

Pupil premium strategy statement

School overview

Metric	Data
School name	Rossmere Primary School
Pupils in school	350 (+ nursery)
Proportion of disadvantaged pupils	53%
Pupil premium allocation this academic year	£262,410
Academic year or years covered by statement	2021 - 2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Victoria Gardiner
Governor lead	Gill Slimmings

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 in CRWM	40%
Achieving high standard at KS2 in CRWM	10%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all teaching and non-teaching staff have Read Write Inc Phonics training so that they can effectively deliver lessons in phonics.
Priority 2	Ensure that all strategies are used to overcome barriers in maths and gaps in maths concepts left by Covid lockdowns. Use of tutoring and Learning Coaches to achieve this
Priority 3	Ensure that all barriers to learning are identified, assessed and addressed by specialists.
Barriers to learning these priorities address	Ensuring staff use evidence based whole class teaching effectively Ensuring all intervention programmes are evidence based and good quality.

	Contracts with SALT, Future Steps and Place 2 Be for easy and quick access to specialists.
Projected spending	£180,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve a progress score in reading in KS2 that is close to the national average	July 2022
Progress in Writing	Attainment in writing to match that of reading in KS1 and KS2	July 2022
Progress in Mathematics	Achieve a progress score in maths in KS2 that is close to the national average	July 2022
Phonics	Achieve national average or above in phonics in Y1 and Y2	July 2022
Other	Improve engagement of disadvantaged pupils so that they attend well and make good progress in all lessons	July 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Invest in RWI training for all staff and fully implement the programme for all children who meet the criteria, including investment in phonic based reading books. Assess and develop children's language skills and address any difficulties using Speech and Language Therapy.
Priority 2	Establish small group and one to one maths interventions for disadvantaged pupils who have gaps in learning due to Covid lockdowns, or who have fallen behind.
Barriers to learning these priorities address	Ensure the basics of phonics, reading, writing and spelling are embedded before a child leaves KS1. Ensure all KS2 children who already have gaps in maths learning, are given the opportunity to catch up and fill the gaps.
Projected spending	£190,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Develop curriculum enrichment and outdoor education to engage with hard to reach children, and provide them with meaningful experiences to enhance their knowledge of the world.</p> <p>This includes residential visits, Forest School lessons and other memorable experiences.</p>
Priority 2	<p>Strengthen links with vulnerable families so that the mental health needs of both children and parents are addressed, leading to better attendance and improved resilience.</p> <p>This includes referrals to Place 2 Be for parents and children and use of a full time Parent Support Advisor to support targeted parents.</p>
Priority 3	<p>Ensure that all children are ready to learn by the provision of fruit, breakfast and fresh water</p>
Barriers to learning these priorities address	<p>Improving readiness to learn of the most vulnerable and disadvantaged pupils.</p>
Projected spending	£82,410

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that time is given for good quality training of teachers and teaching assistants	2 PD Days in September 2021 Other training by releasing staff from class over the year
Targeted support	Sourcing tutors from National Tuition Programme. Ensuring that the targeted children stay for the sessions after school. Allowing Learning Coaches to take children out of lessons Children having unmet needs that need intervention from a specialist.	Use of 3 different tuition partners – for Y5/6, Y3/4, Y1/2 Use of Friday afternoons as Catch-Up time. Allocating one learning coach with each specialism to each phase (maths, phonics, reading) Using specialists to assess and address barriers – SALT, Future Steps, Place 2 Be
Wider strategies	Engaging the families who struggle the most, as they are those who do not want to engage with school.	PSA to build relationships with targeted families through drop in sessions, one to one and group courses, home visits etc. Offering incentives such as reduced cost of visits, free equipment etc. Breakfast scheme, free fruit, water bottles are all provided.

Review: last year's aims and outcomes

Aim	Outcome
Improve standards in reading, writing and maths by the end of KS2	Due to lockdowns and lack of national data or SATs this is hard to verify, although internal data shows that good progress has been made and targets for individual children have been reached
Improve attendance and engagement of disadvantaged children	Due to Covid related absences and the ongoing effect of parental anxiety, reduced services to address attendance etc this has been hard too achieve. All PA children are referred to the LA attendance service. Until June it was not possible to go on visits to the focus on memorable experiences has been hard to implement, however project work has engaged all children to a very high level.
Improve engagement in reading and standards in reading throughout the whole school	This has been a big success – Accelerated Reader has ensured that all children who can read are reading at an appropriate level and often. Standards in reading have been maintained through a year of lockdowns.