



Roseberry Primary and Nursery School

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	Roseberry Primary and Nursery School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	17.12.21
Date on which it will be reviewed	2.2.22
Statement authorised by	Governing Body
Pupil premium lead	Emma Dunn
Governor / Trustee lead	Katherine Talbot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,605
Recovery premium funding allocation this academic year	£5,003
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,608

Part A: Pupil premium strategy plan

Statement of intent

Our School Mission Statement: At Roseberry Primary & Nursery, we provide a high-quality inclusive education in a safe and nurturing environment, to inspire our pupils to foster a love for learning which enables them to achieve their full potential and equipping them with the skills to adapt in our ever-changing world.

At Roseberry, our aim is to give our disadvantaged pupils every opportunity to succeed. We want them to make good progress academically, develop resilience and social skills and provide them with a range of life-enhancing experiences both in and out of school. Improving pupils' cultural capital is a key to their success.

Reading is always one of our main priorities and this year we have invested in a new phonics scheme to support Early Reading. Our aim is for all pupils to read fluently by the end of KS1 and we will provide extra support for the pupils who do not have a strong support network at home.

Our use of the Recovery Premium will support reading and spelling of disadvantaged pupils across the school. This will be supplemented by our use of the School Led Tutoring grant.

We aim for all teaching to be consistently good across the school and staff are dedicated to improve pupils' life chances. We offer a wide-range of extra-curricular activities, often at no charge for families, also supplemented by our Sports Premium funding.

Building positive relationships is important to ensure that families feel well supported and our ongoing investment in our Parent Support Advisor contributes to these relationships.

Challenges

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

Challenge number	Detail of challenge
1	Children entering our nursery, who are eligible for PP, generally have poorer speech & language skills and lack of vocabulary than non PP children.

2	Pupils' attainment in reading has been impacted by covid. Many PP children do not read at home due to lack of support from parents.
3	Some SEN pupils, eligible for PP, do not make the same rate of progress as other pupils. (A high proportion of PP pupils are also on the SEN register). Mobility is also often an issue with vulnerable pupils moving schools during the year.
4	Attendance rates for pupils eligible for PP tend to be lower than non PP pupils. Covid has had an impact on our recent attempts to improve attendance.
5	Pupils eligible for PP tend to have narrower life experiences which impacts on their knowledge and understanding of the world.

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
Improve speech and language skills and vocabulary of pupils in EYFS	NELI assessments at the end of year compared to baseline. Own school assessments.
PP children will increase their reading age scores from their starting points	Complete NGRT tests at the end of the year to compare reading ages.
SEN PP will make progress from their starting points.	Own school assessments end of year and ongoing results compared to baseline
PP pupils will attend school regularly and have fewer absences	Comparison and monitoring of attendance data throughout the year
Pupils will gain valuable life experiences, visiting culturally important places in our local area.	Pupils have memorable experiences.

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

Budgeted cost: £79,114

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers will deliver quality first teaching.	'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending' (EEF 2019).	1, 2, 3, 4, 5
Utilise 'Guide to Successful Classrooms' and share good practice.	EEF Feedback report <i>Effective feedback + 6 months = high impact for low cost based on extensive evidence</i> <i>'There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.'</i>	1, 2, 3, 5
Introduce new phonics scheme 'Little Wandle Letters and Sounds' across the school.	EEF phonics report : High impact (+5 months) for low cost based on extensive evidence - <i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i>	2, 3
Provide subject leaders with a programme of CPD to enable them to lead their subjects confidently.	Teacher Development Trust : Kraft and Papay's 2014 study suggests that professional collaborative culture, leadership responsiveness, support for behaviour-for-learning and provision of relevant and	1, 2, 3

Invest in high-quality CPD to support phonics and spelling throughout the school	timely professional development are all associated with teacher improvement. <i>There is evidence (Kraft & Papay, 2014) that in schools where teachers improve, the following aspects of the professional environment seem to relate to whether teachers are improving: Professional Development: the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teaching</i>	
Implement NELI programme in EYFS to improve language skills	<u>EEF</u> - <i>Children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI.</i>	1, 2, 3
Develop the Mastering Number approach in Maths in Reception and KS1. Training delivered through the Maths Hub	<u>EEF Mastery Learning report</u> - <i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</i>	3
Invest in additional teaching assistants to support in class across the curriculum	<u>EEF</u> - <i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i>	1, 2, 3

Targeted academic support

Budgeted cost: £ 4,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support utilising effective interventions which have proven to be effective including Precision Teach and LW phonics keep ups.	<u>EEF report One-to-one tuition</u> <i>One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or</i>	1, 2, 3, 4, 5

	<i>tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</i>	
Use of Lexia reading and spelling intervention programme before school across KS1 and KS2	EEF Lexia evaluation report <i>Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children.</i>	2, 3, 4
Daily 1-1 reading with PP children or those who have little reading support at home	EEF report One-to-one tuition <i>The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.</i>	1, 2, 3
Employ an additional member of staff to support with reading and spelling across the school.	EEF report One-to-one tuition <i>The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.</i>	2, 3

Wider strategies

Budgeted cost: £ 23,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
New policies and procedures for managing attendance in place. Regular monitoring of attendance by PSA and office manager	WA Improve attendance and manage lateness report <i>When a child attends school on a regular basis, they take an important step towards reaching their full potential, and are given the greatest opportunity to learn new things and develop their skills. Children who miss school frequently can fall behind with their work and do less well in exams.</i>	1, 2, 3, 4, 5 Attendance prizes

<p>Continued investment in retention of Parent Support Advisor to support parents and provide therapy / counselling for pupils including dealing with bereavement</p>	<p><u>EEF Parental Engagement report</u> <i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p><u>EEF – Social and emotional learning report</u> <i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i></p>	<p>4, 5</p>
<p>Providing parental workshops for phonics, reading and maths (covid restrictions permitting)</p>	<p><u>EEF Parental Engagement report</u> <i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p>	<p>1, 2, 3, 4, 5</p>
<p>PP pupils will be able to attend visits, participate in music tuition and enjoy enriching curriculum experiences to develop their aspirations and broaden their horizons. These opportunities will enhance personal, social and emotional development and raise self-esteem.</p>	<p><u>EEF Arts participation report</u> <i>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i> <i>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</i> <i>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</i> <i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £ 106,608

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. We carried out our own pupil evaluations during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our own Y1 phonics screening check resulted in 66% of all pupils achieving the expected standard and 55% of PP pupils. As a result of this, we have invested in a new phonics programme for September 2021.

The success of the Lexia programme was limited this year due to ongoing school and bubble closures. This will be revisited and reorganised in September 2021.

The success of our nurture group was evident throughout the year by monitoring behaviour in classrooms and in the wider school environment. As a result of this, pupils are not displaying behaviours that would require a nurture group in 2021-2022.

40% of our PP pupils and their families received support from our Parent Support Advisor. This included 'Time To Talk'/Counselling, support with financial organisation and housing, support with Attendance issues, help with behaviour strategies and access to Food Banks and the Salvation Army Toy Appeal. This work continued during lockdown with weekly phone calls for PP families the PSA was working with at the time.

A number of staff are now fully trained in the NELI programme and able to deliver this intervention to identified pupils in EYFS. Staff absence and bubble closures limited our ability to deliver this programme this year. This will be revisited in September 2021.

Due to the ongoing covid restrictions, we were unable to provide educational visits for our pupils this year. However, we did manage to invite some historians into school to supplement our humanities curriculum.

Due to school and bubble closures and covid related pupil absences throughout the year, we took the decision not to employ an attendance officer in 2021.

Further information (optional)

We started a Uniform Recycling Programme in school where families could donate unwanted uniform that still has lots of wear left. This uniform is then available to all families to collect free of charge. This includes coats, wellies and shoes.

Upon children's full return to school in March 2021, we put a firm focus on emotional and physical wellbeing for all pupils to enable all children to feel safe and settled in school. We encountered great success with this approach and had few behavioural issues. Parents commented that the return to school had been smooth and supportive.