

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.

School overview

| Detail | Data |
|---|-------------------------|
| School name | Rosedale Primary School |
| Number of pupils in school | 196 |
| Proportion (%) of pupil premium eligible pupils | 35.4% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-25 |
| Date this statement was published | May 2023 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Jack Wardle |
| Pupil premium lead | Jack Wardle |
| Governor / Trustee lead | Sarah-Jane Smith |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £81,715 |
| Recovery premium funding allocation this academic year | £8,845 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | None |
| 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 | £90,560 |

Part A: Pupil premium strategy plan

Statement of intent

Rosedale Primary School is ambitious for all of its pupils, particularly those that are disadvantaged. In our context, 36% of our pupils are disadvantaged. School improvement priorities, in our context, are viewed through the lens of these disadvantaged pupils.

The school is determined to powerfully address social disadvantage by aiming to:

- Ensure our **curriculum intent is ambitious** and addresses our contextual barriers, including social disadvantage. It will be responsive to the emerging needs of our school community, including addressing the gaps in pupils' knowledge, skills, personal development and cultural capital.
- Relentlessly improving the quality of curriculum **implementation** so that disadvantaged pupils' attainment continues to improve, alongside that of their non-disadvantaged peers. High-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Developing a **knowledge-led** and **literature-rich** curriculum. Being able to read confidently and fluently, as well as developing a love of reading, ensures pupils, including those that are disadvantaged, to access the whole curriculum, without which the opportunity for future success, educational qualifications and career becomes limited. Reading is, therefore, at the heart of our strategy.
- Raising the **aspirations** of our pupils, **far beyond the academic**, allowing them to discover, explore and develop interests and talents. Our pupils have the right to have access to the same opportunities as all others. With this in mind, we strive to provide a wide range of opportunities, focused on opportunities that our disadvantaged pupils may not have otherwise been able to access.
- Develop a **highly-effective and collaborative community of staff, parents and pupils** who are all actively engaged and supportive of one another's efforts to increase the attainment of disadvantaged pupils.
- Addressing the key barriers identified for **education recovery**, for those pupils whose education has been worse affected, including non-disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Reading On average, disadvantaged pupils make slower progress than their non-disadvantaged peers. Further exploration has identified that pupils access limited texts at home, are read to less than their non-disadvantaged peers. Following COVID-19, there are gaps in pupils' phonics knowledge, particularly in Years 3 & 4. In Years 5 & 6, there are pupils who continue to struggle with fluency. |
| 2 | Meta-cognition & Self-Regulation |

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| | Observations show that pupils struggle to plan, monitor and evaluate their own learning. To improve pupil progress, building the resilience of pupils to take on challenging tasks and face these with resilience is a key priority. |
| 3 | <p>Wider Experiences & Cultural Capital</p> <p>Some of our catchment area is an isolated area within the local community. Social mobility is low and pupil voice highlights the community provides limited opportunities to develop interests and talents. Many pupils have limited aspirations, particularly those that are disadvantaged, and are unaware of potential future career options. Equally, limited wider experiences and cultural capital of pupils means that pupils, particularly the disadvantaged, have limited context for much of the National Curriculum content.</p> |
| 4 | <p>Gaps in learning, as a result of COVID-19 disruption to education</p> <p>Whilst disruption to education has been minimised by the school's remote education provision, there are groups of pupils (particularly disadvantaged pupils) who have gaps in their learning that will hinder progress through the school's curriculum. These gaps must be addressed rapidly in order for pupils to continue to progress and achieve highly across the curriculum.</p> |
| 5 | <p>Behaviour & Attendance</p> <p>Some children in receipt of funding show weakness in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They struggle with metacognition and self-regulation in their learning but also beyond the academic. Similarly, attendance continues to be a priority for the school. During the pandemic, the school's attendance has been in-line or above national and this needs to be sustained, particularly among disadvantaged pupils.</p> |

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 |
|--|---|
| The school significantly narrows the gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths. | <ul style="list-style-type: none"> - End of KS2 combined outcomes in 2024/25 for disadvantaged pupils is in line with the national average for this group. - Disadvantaged pupils achieve highly across the curriculum, as reflected through pupil voice, observations and external reviews. |
| Disadvantaged pupils become lifelong readers, able to access, be challenged by and enjoy the whole curriculum, through a culture of reading being embedded across the school. | <ul style="list-style-type: none"> - End of KS2 reading outcomes in 2024/25 for disadvantaged pupils is in line with the national average for this group - Disadvantaged pupils read regularly and for a wide range of purposes. Qualitative data (pupil voice, parent voice and observations) demonstrate that pupils read regularly for pleasure. |

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| | <ul style="list-style-type: none"> - Pupils make rapid progress through phonics intervention across EYFS and KS1, with a significant reduction in those requiring intervention beyond Year 3. |
| Disadvantaged pupils access an ambitious and demanding curriculum , delivered expertly. | <ul style="list-style-type: none"> - Disadvantaged pupils achieve highly across the curriculum, in line with their non-disadvantaged peers, as reflected through data, pupil voice, observations and external reviews. - The curriculum provides disadvantaged pupils with explicit and effective opportunities to provide context to the knowledge being taught as well as equipping them with the cultural capital they need to succeed in life. |
| Disadvantaged pupils are able to explore, develop and nurture interests and talents that would normally be inaccessible. | <ul style="list-style-type: none"> - At least 90% of disadvantaged pupils take part in the school's after-school programmes, competitions or extra-curricular activities. - There is a reduction in behaviour incidents of all pupils and qualitative data (student voice, observations, book reviews) highlight increased engagement of all pupils, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> - The overall absence rate for all pupils and the attendance gap between disadvantaged and non-disadvantaged peers being reduced to in-line with national data. - The percentage of all pupils who are persistently absent and the gap between disadvantaged and non-disadvantaged peers being reduced to in-line with national data. |

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)

Budget: £54,336

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Resourcing of Little Wandle to support phonics and necessary catch-up.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading Comprehension Strategies - Education Endowment Foundation</p> | 1,4 |
| <p>Embedding the use of diagnostic testing across the core curriculum. Funding for release time of teaching and support staff.</p> | <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>Diagnostic Assessment - Education Endowment Foundation</p> | 1,2,4 |
| <p>Embedding dialogic activities across the school curriculum, from EYFS. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1,2 |
| <p>Senior & Subject Leadership capacity increased in order to secure to sustain school improvement towards self-improving. Cover provided for subject leaders to support curriculum development.</p> | <p>Sustaining the significant changes made since joining Exceed. Ensuring leaders at all levels have the capacity to sustain these improvements is crucial.</p> <p>Sustaining School Improvement - Education Endowment Foundation</p> | All |

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

Budgeted cost: £27,168

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Increased support staff deployment across school to allow for small group focus teaching, allowing for in-class ability grouping, to take place, focused on providing support and stretch.</p> | <p>The school's validated data shows that the school's attainment of the higher standard is well-below national average (in the lowest 20%). Group teaching – employed through a variety of approaches – aims to address this gap in attaining the higher standard at the end of KS2. Within class attainment grouping – EEF Evidence</p> | <p>1,4</p> |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with training from Little Wandle.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,4</p> |
| <p>Increased support for vulnerable classes/groups, supporting SEMH needs, particularly Year 5.</p> | <p>Additional support provided to this class to bring about consistency and support SEMH interventions within this cohort.</p> | <p>1,4,</p> |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,4</p> |

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

Budget: £9,056

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional sporting opportunities (focused on personal and character development) and integrate this in to the curriculum, prioritising PE. | Research shows that engagement with extra-curricular activities can increase engagement with school as well as attainment. EEF Research on the impact of the Children's University | 2,3,5 |
| Additional financial support in place for school trips to ensure that 100% of disadvantaged pupils are able to attend and access these, as part of the curriculum offer. | This fund allows the school to provide a broad range of trips and events that support the contextualisation of the curriculum and contribute to pupils' cultural capital. | 3,4 |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 5 |
| Breakfast Club to be provided for free for all disadvantaged pupils and that effective liaison will encourage our most vulnerable pupils to attend. | Breakfast Club - Education Endowment Foundation | 1,3,4,5 |
| Parental engagement opportunities and events, targeted at disadvantaged families. Additional community events, particularly focused on engagement of disadvantaged families, in liaison with Doncaster LA. | Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental Engagement - Education Endowment Foundation | 1,4 |
| Social & Emotional Interventions | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health | 5 |

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| | <p>and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | |
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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.

Outcomes

- The Outcomes for disadvantaged pupils in the Early Years is above national average by 26%. PP are outperforming NPP by 14%
- For Y1 Phonics, the outcomes for disadvantaged pupils are above national average by 4%. The gap between PP and NPP is 9% with PP outperforming NPP which is less than the national gap of 18%.
- In KS1 Reading, PP are above national average by 4%. They outperform NPP by 13%
- **In KS1 Writing**, PP Pupils aligned to national for PP.
- In KS1 combined, PP are above national PP by 6% at 43%
- **In KS1 Maths**, Pupil premium were above national all and above national PP ❖ The gap between PP and NPP was 3% with PP outperforming NPP.

Increased capacity and consistency

Since joining Exceed Learning Partnership, in Summer 2022, increased robustness to tracking the impact of Pupil Premium funding has been developed, particularly in strengthening KS2 outcomes. This included rapidly improving:

- Curriculum provision for disadvantaged pupils;
- Consistency in the quality of teaching and learning, which is rapidly improving since the school joined Exceed.
- Increased wider opportunities, with pupils now having access to a broad range of personal development opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.