daily practice in phonics, reading, recall spelling and times tables	EEF toolkit suggests that Targeted TA interventions have moderate impact for moderate cost (+4 months) This is further enhanced by the use of specialist TAs in key year groups PiXL also focusses on key gaps that are identified by personalised Question Levels Analysis	2,7
Part time teacher to teach Year 4 as a separate year group rather than in mixed age classes	Research suggests that the needs of children can be met more effectively when working with groups with a narrower age and ability range	7

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an attendance officer to support families and challenge poor attendance	Parental engagement is an area that supports impact of initiatives so that underlying issues can be resolved and support put in place such as assisted breakfast club provision	2,6
Provide targeted emotional support at differing levels i Dog Mentoring ii Drawing and Talking iii Counselling	EEF Toolkit suggest an impact of +4moths This also impacts on other measures such as attendance and improved well being Dog Mentoring on a Monday can set the children up for a successful week. Counselling placed on a Wednesday gives the children a reflective space in the middle of the week	2,6
Provide wider support for families including financial and Health support as well as parenting and safeguarding support by proving the role of a Family Liaison	The EEF Toolkit suggests that this has a moderate impact at +4 However anecdotal evidence suggests that this is pivotal in providing parents with the support that they need to engage with school	2,5,6

Officer within the school 2 days each week Loan technology to support out of school learning	EEF Toolkit suggests that homework can result in + 5 months impact Although an outlay on resources and books would be necessary the engagement of children and parents in out of school learning would be beneficial	
Set up and run programmes that encourage good levels of oracy in key areas of school life School Council, Leading Lights, Play Leaders and Eco Warriors	EEF Toolkit states that this has a +6 Impact Pupil voice indicates that this improved well being and confidence when it was introduced last year	2,5,6
Introduce Zones of Regulation to enable all children to support their own understanding of their won behaviour, how it impacts on others and strategies to regulate it	EEF Toolkit shows that self-regulation has a +7 impact and is based on extensive evidence	2,6

Total budgeted cost: £ £6500 +80000+£30000 = £

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.

Review of Spending September 2021 – July 2022

Aim	Outcome
Improve attendance for children who are disadvantaged by providing high quality interventions and engaging with parents	Attendance gap in September 2021 between PP and Non PP was -6.7%. Week beginning June 20 th now -2.8% Attendance has remained above national figure (10 th June 91.5%) this year. Currently 93.98% since September but 94.62% for current term.
Provide financial support in order to access workshops and visits that enrich the curriculum and increase cultural capital	All children have been able to access all trips and workshops through subsidising rising costs. Attendance at extra-curricular clubs is 40% of all participants which is inline with the PP percentage in school (43%). Previously 36% for terms 3 and 4.
Ensure that all children have access to the necessary resources that ensure they are equipped to thrive eg technological, nutritional and educational	Breakfast club provided free of charge. Families invited to Parent/Child cooking club are all in receipt of PPG. Kindles purchased to support reading at home and are used in class. For any periods of home learning, they will be available to loan. Children have access and opportunity to read books daily.
Encourage a lifelong love of Reading and ensure that children have access to high quality texts	All book areas updated with Book Trust texts AR books replenished to support reading at home
Develop a whole school approach to the teaching of phonics and reading that are linked	Little Wandle purchased. Phonics scores increased to 85% for all children in Year 1 and 88% of PP children compared to 83% of non PP children. Year 2 retakes 50% passed. 67% of PP children and 33% bib PP children.
Continue with pedagogical development and training that enables excellent quality first teaching that develops increased memory power	All knowledge organisers now link to prior learning. 100% of all teaching is good.