

## 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	Rossmere Primary School
Number of pupils in school	350 (+ nursery)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	30 <sup>th</sup> September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Caroline Reed (headteacher)
Pupil premium lead	Victoria Gardiner
Governor / Trustee lead	Gillian Slimmings (chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,410
Recovery premium funding allocation this academic year	£26,970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£289,380

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for early identification of need for all disadvantaged pupils, so that barriers can be overcome at the earliest point. This will include specialist support services and additional adults providing high quality, evidence based intervention at the right time.

Where gaps have widened due to Covid 19, our aim is to fill any gaps in knowledge and give extra opportunity to develop skills.

## Challenges

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

Challenge number	Detail of challenge
1	Phonic knowledge is not secure enough to create secure readers and writers in Key Stage 2, even though they passed the phonic check in Y1.
2	There are too many gaps in mathematical knowledge and concepts created by Covid 19 to be overcome just in daily maths lessons.
3	Delays in speech and language skills, physical skills, or disorders that have not been identified by health services due to Covid 19, are major barriers to learning.
4	Attendance of the most vulnerable pupils is even more poor after Covid 19 lockdowns, because families have developed new habits. Also parental anxieties around Covid need to be addressed
5	Anxiety and stress caused to children by social isolation, bereavement and lack of routine and structure due to Covid19 must be overcome.
6	The curriculum must be adapted to ensure that children who may have suffered from lack of stimulus and experiences during lockdowns are engaged

## 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
Introduction of Read Write Inc across school means that all children will develop a secure grasp of phonics if they do not already have it.	6 weekly RWI assessments show steady progress at the expected rate. By July 2023 we expect that the only children on the RWI programme will be children in Reception and Year 1 (except for some SEND pupils)
Gaps in maths knowledge and skills are overcome by intervention and catch up tuition	By July 2022 the percentage of children achieving ARE in maths is at 75%+ in all year groups.
Early identification of speech or physical delays speeds up the process of therapy to overcome the barrier.	By July 2023 all children have needs identified in nursery so that therapy can start at that point. Training support staff will be carrying out programmes with all children who need it.
Attendance to improve again so that it is in line with national average	Target for 21/22 is 95%. It cannot be set above this level due to the ongoing need for children to get tests and isolate. Target for 22/23 is 95.5% Target for 23/24 is 96%
All children who need counselling or play therapy support are referred to Alliance or Place 2 Be	Waiting lists are manageable by September 2022 so that all children can access the support they need.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff in Read Write Inc phonics programme	All staff should be trained in an evidence-based phonics programme to support readers at all levels and ages	1
Train Learning coaches in intervention programmes	Intervention programmes work best when they are planned, time limited and evidence based. This is the best use of Teaching Assistants (retitled as Learning Coaches)	2 3
Develop the curriculum so that it is progressive, engages and enriches experiences and is implemented well	For children to learn effectively the curriculum must engage and be planned to develop skills and knowledge progressively	6

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up tuition from Vocabulary Ninja one day a week for all targeted year 6 children to quickly fill gaps in learning	Children need evidence based intervention from experienced teachers	2 6
Tuition once a week from the NTP for KS2 children who have gaps in learning	Children need evidence based intervention from experienced teachers	2
Support and assessment from speech therapy and occupational therapy in school (SALT and Future steps)	Early intervention and assessment of need will ensure support as soon as possible, to catch up to peers before gaps widen	3
Learning Coaches throughout school deliver evidence based intervention programmes and programmes of therapy	Intervention programmes work best when they are planned, time limited and evidence based. This is the best use of Teaching Assistants (retitled as Learning Coaches)	2 3

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

Budgeted cost: £69,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support advisor employed full time to build relationships with families, transport children to school and improve attendance	Poor attendance at school is the biggest barrier to achievement	4
Contract with Place 2 Be to offer counselling and play therapy in school to any child who needs it	Mental health is crucial to support	5
Experiences to enhance learning, improve engagement and widen aspirations	Children embed learning when they experience it or have a hook to remember	6

**Total budgeted cost: £289,380**

## 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.

Attendance of the most vulnerable children was good, and their engagement in learning did not suffer too much, because the vast majority were in school throughout lockdown periods.

Intervention programmes in reading showed the most success. This has been proved on return to school in September 2021 as progress has been maintained throughout school.

Support services such as Speech and Language Therapy, Future Steps Occupational Therapy and Place 2 Be Counselling have all addressed barriers to learning at the earliest opportunity with planned programmes in place for each child.