

Pupil premium strategy statement – 2023 - 2026

Rosherville CE Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
School name	Rosherville Church of England Academy
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	A Chitty (Exec. Head)
Pupil premium lead	M Dockrell (Deputy Head)
Governor / Trustee lead	E Bonner/K Marsden

Funding overview

Detail	Amount
Detail – 2023/24	Amount
Pupil premium funding allocation this academic year	£82,935
Recovery premium funding allocation this academic year	£8,265
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	£ 115,665

Part A: Pupil premium strategy plan

Statement of intent

It is evident that the pandemic did disproportionately affect the most disadvantaged within our communities, putting them further back, academically, and socially than their non-disadvantaged peers. Our disadvantaged pupils will receive quality first teaching daily.

Our plan seeks to redress the balance between disadvantaged pupils and their peers. Being in school is paramount for our disadvantaged pupils, so a focus on attendance and working with parents underpins success in school.

Early language, rich vocabulary and high-quality reading experiences and focused interventions are key to providing opportunities and access to a full curriculum and a love of literature.

Promoting and providing nutritional, emotional and educational outcomes through targeted high-quality 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	Speech and Language On entry our disadvantaged pupils need targeted and intensive support to meet the Year 1 Phonics Standards (76% in 2023) There is a lack of vocabulary (linked to limited reading experiences) and this poses a significant barrier in the classroom and can contribute to attainment gaps between disadvantaged and non-disadvantaged pupils.
2	Attendance and punctuality Poor attendance habits have seen a resurgence post pandemic with some hard-to-reach families requiring intensive support. There is not the value placed on attendance from some families and a lack of engagement from some (Last year's attendance was 94.7%). This is widely recognised as a National issue.
3	Academic support Our disadvantaged pupil have gaps in their learning and will need extra help to catch up and also to link knowledge together into recognised schemata. Some pupils have a limited vocabulary due to a lack of reading experiences and appropriate adult interaction which therefore creates a significant learning barrier in the classroom. Support is needed to close the attainment gap particularly in reading.
4	Experiences and opportunities Financial support is required to provide enrichment activities that can be accessed by all children. Many of our disadvantaged pupils often will not experience activities beyond our immediate community, therefore, they struggle to draw upon experiences to help with their learning. These limited experiences may also extend to pupils not being encouraged to participate in extra-curricular activities.

5	<p>Wellbeing</p> <p>Some children have low levels of emotional and physical wellbeing and this affects their ability to engage fully in all aspects of school life. Many of our disadvantaged pupils experience significant challenges in their lives such as financial strain and family mental health which children find difficult to communicate.</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
Improve attendance for children who are disadvantaged by providing high quality interventions and engagement with all parents through the FLO and Local Authority Attendance Officer.	<p>Attendance for all groups is above 96%</p> <p>Persistent absence for all children is below 8%</p> <p>Parental attendance at workshops is above 50% of PP and increases over time.</p>
Provide financial support in order to pupils to access workshops and visits that enrich the curriculum and increase cultural capital (this includes a residential visit for Year 6).	<p>All pupils have experienced a range of workshops and visits (locally and further afield) to enrich the curriculum experiences.</p> <p>Attendance of disadvantaged pupils at extra-curricular clubs continues to increase.</p>
Ensure that all children have access to the necessary resources that ensure they are equipped to thrive e.g. technological, nutritional and educational.	<p>Improved attendance at breakfast club. Families attend Cookery Club hosted by catering company.</p> <p>Educational resources are provided where appropriate.</p>
Encourage a lifelong love of Reading and ensure that children have access to high quality texts.	<p>All titles endorsed by The Book Trust are available in class libraries.</p> <p>Children can talk confidently about the books that they have read and why they chose them.</p> <p>Children can access local library services.</p>
Continue to embed the full Little Wandle Phonics programme throughout the school and train staff to a high standard. Involve parents in the programme and resources to up-skill them in how they can support.	<p>Phonic outcomes in all year groups (Years R-2) improve and Year 1 screening is at least in-line with National %.</p> <p>Increased levels of parental confidence and engagement in supporting children with phonics and reading</p>
Continue with pedagogical development (Trust Principles) and training opportunities for teachers and subject leaders, enabling excellent quality first teaching that develops increased memory power	<p>Retrieval practice and assessment shows that key knowledge from each term is reattained and built on systematically.</p> <p>Subject leaders have had opportunities to attend Trust BPT training and other high-quality subject specific professional development.</p>
Use the recovery premium to appoint an experienced teacher to work with all pupils (initially in Upper KS2) to support with closing the attainment gap.	Teaching smaller, targeted groups will increase attainment for the disadvantaged pupils.

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: £55,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed Rosenshine's Principles of Instruction and Trust Principles (supported by work of Tom 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.	3
Continue to embed an integrated approach to the teaching of Phonics and reading through high quality CPD and resources available.	EEF Toolkit shows that Phonics strategies give an impact of +5 months.	1, 3
Continue to develop and embed Kagan Cooperative Learning structures that enable all children to participate.	EEF Toolkit shows that Collaborative Learning Structures give an impact of +5	3
Continue to utilise Accelerated Reader and associated reading comprehension strategies.	EEF Toolkit shows that effective comprehension can have an impact of +6 months.	1, 3
Provide high quality CPD, training and networking opportunities for teachers, subject leaders and support staff.	Release time provided will enable practitioners to further develop themselves and ensure that curriculum and leadership standards continue to drive forward developments with curriculum and staff trained appropriately to deliver.	1

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

Budgeted cost: £26,226

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use SHINE interventions to provide targeted support for pupils that 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 areas such as Speech and Language.	1, 3
Provide small group tuition from a qualified teacher for those children that have fallen behind to catch up and target gaps from Question level Analysis.	EEF toolkit suggests that targeted small group tuition can have an impact of +4 months.	3
<p>Continue to use a range of proven strategies to support the development of speech and language skills.</p> <ul style="list-style-type: none"> • Support from a trained Speech Therapist • Continue the NELLI programme in EYFS • Continue the ELSA programme in KS1 & KS2 	Oral language skills groups provide up to + 6 months impact. Some of these cross over with S&L programmes such as Emotional Literacy Support (ELSA).	1
Teaching Assistants effectively deployed to deliver high quality interventions and support with 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.	1, 3

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

Budgeted cost: £33,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Inclusion, Attendance and Families Officer appointed to support families, challenge poor attendance, and provide emotional support to pupils.	The EEF Toolkit suggest that parental engagement can have an impact of +4 months.	2, 5
Provide targeted emotional support such as: <ul style="list-style-type: none"> • Drawing and Talking • Counselling • ELSA • Dog Mentoring • CRIBs 	The EEF Toolkit suggest that parental engagement can have an impact of +4 months. This also impacts on other measures such as attendance and improved well-being. Dog Mentoring can set the children up for a successful day/week.	5
Provide wider support for families including financial and Health support as well as parenting and safeguarding support by proving the role of the Family Support Officer.	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
Provide opportunities for all pupils to experience Forest School Learning.	Outdoor education involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved.	4, 5
Set up and run programmes that encourage good levels of oracy in key areas of school life School Council, Leading Lights and Play Leaders.	EEF Toolkit states that this has a +6 Impact Pupil voice indicates that this improved well being and confidence in previous years.	4, 5

Total budgeted cost: £115,665

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.

Aims from 22-23	Outcome/Impact
Improve attendance for children who are disadvantaged by providing high quality interventions and engaging with parents.	Attendance has remained above national figure for disadvantaged pupils in July 2023.
Provide financial support to access workshops and visits that enrich the curriculum and increase cultural capital	Attendance at extra-curricular clubs is 40% of all participants which is in line with the PP percentage in school (43%).
Ensure that all children have access to the necessary resources that ensure they are equipped to thrive eg technological, nutritional and educational	All children have been able to access all trips and workshops through subsidising rising costs. 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 and at other times. 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. In pupils surveys, pupils confirmed a great level of pleasure and reading opportunities.
Develop a whole school approach to the teaching of phonics and reading that are linked.	Little Wandle subscription. Year 2 retakes 100% passed. 100% of 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. Staff are confident in using Kagan structures. New staff have received high quality training to support with the implementation of Kagan strategies and this is evident in all lessons. Kagan Ambassador trained to support colleagues in school. Trust Principles and Rosenshine CPD has been a key feature throughout the academic year.

