

Pupil premium strategy statement –Rossmere 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 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 Academy
Number of pupils in school	345 (+ nursery)
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Caroline Reed (Headteacher)
Pupil Premium Lead	Debbie Anderson
Governor / Trustee Lead	Trustee: Margaret Bousfield Governor: Gill Slimmings

Funding Overview

Detail	Amount
Pupil Premium Funding allocation this academic year	£314,316
Recovery Premium Funding allocation this academic year	£29, 616
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£314,316+£29,616= £343,932

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 the attainment 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 rigorous tracking, careful planning and direct targeted support and intervention. 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 and the following principles:

- An ethos of “attainment for all” regardless of disadvantage or need. We recognise that not all pupils who are in receipt of free school meals are socially disadvantaged and equally recognise that not all pupils who are not in receipt of free school meals may be socially disadvantaged.
- 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	Data indicates that there is a gap in attainment between PP pupils and non-pupil premium pupils in the key area of phonics and reading.
2	Through the use of internal tracking data it is clear that PP pupils underperformed compared to non -PP pupils in the key area of maths. There is a need for a key focus within KS2.
	Internal data indicates that writing is a limiting factor across school. PP data indicates that PP pupils underperformed in comparison to NPP pupils.
3	Observations and discussions with pupils, parents and teaching staff indicate a high 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.
4	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.
5	School self evaluation and data analysis indicates that there needs to be consistently high quality first teaching in all classrooms.
6	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.
7	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).

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 and reading.	<p>The gap between pupil premium and non-pupil premium pupils is diminished.</p> <p>Reading outcomes at the end of KS2 improve from last year.</p> <p>A higher proportion of pupils reach age related expectations at the end of KS2: to be in line with national standards.</p> <p>Achievement is at least in line with national averages for the Year 1 phonics check.</p> <p>By July 2023, only Reception and Year 1 pupils will be accessing the Read, Write Inc phonetic scheme.</p>
Accelerated progress in maths across KS2.	<p>The gap between pupil and non-pupil premium pupils is diminished.</p> <p>A higher proportion of pupils reach age related expectations at the end of KS2 and in the Y4</p>

	<p>multiplication check: to be in line with national standards.</p>
<p>Accelerated progress in writing across the school.</p>	<p>Writing outcomes at the end of both 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 reading.</p>
<p>Enhanced early identification of need through the commissioning of external services.</p>	<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>Improved attendance across the school.</p>	<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 in line with national averages of 96%.</p>
<p>Improved quality of teaching and learning in all classroom using a pedagogical approach.</p>	<p>Quality first teaching in all classrooms, take 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.</p> <p>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.</p> <p>Pupils have access to a range of opportunities, such as residential visits, day visits, visitors into school to enrich their curriculum.</p> <p>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: £ 135,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality coaching model in place across school led by SLT/SENDSCO / Core subject leads.</p> <p>Rigorous cyclical self-evaluation of the quality of teaching and learning across school led by SLT/SENDSCO/Core subject leads.</p>	<p>EEF research shows that great teaching is the most important factor in improving pupil outcomes.</p>	<p>1,2,5</p>
<p>Teaching and learning CPD focus using evidence based strategies to develop pedagogy to improve pupil outcomes.</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>1,2,5</p>

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

Budgeted cost: £135,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group tuition:</i> Fresh Start, Reciprocal Reading</p> <p><i>One to one tuition:</i> Phonics Tutoring Writing Intervention First Class Maths Tuition</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. Fresh Start and One to One Phonics Tuition follows this programme.</p> <p>EEF evidence suggests that if Fresh Start is implemented effectively as an intervention programme, children made on average an additional 3 months progress.</p> <p>An independent EEF trial found that First Class Number had a positive impact on pupils mathematical skills.</p>	1,2
<p>Commissioning of external services to provide early identification of need, bespoke interventions for pupils, and CPD for staff.</p> <p>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>	3, 2
<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 as Learning Coaches)</p>	1,2

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

Budgeted cost: £67,862

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 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>4</p>
<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>	<p>6</p>
<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>	<p>7</p>

Total budgeted cost: £ 343,932

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.

Upon reviewing our strategy for 2022/23 as part of our three year strategy, there were some outcomes that have been met and that there is clear evidence of impact, whilst there are some areas that will be on-going as part of our three year strategy.

Through school self-evaluation, it is evident that there needs 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 academic year 2023/2024 has a key focus upon the development of writing. The key areas that will be included in our Pupil Premium Strategy for 2023/24 will be:

- The quality of teaching and learning: Targeted CPD to ensure teaching is effective (The Great Teaching Toolkit)
- Attendance (Persistence absence remains a concern)
- Emotional well-being
- Wider curriculum opportunities
- Pupil outcomes: Targeted support through direct interventions (Learning Coaches, SALT, Future Steps, Tutoring)

Evaluation of Intended Outcome 1: 2022-23. Accelerated progress in phonics/reading:

Previous assessments and observations had indicated that our disadvantaged pupils had greater difficulty with their phonetic development than their non-disadvantaged peers. During the academic year 2022/23 the phonetic programme Read, Write, Inc continued to be used fully and was embedded across the school. We continued to ensure fidelity to the scheme. All staff continued to access high quality, bespoke CPD regularly throughout the academic year. There was regular monitoring and evaluation by the Early Reading Lead of both the quality of teaching and learning and the progress of all pupils. The outcome at the end of Year One (2023) was that PP pupils outperformed NPP pupils. The number of pupils reaching the expected standard in phonics at the end of Year 1 was above the national standard.

Year One Phonics Check Summer 2023:

	<u>June 2023</u>
All Year One Pupils	81.5%
Pupil Premium	88.9%
Non Pupil Premium	74.1%

40 out of 44 pupils in Year 1 in June 2023, who passed the screening check scored 34+ (Threshold was 32+)The on-going phonetic assessments throughout the year were consistent with the final phonic check.

Moving forward, the pupils who did not meet the threshold at the end of Y1 will continue to access additional phonetic intervention as they move into Year 2. (10 pupils) (5PP and 5NPP)

93 % of Year 2 pupils (2022/23) have now passed the phonics screening check. Nationally, 89% of pupils met the expected standard by the end of Y2.

There were three Year 2 children who did not meet the standard at the end of Year 2 (X2 pupils have significant SEND needs and X1 pupil has significant medical needs. These pupils will continue to receive bespoke intervention moving forward. (X3PP)

Reading:

EYFS: All pupils end of Reception 2023:

Comprehen- sion	Word Read- ing
82%	78%

EYFS: PPI end of Reception:

Comprehen- sion	Word Read- ing
76%	67%

Outcomes in reading were above national averages at the **end of KS1** at the end of 2023. There was also an upward trajectory:

School all pupils 2023: EXS+ 73% (National : 68%)

School GDS 2023: 22% (National 18%)

School 2022: EXS+ 71%. School 2023: EXS+ 73%

Outcomes at the **end of KS2** in reading are still below national averages, however there was an improvement on the 2022 results.

School all pupils 2023: EXS+ 69% (National 73%)

School GDS 2023: 15%

School 2022: EXS+ 61%. School 2023: EXS+ 69%

Pupil Premium:

Pupil Premium: EXS+ 63% pupils

Non Pupil Premium: EXS+ 81%

Evident there is a pupil premium gap in reading at the end of Key Stage 2, however there is an upward trajectory in the number of pupil premium pupils reaching expected or above standard.

Whole School Teacher Reading Assessment Data:

Pink: WTS_(working below expected standard)

Yellow: EXS (working at expected standard)

Green: GDS (greater depth standard)

Teacher Assessment: **End of Y1 Reading 2023:**

Disadvantaged: 74% +	7	16	3
	27%	62%	12%
Non Disadvantaged 68% +	9	13	5
	33%	48%	19%

Teacher Assessment **End of Y2 Reading 2023:**

Disadvantaged 72%+	8	15	5
	29%	54%	18%
Non Disadvantaged 72%	5	8	4
	29%	47%	24%

Teacher Assessment **End of Y3 Reading 2023:**

Disadvantaged 75%+	7	16	5
	25%	57%	18%
Non Disadvantaged 75%	5	6	9
	25%	30%	45%

Teacher Assessment: **End of Y4 Reading 2023:**

Disadvantaged 72%+	9	17	6
	28%	53%	19%
Non Disadvantaged 65%	7	8	5
	35%	40%	25%

Teacher Assessment: **End of Y5 Reading 2023**

Disadvantaged 62%	9	14	1
	38%	58%	4%
	4	4	7

Non Disadvantaged 74%	27%	27%	47%
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Evaluation of Intended Outcome 2 : Accelerated progress across KS2 in Maths.

Previous internal data indicated that pupils across Key Stage 2 had a number of gaps within the core subject area of maths. A number of maths interventions were in place across KS2 in 2022/2023. For example: Third Space Learning, Active Tutoring, After School SATS club, bespoke interventions.

Maths:

Pink: WTS_(working below expected standard)

Yellow: EXS (working at expected standard)

Green: GDS (greater depth standard)

Teacher Assessment **End of Y3 Maths 2023:**

Disadvantaged	8	17	3
72%	29%	61%	11%
Non Disadvantaged	5	8	7
75%	25%	40%	35%

Teacher Assessment: **End of Y4 Maths 2023:**

Disadvantaged	10	17	5
69%	31%	53%	16%
Non Disadvantaged	6	9	5
70%	30%	45%	25%

Teacher Assessment: **End of Y5 Maths 2023**

Disadvantaged	9	12	3
63%	38%	50%	13%
Non Disadvantaged	3	4	8
80%	20%	27%	53%

Outcomes at the **end of KS2** in reading are still below national averages; however, there was an improvement on the 2022 results.

End of KS2 Maths Test Data KS2:

School all pupils 2023: EXS+ 63% (national 73%)

School GDS 2023: 6%

School 2022: EXS+ 54%

School 2023: EXS+ 63%

Pupil Premium End of KS2 Maths Test Data

Pupil Premium: EXS+ 53%

Non Pupil Premium: EXS+ 81%

A gap remains between PP and NPP at the end of Key Stage 2.

There has been a clear Focus upon rapid recall: The impact is as detailed below for the outcomes of the Year 4 2023 multiplication check:

% full marks:

School 2022: 25%.

School 2023: 38%

National 2023: 31%

Average score:

School 2022: 18.8

School 2023: 21.3

National 2023: 20.4

There was evidence of impact in our internal tracking system: mathematical gaps for individual children were being closed through quality first teaching.

Evaluation of Intended Outcome 3 : Enhanced early identification of need through the commissioning of external service

Speech and Language/Physical Development.

Observations and discussions with pupils, parents and teaching staff had indicated a high level of delay in speech and language skills, physical skills and age appropriate behaviours. This was evident from EYFS into KS2. The commissioning of SALT and Future Steps has had a direct impact upon the earlier identification of need and ensuring targeted interventions are in place for our pupils. Direct intervention from a Future Steps therapist, support plans and programmes for both home and school have ensured that our pupils are ready to learn. Detailed individual pupil reports are available to evidence impact. Student progress is highly personalised using The Goal Attainment Scale (GAS Goals). The goals fully

support the students' needs in areas and activities of daily life, and have improved the social, emotional, health and wellbeing of our pupils, as well as achieving educational aims and outcomes.

Alongside the universal SALT pathway, we had pupils who received support from the SALT team: This was either:

- direct interventions by a speech and language assistant
- reviews of targets alongside class teacher/parents
- Targets set and resources provided
- support from SALT ASD specialist

The impact of this support has been an earlier identification of need and has ensured our disadvantaged pupils have had a bespoke package of support sooner than they may have done.

Evaluation of Intended Outcome 4: Improved attendance across the school.

Attendance still remains a priority area, especially for those pupils who are persistent absentees. Engaging with families, who we have identified as vulnerable remains a high priority moving forwards. The target for 2022/23 was 95%. Weekly data analysis and evaluations have supported in identifying both short term and long term actions. Changes to policy and school start times have contributed to the improvement in attendance figures and in the reduction of the numbers of lates. Targeted support and rigorous challenge/ data analysis has ensured attendance has been a whole school priority area.

Attendance data for the academic year 2022/2023:

All pupils , whole school (excluding Nursery) 92.7%

Pupil premium: 91.4%

Non pupil premium :94.7%

Once policy changes had been put in place in January 2023, the week on week persistent absence rates decreased from 31% in January to 2023, to week on week persistent absence figures of between 13.9% and 22%.

Evaluation of Intended Outcome 5: Improved quality of teaching and learning in all classroom using a pedagogical approach.

Over the academic year 2022/2023 we have ensured CPD was a high priority across school to ensure we improved the quality of teaching and learning. We used the Great Teaching Toolkit as a tool to support. In Autumn 2022 all teachers completed the Foundation Course. At the start of the Spring term staff were well prepared to embark upon the next stage of their GTT journey . This was due to the completion of the Foundation Course in the autumn term. Staff were aware of the evidence based approach to great teaching, had been introduced to the core principles and the tools. Staff had used the pupil feedback tool to give pupils a voice and to establish a baseline. This feedback was powerful in terms of offering staff an insight into their teaching and giving them the ability to personalise their own professional development. In Spring 2023, the CPD module of "Creating a Supportive Environment " was identified as the focus for the spring term CPD. The CPD module was relevant to our teaching staff and helped to facilitate high quality professional dialogue. Impact was measured through:

- Identified evidence based strategies have been explored and introduced within classrooms: using scripts as a tool, making exceptions to meet individual needs, use of intrinsic and extrinsic motivation, designing tasks that are desirably difficult.

- Rosenshines principles have been explored and have been adapted to underpin teaching across school.
- The Gradual Release of Responsibility Model has been written to ensure there is a consistency of approach across school.
- There have been clear links made to the current curriculum development work . Staff and subject leaders are working to have a good grasp of the content of the curriculum that is being taught and an understanding of curriculum sequence.
- Classroom drop ins have indicated staff are beginning to apply Rosenshines Principles within classrooms.
- Summer term: coaching in place to support theory into practice and bespoke CPD plans.

Evaluation of Intended Outcome 6: Improved well being of all pupils, with a clear focus upon pupil premium pupils.

Place 2 Be: On average there were 16 pupils per week who received direct targeted therapeutic intervention and on average 22 pupils per week accessing Place 2 Talk. This ensured swift intervention for pupils to support in ensuring pupils are ready to learn.

Impact quote ***“It has been good to share my worries with someone and have someone to talk to.”***

79 pupils were seen as part of Place 2 Talk. The support from the commissioned service has supported in helping to understand the communication behind children’s behaviour. 16 pupils termly received 1:1 intervention and 5 group sessions held. (56 PP pupils accessed support) 7 parental sessions were held which ensured parents received general advice and guidance on children’s well being and mental health. The service also supported parents in identifying their own mental health needs.

Evaluation of Intended Outcome 7: Wider Opportunities: Improved enrichment opportunities for all pupils.

Children have experienced a number of wider opportunities in the year 22/23. Children and families have been supported to attend residential visits: Weardale, London and Carlton. These experiences have provided our pupils with opportunities/benefits that cannot be provided within a school setting. The direct impact upon our pupils has been the development of our pupil’s resilience, self-esteem and confidence. It has boosted cohesion across the different year groups and has supported with a sense of belonging.

