

Pupil premium strategy statement – Rossmere Academy.

This statement details our school's use of pupil premium (and recovery 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
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Caroline Reed (Headteacher)
Pupil premium lead	Debbie Anderson
Governor / Trustee lead	Trustee: Margaret Bousfield LGB: Gillian Slimings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,060
Recovery premium funding allocation this academic year	£27,545
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£306,605

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. 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.

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 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 multiplication check: to be in line with national standards.</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: £105,806.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching through the creation of small class sizes within Y6 Skilled teachers and learning coaches delivering bespoke interventions.</p> <p>Learning Coaches to support with pupils who have significant SEND needs within KS2.</p> <p>£105,806.</p>	<p>EEF research shows that great teaching is the most important factor in improving pupil outcomes.</p> <p>Reducing class size is an approach to manage the ratio between pupils and teachers. Evidence suggests that the range of approaches a teacher can employ and the amount of attention each student will receive will increase.</p> <p>Reducing class size has a positive impact of +2 months. Evidence suggests that the gains are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</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</p>	<p>1,2,5</p>

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

Budgeted cost: £132,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Small group tuition:</i> Fresh Start, Reciprocal Reading <i>One to one tuition:</i> 1:1 Phonics Tutoring £10,119</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>	1,2
<p>Commissioning of external services to provide early identification of need, bespoke interventions for pupils, and CPD for staff. EP: £5,488 SALT: £5,148 Future Steps: £7,866</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>	3

Targeted Maths Tuition within KS2. Action Tutoring: £4,830 Third Space Learning : £2,760	EEF evidence shows that short, focused sessions over a time limited period will have an impact of approx. 4months +.	2
Learning coaches throughout school to deliver high quality, evidence based intervention programmes. £96,111	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)	1,2

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

Budgeted cost: £46,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted monitoring of the attendance of pupil premium pupils. Parent support advisor employed full time to build relationships with families, transport children and reduce barriers. £ 27,651	EEF evidence clearly highlights the link between low academic achievement and poor attendance.	4
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	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	6

<p>emotional needs/mental health. £10,148</p>	<p>children's development, support effective learning and are linked to positive outcomes in later life.</p>	
<p>Experiences to enhance learning, improve engagement and widen aspirations. <i>Wider Curriculum opportunities: £6,000</i> <i>Lyfta: £2,500</i></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. All children within the school should be able to access all opportunities that we provide.</p> <p>The tool of Lyfta will be used to support pupils in experiencing different cultures from around the world. Using this tool ensures all pupils have the opportunity to experience the wider world, foster critical skills and values and broaden horizons.</p>	<p>7</p>

Total budgeted cost: £284, 427

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Upon reviewing our strategy for 2021/22 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. Through school self-evaluation, it is evident that there needs to be more of a 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 alongside The White Paper to set goals: every child will be taught by an excellent teacher 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 2022/23 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)
- Raising the aspirations of our pupils (Lyfta)

Challenge 1/ Outcomes: 2021-22. Phonics

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 2021/22 the phonetic programme Read, Write, Inc. was introduced fully across the school. We ensured fidelity to the scheme. All staff accessed 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.

Year One Phonics Check Summer 2022:

	<u>June 2022</u>
All Year One Pupils	<u>75%</u>
Pupil Premium	<u>70%</u>
Non Pupil Premium	<u>82%</u>

All pupils who passed the phonics screening check scored 34+. (Threshold was 32+)The on-going phonetic assessments were consistent with the final phonic check. Moving forward, the pupils who did not meet the threshold will continue to access the phonetic programme in Year 2.

90% of Year 2 pupils (2021/22) have now passed the phonics screening check. Nationally, 87% of pupils met the expected standard by the end of Y2.

Progress was evident across the year:

	November 2021	June 2022
All Y2 pupils	83%	90%
Pupil Premium Y2 pupils	76%	84%
Non Pupil Premium Y2 pupils	91%	96%

(The children who hadn't met the standard were re tested at the beginning of Y3 (Sept 2022) and the percentage of children who have now met the expected standard is 98%. There is one pupil with significant SEND needs who is continuing to receive bespoke intervention.)

Challenge 2/outcomes: Maths

Internal data indicated that pupils across Key Stage 2 had a number of gaps within the core subject area of maths. "Action Tutoring" were used to deliver maths tuition weekly to disadvantaged pupils within Year 5 and Year 6. Due to operational reasons this did not have the desired effect on the end of year mathematical outcomes for our Year 5 and Year 6 pupils. There was evidence of impact in our internal tracking system: mathematical gaps for individual children being filled.

Challenge 3/outcomes: 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 42 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.

Place 2 Be: On average there were 11 pupils per week who received direct targeted therapeutic intervention and on average 15 pupils per week accessing Place 2 Talk. This ensured swift intervention for pupils to support in ensuring pupils are ready to learn.

Challenge 4/Outcomes: Attendance

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 2021/22 was 95%. Attendance data for the academic year 2021/2022: 92.69%

Pupil premium (199 pupils): 92.39%

Non pupil premium (159 pupils): 93.07%

Challenge 5/Outcomes: Wider Opportunities:

Children have experienced a number of wider opportunities in the year 21/22. 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.