



Roseberry Primary and Nursery School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. The details are based on the Autumn 22 census.

School overview

Detail	Data
School name	Roseberry Primary and Nursery School
Number of pupils in school	254
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	14.12.22
Date on which it will be reviewed	1.9.23
Statement authorised by	Governing Body
Pupil premium lead	Emma Dunn
Governor / Trustee lead	Elaine Gray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,070
Recovery premium funding allocation this academic year	£9,678
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	£109,748

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision Statement: At the heart of our community, we provide a safe and inclusive environment where individual achievement is proudly celebrated at every step. Our engaging and exciting curriculum inspires our pupils to explore the world and broadens their horizons in readiness of their adventures ahead.

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. 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.

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 is still showing an impact from the pandemic, particularly in EYFS and KS1. 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 proportion of PP pupils at the end of KS2

	were 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. Ongoing effects from the pandemic (e.g. rebooked holidays and an increase in winter illness) continue to hamper our efforts to improve attendance.
5	Pupils eligible for PP tend to have narrower life experiences which impacts on their knowledge and understanding of the world and cultural capital.

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
1. Improve speech and language skills and vocabulary of pupils in EYFS	Own school assessments.
2. PP children will increase their reading attainment from their starting points	Complete NGRT tests at the end of the year to compare reading ages, ongoing in-school assessment, end of term and end of year assessments including SATs.
3. SEN PP will make progress from their starting points.	Own school assessments end of year and ongoing results compared to baseline
4. PP pupils will attend school regularly and have fewer absences	Comparison and monitoring of attendance data throughout the year
5. Pupils will gain valuable life experiences, visiting culturally important places in our local area.	Pupils have memorable experiences which will inspire them to broaden their horizons.

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
Embed new phonics scheme 'Little Wandle Letters and Sounds' across the school, particularly in EYFS.	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>	1, 2, 3
Provide subject leaders with a programme of CPD to enable them to lead their subjects confidently including collaboration with local	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

schools and other leaders.	<p>timely professional development are all associated with teacher improvement.</p> <p><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></p>	
Develop the Mastering Number approach in Maths in Reception and KS1. Training delivered through the Maths Hub	<p>EEF Mastery Learning report - 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.</p>	3
Invest in additional teaching assistants to support in class across the curriculum	<p><i>EEF - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p>	1, 2, 3

Targeted academic support

Budgeted cost: £ 9,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support utilising effective interventions which have proven to be effective including Precision Teach and daily Little Wandle phonics keep ups including new resources such as the LW SEN programme and Lego Therapy.</p>	<p>EEF report One-to-one tuition</p> <p><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 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</i></p>	1, 2, 3, 5

	<i>support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</i>	
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 in Reception.	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

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. Appointment of School Attendance Officer through A Star Attendance.	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
Continued investment in retention of Parent Support Advisor to support parents and provide therapy / counselling for pupils including dealing with bereavement and emotional struggles	EEF Parental Engagement report <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> EEF – Social and emotional learning report <i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i>	4, 5

<p>Providing parental workshops for phonics, reading and maths</p>	<p>EEF Parental Engagement report <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>EEF Arts participation report <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. 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>
<p>Improvement in extra-curricular offer including lunchtime and after-school clubs</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 2021 to 2022 academic year.

Our Y1 phonics screening check resulted in 67% of all pupils achieving the expected standard and 45% of PP pupils. Mobility within Year 1 resulted in the overall percentage being 6% lower than predicted.

The success of the Lexia programme was limited this year due to difficulties in children attending the extra-curricular club. We have therefore decided not to continue with the programme this year.

An increased percentage 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.

Persistent staff absence limited our ability to deliver the NELI programme this year.

Our interventions for KS1 showed limited results, especially in reading. Additional support will be put in place for Y2 in 22-23 as detailed above.

Efforts to improve attendance were hampered by families rearranging holidays after the pandemic. Two Y6 pupils were persistent absentees supported by the local authority, Families First, social workers and our PSA.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Spelling Shed	Ed Shed
TimesTables Rockstars	Maths Circle Ltd

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Further information (optional)

We continued with our 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.