

Pupil premium strategy statement –Rossmere Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Rossmere Academy
Number of pupils in school	344 (+ nursery)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Caroline Reed (Headteacher)
Pupil Premium Lead	Debbie Anderson
Governor / Trustee Lead	Trustee: Margaret Bousfield Governor: Gill Slimings

Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£327,306
Recovery Premium Funding allocation this academic year	
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£327,306

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim is for the early identification of need for all disadvantaged pupils, so that barriers can be overcome at the earliest point. We are determined to close both the attainment gap and the attendance gap between our disadvantaged and non-disadvantaged pupils working at all academic levels. Our plan aims to address the main barriers that our pupils face through school self-evaluation, rigorous tracking, careful planning, direct targeted support, intervention and high quality CPD for all staff. As a school our aim is to identify and understand both the academic and non-academic challenges a child may be facing. Our approach is to support and promote high quality teaching for all pupils -we will support other non-eligible pupils.

To achieve this aim we will be adopting the tiered approach as recommended by the EEF (Education Endowment Foundation), which places a focus upon high quality teaching supported by academic interventions and access to wider opportunities. Our strategy is an integral part of our securing improvement plan. Underpinning this plan is high quality CPD for all staff and the following principles:

- An ethos of “attainment for all” regardless of disadvantage or need.
- That the most effective method of addressing disadvantage is through high quality teaching.
- The use of a robust self-evaluation system, focused on outcomes that can identify barriers and effectively inform and evaluate interventions. Specific interventions will be based upon identified need.
- PP funding is leveraged to benefit as many pupils as possible, including non-PP pupils.

Evidence sources, such as the EEF, to ensure that our challenges are identified and that the best evidence has been used to raise the achievement of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal data indicates that there is a gap in attainment between PP pupils and non-pupil premium pupils in the key area of phonics
2	Through the use of internal and end of KS2 tracking data it is clear that the gap is narrowing between PP and NPP in core areas. In some cohorts, PP pupils underperformed compared to non -PP pupils in the key areas of maths and reading.
3	Internal data indicates that writing is a limiting factor across school. PP data indicates that in some cohorts, PP pupils underperformed in comparison to NPP pupils.
4	Observations and discussions with pupils, parents and teaching staff indicate a rising level of pupils with complex needs which include: speech and language skills, physical skills, social communication, attention difficulties and motor skills. These are major barriers to learning and are evident in particular within our EYFS and Year 1 provision. These barriers are more prevalent with our disadvantaged pupils.
5	Attendance data of pupil premium pupils is lower than that of non-pupil premium pupils. Attendance requires addressing to ensure the national target of 96% is reached.
6	School self-evaluation and data analysis indicates that there needs to be embedding of consistently high quality first teaching using Roseshines Principles in all classrooms
7	Our assessments, discussions with pupils and families and external partners indicate that our pupils and families have a level of anxiety and social, emotional and mental health difficulties..
8	Limited engagement with wider curricular opportunities and experience of cultural capital. (the essential knowledge that pupils need to be educated citizens, helping pupils to engender an appreciation of human creativity and achievement
9	Our on entry data and internal EYFS data indicates that our children need support with early language acquisition. There is a need for oracy development across the school.

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
Accelerated progress in phonics for our PP pupils.	<p>The gap between pupil premium and non-pupil premium pupils is diminished.</p> <p>There will be a reduced number of pupils from Y2 needing to access phonics teaching.</p> <p>Achievement is at least in line with national averages for the Year 1 phonics check.</p>
A higher proportion of PP pupils reach at least age related expectations at the end of KS2.	The attainment gap at the end of KS2 between PP and NPP will have reduced.
Early identification of barriers in maths so that there is accelerated progress in maths.	<p>The gap between pupil and non-pupil premium pupils is diminished.</p> <p>A higher proportion of pupils reach age related expectations in maths at the end of KS2 and in the Y4 multiplication check:</p>
Accelerated progress in writing across the school.	<p>Writing outcomes at the end of EYFS, KS1 and KS2 improve from last year.</p> <p>A higher proportion of pupils reach age related expectations across school in the core area of writing.</p>
An increased focus upon early language acquisition.	<p>Effective CPD will have led to an increased focus upon oracy in all year groups.</p> <p>Impact of the focus upon spoken language is reflected in the improved quality of written work.</p>
Enhanced early identification of need through the commissioning of external services.	<p>Pupils access a wide range of interventions to meet their complex needs</p> <p>Speech and language data/Future Steps data and EP reports show that if gaps in language/physical development /cognition and learning are targeted then progress is accelerated.</p> <p>Resources and adaptations are appropriate and in place to meet the targeted need.</p>
Improved attendance across the school.	<p>The attendance gap between PP pupils and non -PP pupils is reduced.</p> <p>PP attendance to be in line with national average.</p> <p>Whole school attendance to be in line with national averages.</p>
Improved quality of teaching and learning in all classroom using a pedagogical approach.	<p>Quality first teaching in all classrooms, taking account of effective classroom practice.</p> <p>Robust school self evaluation systems identify that all pupils experience lessons that enable at least good progress to be made.</p>

<p>Improved well being of all pupils, with a clear focus upon pupil premium pupils.</p>	<p>Children are observed to have positive attitudes towards learning. Internal data indicates that both pupils and families are supported at the earliest opportunity.</p>
<p>Improved enrichment opportunities for all pupils.</p>	<p>For pupil premium pupils to engage in a wide range of wider opportunities to the same level as their non pupil premium peers. Pupils have access to a range of opportunities, such as residential visits, day visits, visitors into school to enrich their curriculum. Positive feedback is received from pupils, parents, staff and external partners.</p>

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: £106,091

Staffing £ 105,091

Course fees: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Clearly planned and targeted CPD plan in place for all staff.</p> <p>High quality coaching model in place across school led by SLT/ Core subject leads.</p> <p>Rigorous cyclical self-evaluation of the quality of teaching and learning across school led by SLT/SENDCO/Core subject leads.</p>	<p>EEF research shows that great teaching is the most important factor in improving pupil outcomes.</p>	<p>1,2,3,6</p>
<p>Teaching and learning CPD focus using evidence based strategies to develop pedagogy to improve pupil outcomes for all staff.</p>	<p>Supported by the EEF Tool Kit (2021) and the use of the Great Teaching Toolkit.</p> <p>GTT is an evidence informed CPD tool designed to help great teachers and schools become even better. Research has shown that there are key things that teachers know and do that make the biggest difference to pupil outcomes. The GTT is anchored firmly in the 17 elements of Great Teaching.</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>EEF research shows that great teaching is the most important factor in improving pupil outcomes.</p>	<p>1,2, 3,6</p>

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

Budgeted cost: £121,571

Learning Coaches: £101,100

EP: £6,845

Future Steps: £8,626

Resources: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Interventions:</u> Phonics Phonics to Fluency First Class Number Future Steps SALT Lexia Launchpad Early Talk Boost</p>	<p>EEF (Education Endowment Foundation 2021) suggests that small group tuition has 4+ months benefit and 1:1 tuition can have a benefit of 5+ months,</p> <p>EEF highlights the successes of having fidelity to a systematic synthetics programme such as the chosen programme: Read, Write, Inc. and One to One Phonics Tuition follows this programme.</p> <p>An independent EEF trial found that First Class Number had a positive impact on pupils mathematical skills.</p> <p>Research has consistently recognised the critical nature of fluency as a bridge between effortful decoding and comprehension.</p>	<p>1,2, 3,4</p>
<p>Commissioning of external services to provide early identification of need, bespoke interventions for pupils, and CPD for staff. EP: Future Steps:</p>	<p>Evidence highlights that once there has been an identification of need, it is imperative that the intervention and recommends manifest themselves in a daily basis.</p> <p>EEF evidence shows that short, focused sessions over a time limited period will have an impact of approx. 4months +.</p>	<p>1,2,3,4</p>
<p>Learning coaches throughout school to deliver high quality, evidence based intervention programmes.</p>	<p>Intervention programmes work best when they are planned, time limited and evidence based. This is the best use of Teaching Assistants (retitled at Rossmere as Learning Coaches)</p>	<p>1,2,3,4</p>

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

Budgeted cost: £99,644

Staffing: £35,039

Place 2 Be: £29,103

Subscriptions: £2,502

Wider Experiences: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted monitoring of the attendance of pupil premium pupils.</p> <p>Parent support advisor/attendance lead employed full time to build relationships with families, transport children and reduce barriers.</p>	<p>EEF evidence clearly highlights the link between low academic achievement and poor attendance.</p> <p>Research shows that the barriers to regular school attendance are wide-ranging and specific to individual children and can be complex.</p>	5
<p>Contract with Place 2 Be to offer additional support counselling and play therapy in school to any child who may be experiencing any difficulty with their emotional needs/mental health.</p>	<p>Improving Social and Emotional Learning in Primary Schools (EEF 2019) research indicates that with the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems and communicate in appropriate ways. These social and emotional skills are essential for children's development, support effective learning and are linked to positive outcomes in later life.</p>	7
<p>Experiences to enhance learning, improve engagement and widen aspirations.</p>	<p>Education Policy Institute (EPI) (Feb 2022) report highlights that there has been a marked increase in persistent poverty amongst disadvantaged pupils in recent years.</p> <p>All children within the school should be able to access all opportunities that we provide.</p>	8

Total budgeted cost: £ 327,306

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.

Upon reviewing our strategy for 2023/24 as part of the three year strategy, it is clear that there is evidence of impact.

TEACHING: (2023/2024)

Improved quality of teaching and learning in all classrooms using a pedagogical approach: Over the past academic year we have had a clear, rigorous cycle of self –evaluation with a clear focus upon the quality of teaching and learning. We have clear evidence through our phase review cycles that there has been a clear impact of CPD upon the quality of teaching and learning. Teaching is effective across the school. There has been targeted CPD for all staff – activating hard thinking, retrieval and questioning. Specific subject areas have focused upon reading and SEND. Learning Coaches have accessed direct CPD linked to the evidence based intervention that they are leading. We have embedded a high quality coaching model across the school that has been led by SLT/Core Subject Leads and SENDCO. We have embedded Rosenshine’s Principles and used the Great Teaching Toolkit as support. Reflective conversations are a key part of our self-evaluation cycle and these conversations have enabled us to identify both whole school and bespoke CPD.

TARGETED ACADEMIC SUPPORT: (2023/2024)

Accelerated progress in reading, writing and maths across school: Learning coaches delivered high quality evidence based interventions across the academic year. CPD was provided for all. A clear intervention plan was in place which clearly identified priority areas for each individual – both NPP and PP based upon data. Key interventions were linked to the core areas of reading, phonics, maths and writing. At the end of the year we had 265 who had accessed some level of intervention over the year (173 were PP and 103 were NPP) Commissioned services were in place to support with wider interventions – Future Steps. The service provided CPD for staff, assessed pupils, wrote both home and school programmes and supported in the delivery of them. Intervention groups were in place before school for targeted groups of pupils. Strategies extended to the classrooms. At the end of the Academic year we had 35 pupils with a plan.

Impact upon data:

	School 2022	School 2023	School 2024
GLD	69%	71%	75%
Phonics Y1	75%	81%	78%
Phonics Y2	90%	93%	94%
Y4 Multiplication	25%	38%	38%
KS2 Reading	61%	69%	75%
KS2 Writing	63%	65%	72%
KS2 Maths	54%	63%	75%
SPAG	35%	63%	72%
Combined	39%	52%	69%

PP/NPP:

Phonics Y1:

	<u>June 2024</u>
All Year One Pupils	78.2%
Pupil Premium	74.3%
Non Pupil Premium	85%

Year 1: (2023/2024) Internal data: shows the PP gap is narrowing across the school. Key priority year groups have been identified moving forward groups there will be a focus upon writing development.

WIDER STRATEGIES: (2023/2024)

Improved attendance across the school:

Our whole school attendance over the last two years has been on an upward trajectory: There has been a targeted and planned approach to the monitoring of the attendance of pupils. The attendance lead alongside the Senior Attendance Lead have clear strategies, policy and protocols in place to be support and challenge parents. The gap is narrowing between NPP and PP pupil's attendance. At the end of Summer 2024, PP pupil's attendance was 93.6% and NPP pupil's attendance was 95.1%. A gap of now -1.5%.

	2022/2023	2023/2024
Whole school attendance	92.8%	94.2%
PA		16%

Improved enrichment opportunities for all pupils:

There has been a significant number of wider opportunities for our pupils. These have included visits both locally and wider, sporting events, theatre visits, events within school, such as discos.

Additional counselling support and play therapy to support any pupils who may be experiencing difficulties with their social, emotional or mental health. Use of a commissioned service two days per week. X12 pupils (X10 PP and x2 NPP) every 10 weeks received 1:1 therapeutic support. Place 2Talk sessions also ran weekly for any child who needed time to talk. Evaluations show this is a well-used service and it has a positive impact upon early identification of nay worries/needs through Place 2 Talk. Deeper/more complex needs are addressed through the weekly therapeutic sessions. Whole school themes are also supported- e.g. friendship difficulties, on-line difficulties are addressed by the Place 2 Be manager using with group or whole class sessions.

Through on going school self-evaluation, there will continue to be a continued focus upon the quality of teaching and learning and curriculum development to ensure that we remove any barriers for all pupils at the earliest opportunity. The tiered approach to school improvement will be used to set goals: every child will be taught by an excellent teacher, who will be trained in the best evidenced based approaches, every child will be taught a broad and ambitious curriculum with high expectations, every child who falls behind in English or Maths will get the right support to get back on track. The key areas that will be included in our Pupil Premium Strategy for 2024/25 will be:

- The quality of teaching and learning: Targeted CPD to ensure teaching is effective

- Attendance
- Emotional well-being
- Wider curriculum opportunities
- Pupil outcomes: Targeted support through direct interventions