

# Pupil premium strategy statement – Rosedale Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 outcomes for pupil premium children in the last academic year.

## School overview

Detail	Data
School name	Rosedale Primary School
Number of pupils in school	157 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	30.41%
Academic year/years that our current pupil premium strategy plan covers	2022-25 Refocused for 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Sarah Adams (Vice Principal)
Governor / Trustee lead	Sarah-Jane Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86026
Recovery premium funding allocation this academic year	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£86026

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium Strategy for Rosedale Primary School sets out to address social disadvantage and achieve equity for all pupils across school. This will mean that those with the barriers of being disadvantaged in any way are supported to meet their potential. It intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities that enhance their personal development and address gaps in their cultural capital. We aim to relentlessly improve the quality of curriculum implementation so that disadvantaged pupils' attainment continues to improve, alongside that of their non-disadvantaged peers. The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately through rigorous and accurate use of diagnostic assessment, as well as embedding effective teaching strategies. This will ensure disadvantaged pupils are being challenged in their learning, thus making progress throughout their time at Rosedale. The plan also looks at each pupil holistically, in order to ensure that their pastoral and wellbeing needs are met. The plan sets out to take a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge												
1	<p>Attendance for disadvantaged pupils is below non-disadvantaged pupils for 2023-24. Although this has increased from the previous year and the gap is narrowing, this remains a challenge to address.</p> <table border="1"><thead><tr><th></th><th>2022-23</th><th>2023-24</th></tr></thead><tbody><tr><td>Disadvantaged</td><td>90.39%</td><td>91.87% + 1.48</td></tr><tr><td>Non-Disadvantaged</td><td>93.60%</td><td>94.18% + 0.58</td></tr><tr><td>Gap between Dis and Non-Dis</td><td>3.21%</td><td>2.31%</td></tr></tbody></table>		2022-23	2023-24	Disadvantaged	90.39%	91.87% + 1.48	Non-Disadvantaged	93.60%	94.18% + 0.58	Gap between Dis and Non-Dis	3.21%	2.31%
	2022-23	2023-24											
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Gap between Dis and Non-Dis	3.21%	2.31%											
2	Wellbeing, mental health and contextual safeguarding concerns are a key focus with a need to support pupils and parents beyond the classroom.												
3	Achieving positive outcomes that are inline with national outcomes for RWM at Y6 for PP. PP attainment is below national, we would like to close this gap to be further inline with national outcomes. Sustaining positive outcomes in the Y1 phonics screening check, with outcomes for PP and non-PP in line. (2024 – 93%Non-PP / 92% PP)												
4	Access to current technology including devices, programmes and apps to support personalised learning as well as consolidation of learning across the curriculum.												

## 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
Improved attendance for disadvantaged pupils.	Improved attendance by 2025/26 demonstrated by: -The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that it is no more than 2% -The percentage of PP pupils who are PA being no more than 2% higher than their non-PP peers.
To sustain improved wellbeing for all pupils and families in our school community, particularly our disadvantaged pupils.	increased levels of pupil wellbeing each year demonstrated by: -At least 50% of disadvantaged pupils take part in an extra-curricular clubs/enrichment at lunchtime/after school/holiday clubs -Qualitative data from pupil voice, parent and pupil surveys -Case studies for key pupils accessing pastoral interventions show progress
Improved outcomes across school for disadvantaged pupils in Reading Writing and Maths. Improved KS2 reading, writing and maths outcomes	KS2 reading, writing and maths outcomes each year show results closing the gap with national for PP - at least 40% PP to achieve expected standard  Y1 phonics data demonstrates outcomes for PP and non-PP remain inline
Access to up to date technology for all pupils to support curriculum learning and embedding of key skills.	All pupils have access to Chromebooks throughout the week to support computing lessons and additional curriculum sessions.  Y3-6 access the Chromebooks 4x a week to access Reading Plus to build fluency and comprehension. (Reading Plus reports will show an increase in words per minutes for each pupils and each class's average will increase from baseline.)  Y3 and Y4 access the Chromebooks and Maths Frame/TT Rockstars to support multiplication/division knowledge each week.  F2 access the ipads to recap knowledge of number each day.

## 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: £33,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Reading Comprehension Strategies - Education Endowment Foundation</a></p>	3
<p>Purchase of termly standardised diagnostic assessments Y1-Y6</p> <p>Ongoing CPD for staff to ensure assessments are interpreted and administered correctly alongside networks to marry up teacher assessment with tests.</p> <p>Release time for teachers to moderate, analyse assessments and plan for future learning to target gaps in knowledge.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	3
<p>Half a day leadership time x 2 per half term for leaders to coach/mentor and monitor the quality of teaching and assessment to ensure progress.</p>	<p>All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p><a href="#">Teacher Feedback to Improve Pupil Learning Toolkit EEF</a></p>	3

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

**Budgeted cost: £2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support staff deployment across UKS2 to allow for small group focus teaching,	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. <a href="#">Within class attainment grouping – EEF Evidence</a>	2/3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with training from Little Wandle.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Subscription to additional online programmes to recap and consolidate key skills as reading fluency, comprehension, maths times tables and fluency.	Based on our experience of using this previously, we know this makes a difference to disadvantaged pupils as they accelerate their progress.	3/4
Increased support for vulnerable classes/groups, supporting SEMH needs, particularly Year 5.	Additional support provided to this class to bring about consistency and support SEMH interventions within this cohort.	2/3

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

**Budget: £51,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance and started last year through the support of the EWO</p> <p>This will involve release time for senior leaders to work with PA pupil groups/attend DFE attendance webinars, Exceed Trust networks and time to implement strategies back at RPS</p> <p>This also involves utilizing the admin assistant to have a key focus on attendance chasing, reporting and celebrating.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">working together to improve school attendance.</a></p>	1
<p>Access to current technology to support personalised learning as well as recap and review through hire of Chromebooks and programmes/apps to sit alongside the technology.</p>	<p>This approach has been effective for our pupils in previous years so we wish to continue with this approach. Pupil voice also suggests that pupils value the access to up to date technology to support their learning.</p>	4
<p>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.</p>	<p>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.</p>	all
<p>A part time pastoral and intervention lead will support proactive and reactive safeguarding for all pupils as well as to work with key families to increase wellbeing.</p>	<p><a href="#">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>The above reports recognise the approaches needed to support both pupils and parents.</p>	2
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2

<p>Parental engagement opportunities and events, targeted at disadvantaged families.</p>	<p>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.</p> <p><a href="#">Parental Engagement - Education Endowment Foundation</a></p>	<p>2</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 2023/24 academic year.

Intended outcome	Success criteria
1. The school significantly <b>narrows the gap</b> between disadvantaged and non-disadvantaged pupils in reading, writing and maths.	<ul style="list-style-type: none"> <li>- End of KS2 combined outcomes in 2024/25 for disadvantaged pupils is in line with the national average for this group.</li> <li>- Disadvantaged pupils achieve highly across the curriculum, as reflected through pupil voice, observations and external reviews.</li> </ul>

<u>2024 TA</u>			<u>2024 KS1 National Average levels:</u>	
	% of Cohort AT PP	% AT non-PP	%AT PP	% AT Non-PP
Reading	50%	69%	58%	76%
Writing	30%	62%	48%	68%
Maths	60%	77%	59%	77%
Combined	20%	62%	44%	64%

  

<u>2024 outcomes</u>			<u>2024 KS2 National Average levels:</u>	
	% of Cohort AT PP	% AT non-PP	%AT PP	% AT Non-PP
Reading	38%	53%	63%	79%
Writing	38%	59%	59%	77%
Maths	50%	76%	59%	79%
Combined	38%	47%	46%	67%

20% of PP at KS1 met ARE in RWM. This is 18% below National outcomes for PP at KS1. This remains a target.

38% of PP at KS2 met ARE in RWM. This is 8% below National outcomes for PP at KS2. This remains a target.

Y4 MTC 2024  
40% of PP achieved 20-25  
Average PP score 16.7

2. Disadvantaged pupils become lifelong readers, able to access, be challenged by and enjoy the whole curriculum, through a <b>culture of reading</b> being embedded across the school.	<ul style="list-style-type: none"> <li>- End of KS2 reading outcomes in 2024/25 for disadvantaged pupils is in line with the national average for this group</li> <li>- 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.</li> </ul>
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- Pupils make rapid progress through phonics intervention across EYFS and KS1, with a significant reduction in those requiring intervention beyond Year 3.

KS1 phonics data		2023/24	National	KS1 phonics outcomes shows performance is above national from both PP and non-PP children 2 children have continued with phonics intervention into Y3, this is a significant reduction to previous years.
	Year 1 non PP	93%	80%	
	Year 1 PP	92%	68%	

2024 outcomes			2024 KS2 National Average levels:	
	% of Cohort AT PP	% AT non-PP	%AT PP	% AT Non-PP
Reading	38%	53%	63%	79%

Observations and pupil voice show that all pupils including PP read regularly for pleasure – timetabled protected time is allocated for this in all classes.

KS2 reading data is not yet in line with National average for PP or non PP children – this remains an ongoing target.

**Summer Reading Report:**  
 Actions that have positively impacted on reading culture:

- Guided reading – pupils read their guided reading book three times to the teacher every week ensuring that they read often and access adult support when needed. These sessions are also focused on decoding, prosody and comprehension in KS1 and VIPERS skills
- The classrooms have a presentable, well-loved and often used reading area.
- Children take home a decodable text and a reading for pleasure book which are changed regularly
- Parents attend multiple ‘Stay and Learn sessions’ where phonics and reading were the main focus.
- Pupils visit the library once a week.

3. Disadvantaged pupils access an **ambitious and demanding curriculum**, delivered expertly.

- 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.

External reviews of wider curriculum delivery indicate that all pupils access an ambitious curriculum through the use of well sequenced and developed schemes such as Jigsaw PSHE and Charanga. The academy also has bespoke schemes of learning that fit the context of the RPS community. They are of high quality and are being delivered well.

<p>4. Disadvantaged pupils are able to explore, develop and nurture <b>interests and talents</b> that would normally be inaccessible.</p>	<ul style="list-style-type: none"> <li>- At least 90% of disadvantaged pupils take part in the school's after-school programmes, competitions or extra-curricular activities.</li> <li>- 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.</li> </ul>
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- Whole staff training on Positive Regard behaviour ensured a consistent approach to relational practice in school – resulting in a reduction in higher level behaviour incidents.
- Ofsted – behaviour and attitudes – Good - February 2024.
- After school clubs have an average of 36% PP attendees.
- 49% of all PP access at least one extra-curricular club /competition
- 75% of attendees to summer /winter sports camps were PP

All pupils have had access to events such as Sing Out, Opera North and the Social Justice Project which are additional enrichment events within the school day and out of hours.

<p>5. To achieve and sustain improved <b>attendance</b> for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>
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Attendance for disadvantaged pupils is below non-disadvantaged pupils for 2023-24. However, the gap has closed from previous year due to stringent processes and joint work between the EWO and senior leaders.

	2022-23	2023-24
Disadvantaged	90.39%	91.87% + 1.48
Non-Disadvantaged	93.60%	94.18% + 0.58
Gap between Dis and Non-Dis	3.21%	2.31%

### 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
Little Wandle	Little Wandle
Times Tables Rockstars	TTRS
White Rose Maths Hub	White Rose Maths Hub
Reading Plus	Reading Plus
Number sense	Number sense

