

Pupil premium strategy statement – Rosherville CE Academy

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the outcomes of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the second academic year of three, and the effect that last year's spending of pupil premium had within our school.

School overview

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| School name | Rosherville Church of England Academy |
| Number of pupils in school | 147 |
| Proportion (%) of pupil premium eligible pupils | 43% |
| Academic year/years that our current pupil premium strategy plan covers | 2023 - 2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Justine Roddan Headteacher |
| Pupil premium lead | Justine Roddan Headteacher |
| Governor Lead(s) | E Bonner/K Marsden |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £88,800 |
| Recovery premium funding allocation this academic year | n/a |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £22,267 |
| 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 | £111,067 |

Part A: Pupil premium strategy plan

Statement of intent

It is evident that the pandemic continues to disproportionately affect the most disadvantaged within our communities, putting them further back, academically, and socially than their non-disadvantaged peers.

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.

To help counter this, our disadvantaged pupils will receive quality first teaching daily.

Embedding an approach that nurtures improved emotional and educational outcomes through embedding quality first teaching, targeted high-quality interventions and wider strategies will 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 |
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| 1 | Speech and Language On entry our disadvantaged pupils need targeted and intensive support to meet the expected Year 1 Phonics Standards. The lack of vocabulary (linked to limited reading experiences) 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 remains a major barrier with some hard-to-reach families requiring intensive support. Nationally, it has been identified that there is not the value placed on attendance from some families and many are hard to reach. |
| 3 | Academic support Our disadvantaged pupils have gaps in their prior learning and will need extra help to catch up and 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 |

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| | to help with their learning. These limited experiences may also extend to pupils not being encouraged to participate in extra-curricular activities. |
| 5 | Wellbeing 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 constraints and family mental health which children find difficult to communicate. |
| 6 | Entry To School Children who enter the school either at the start of EYFS, or at mid-points throughout the year, are disproportionately affected by external factors for example, poor access to pre-school education, language barriers and a lack of recognition or acceptance of unmet milestones around child development. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
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| 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. | Attendance for all groups is above 96% Persistent absence for all children is below 8% Parental attendance at workshops is targeted at parents of children in receipt of the grant and increases over time so that 50% of these parents attend school planned activities |
| Provide financial support to pupils to access workshops and visits that enrich the curriculum and increase cultural capital (this includes a residential visit for Year 6). | All pupils have experienced a range of workshops and visits (locally and further afield) to enrich the curriculum experiences. Attendance of disadvantaged pupils at extra-curricular clubs continues to increase to be above 43%. The increase in attention will lead to better attendance and motivation for PPG pupils. |
| Ensure that children have opportunities to improve routines (eg being punctual) and access resources through breakfast club and after school provision | Improved attendance at breakfast club and after school provision. Families attend Educational resources are provided where appropriate. |
| 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. Children can access local library services. Children receive a copy of a text from the author their class is named after. Reading and Phonics outcomes remain on track to be in line with National. |
| Further 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 upskill them in how they can support. | Phonic outcomes in all year groups (Years R-2) improve and Year 1 screening is at least in-line with National %. Ensure an increased number of Year 2 pupils pass the Phonic Retake. Ensure that all children have access to a spelling programme to improve accuracy and fluency Increased levels of parental confidence and engagement in supporting children with phonics |

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| | and reading, measured through parent surveys, reading records and progress of disadvantaged pupils. |
| Continue with pedagogical development (Trust Principles) and training opportunities for teachers and subject leaders, enabling excellent quality first teaching that develops increased memory power | Retrieval practice, assessment and lesson visits show that key knowledge from each term is reattained and built on systematically. Subject leaders have had opportunities to attend Trust BPT training and other high-quality subject specific professional development and their development plans identify improved outcomes they expect to achieve. |

Activity in this academic year (2023/24)

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 |
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| 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. | 1,3,6 |
| 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 | 3,6 |
| 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 |
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| 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. Focussed in Year 6 to provide support to be secondary ready | EEF toolkit suggests that targeted small group tuition can have an impact of +4 months. | 3 |
| Continue to use a range of proven strategies to support the development of speech and language skills. <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 ,5,6 |
| 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, 6 |

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

Budgeted cost: £29104

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 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 • | 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: £111067

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 2023 to 2024 academic year.

| Aims | Outcome/Impact |
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| 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. | Although the school's attendance remains below the National Average, there was an improvement in attendance (all pupils) from 94.1% (22/23) to 94.3% (23/24). During this period, attendance of disadvantaged pupils improved from 91.3% (22/23) to 92.1% (23/24). |
| Provide financial support to pupils to access workshops and visits that enrich the curriculum and increase cultural capital (this includes a residential visit for Year 6). | <p>Throughout the year, all disadvantaged pupils, have had trips visits subsidised/fully paid for to provide them with enriched experiences. These included: Imperial War Museum, Tate Modern, Year 6 residential, Young Voices at the O2, , visits to places of Worship, Canterbury Cathedral.</p> <p>These opportunities have offered our pupils with opportunities and experiences that have enhanced their learning and cultural capital. This has led to better engagement in lessons, accounts for improved attendance and behaviour.</p> |
| <p>Ensure that all children have access to the necessary resources so they thrive in sessions.</p> <p>This includes; iPad/texts</p> | <p>We purchased some new devices earlier in the year enabling additional devices (tablets) to be used by Pupil Premium pupils in class and access educational platforms that the school subscribes to. Purchased devices in September. s</p> <p>A greater percentage of pupils attend breakfast club provision over the year. 53% of the children that attend break club are Pupil Premium.</p> |
| Encourage a lifelong love of Reading and ensure that children have access to high quality texts. | <p>Throughout the year we have purchased texts and resources to support high quality teaching of reading and English.</p> <p>Reading outcomes @ End of Key Stage 2</p> <p><u>2022/23</u> 71.4% EXS+ (All Pupils) 57.1% EXS+ (Disadvantaged)</p> <p><u>2023/24</u> 70.0% EXS+ (All Pupils) 50.0% EXS+ (Disadvantaged)</p> <p>There were 20 pupils in our year 6 cohort, last year, and we had some high percentages in terms of their demographics and contextual make up. 4 of the Year 6 cohort have joined the school during years 5 and 6. Within the cohort 8 are disadvantaged and 4 are on the SEND register. 12</p> |

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| | <p>pupils within our year 6 cohort have English as an Additional Language.</p> <p>As a year group they have attendance of 94% (which has improved from 91%) and 3 pupils with Persistent Absence.</p> |
| <p>Continue to embed the full Little Wandle Phonics programme throughout the school and train staff to a high standard.</p> <p>Involve parents in the programme and resources to up-skill them in how they can support.</p> | <p>In the summer term we had a full Early Reading English Hub review which identified strengths and areas to further develop/implement. We were provided with £2,000 to spend on texts and resources for our Synthetic Phonics Programme.</p> <p>Our Phonics attainment is below national at 61% and children will receive targeted intervention between now and their year 2 re-takes.</p> <p>4 pupil premium pupils did not pass the phonics screening check. 1 has an EHCP, 1 received SEND Support, and two had below average attendance.</p> <p>Post screening we have ensured that all Little Wandle assessments are completed daily intervention continues and new staff joining the school are fully trained including new staff going into KS1 revisit training.</p> <p>Year 2 This year we have held two parent workshops and attendance was strongest at our Early Reading workshops which provided an opportunity for parents to ask questions, learn how we do things and talk to staff. Parents of pupil premium were in attendance.</p> |
| <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> | <p>As a small school, although it is sometimes challenging, we have extremely good attendance at Trust Best Practice Groups where collaboration and pedagogy are discussed and shared.</p> <p>Our pupil premium budget is used to pay our highly skilled support staff/HLTAs who provide release for leaders and subject leaders to attend these extremely valuable sessions.</p> <p>Leaders then build time in school to disseminate to the wider staff team enabling all pupils to benefit from highly trained staff enabling them to flourish.</p> <p>Evidence where this has made a difference to classes/pupils</p> |
| <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.</p> | <p>We employed a qualified teacher to lead teacher-led interventions across years 5 and 6.</p> <p>Our year 5 Pupil Premium readers with expected+ closed the attainment gap from 32% at the start of the academic year to 6% in July 2024.</p> <p>Our Year 6 combined for Pupil Premium pupils attainment increased from 25% at the start of the year to 50% at the end of year. This is an increase from 43% in 2023.</p> <p>Of the 4 PP children that did not get the combined in Reading/Writing/Maths, 3 receive SEN Support and one had attendance around 50%.</p> |

