



Rosedale  
Primary School

## **Pupil Premium Strategy Statement**

## 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	Rosedale Primary School
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	64
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Gallacher
Pupil premium lead	Sarah Gallacher
Governor / Trustee lead	Miriam Micklethwaite

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69604
Recovery premium funding allocation this academic year	£7685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£77289

# Part A: Pupil premium strategy plan

## Statement of intent

At Rosedale it is our intention that all of our pupils make good progress and achieve high attainment across all subjects, irrespective of their background or the challenges that they may face. Our pupil premium strategy outlines how we will ensure that appropriate support is in place for disadvantaged pupils to achieve that.

The main focus of our approach is to ensure that all children have access to a high quality of education with highly skilled teachers and support staff as well as high quality resources. Research has proven this to have the biggest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. Focusing on the quality of teaching will benefit all pupils at Rosedale.

Our strategy is based on what are the challenges and barriers that affect our disadvantaged pupils and is based on diagnostic assessment rather than assumptions about the impact of disadvantage.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessment data shows that there is a gap between the attainment of disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths
2	Internal and external assessment data shows that a lower proportion of disadvantaged pupils achieve greater depth in all subjects. In KS2 in 2019 10% of disadvantaged compared to 27% of non-disadvantaged achieved greater depth in reading, 0% compared to 18% in writing and 0% compared to 18% in maths.
4	Attendance is lower for disadvantaged pupils than non-disadvantaged pupils and a very high proportion of persistent absentee pupils are disadvantaged. In Autumn 1 attendance for disadvantaged pupils was 93.3% and for non-disadvantaged pupils was 94.4%. In 2020-21 21% of disadvantaged pupils were persistent absentees compared to 4% of non-disadvantaged pupils
5	Our observations and discussions with pupils and families have identified an increase in the number of pupils with social and emotional issues. There has been an increase in the number of children who have experienced domestic abuse. 52% of the children currently supported by our learning mentor are disadvantaged.

6	A lower proportion of disadvantaged pupils take part in extra-curricular activities.
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## 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 reading attainment for disadvantaged pupils	KS2 reading outcomes in 2023-24 show that attainment for disadvantaged pupils is in line with attainment for non-disadvantaged pupils
Improved writing attainment for disadvantaged pupils	KS2 writing outcomes in 2023-24 show that attainment for disadvantaged pupils is in line with attainment for non-disadvantaged pupils
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes in 2023-24 show that attainment for disadvantaged pupils is in line with attainment for non-disadvantaged pupils
An increase in the number of disadvantaged pupils achieving greater depth in reading, writing and maths	KS2 outcomes in 2023-24 show that at least 15% of disadvantaged pupils achieve greater depth in reading, writing and maths
An improvement in the attendance of all pupils, particularly our disadvantaged pupils	By 2023-24 the persistent absentee percentage for disadvantaged pupils is below the national average. By 2023-24 the attendance rate for all pupils is above the national average
An improvement in wellbeing for all pupils, particularly our disadvantaged pupils	Pupil voice and teacher observations show high levels of wellbeing
An increase in the cultural capital of disadvantaged pupils	By 2023-24 all disadvantaged pupils will regularly access at least one club, either before or after school or at a lunchtime By 2023-24 all disadvantaged pupils will have represented the school in an inter-school competition

## 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: £24664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Little Wandle Letters and Sounds and decodable books to ensure consistency of approach to early reading</p> <p>Regular phonics CPD for all staff to ensure that phonics is taught consistently across school</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>	1, 2
<p>Accelerated Reader used for individual reading for all pupils once secure with phonics/decodable readers</p>	<p>The Education Endowment Foundation recently ran a project looking at the effectiveness of Accelerated Reader. They continue to recommend it as a promising programme. There have been many studies in the USA that have found Accelerated Reader to have a positive impact on children's reading.</p>	1, 2
<p>Standardised assessments for reading and maths to be used across KS2 (STAR Reader and STAR Maths)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Destination Reader approach used across KS2 for teaching reading comprehension, with teaching assistants deployed to all</p>	<p>The average impact of reading comprehension strategies is an additional 6 months progress across the year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 2

classes to support paired and group reading		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention to ensure that children keep up or catch up with their peers	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>	1, 2
Targeted maths interventions to ensure children catch up with gaps in learning due to lockdowns. Interventions provided by teaching assistants and Doodle Maths	The EEF Guidance Report on Improving Mathematics at KS2 and KS3 recommends using structured interventions to provide additional support <a href="#">EEF Maths KS2 KS3 Guidance A3 Recs Poster.pdf</a>	1, 2
Engaging with the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils to support them catching up gaps in maths and reading	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor to provide targeted interventions to support children's mental health and wellbeing as well as being available to children to support needs as they arise</p>	<p>The EEF Teaching and Learning Toolkit finds that mentoring has a positive impact on academic outcomes and some studies have found more positive outcomes for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>4, 5</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve staff working with families to support them with their child's attendance as well as staff regularly monitoring attendance and implementing robust attendance procedures</p>	<p>Attendance at school has a significant impact on children's attainment and progress.</p>	<p>5</p>
<p>Extra-curricular clubs and music lessons fully funded for disadvantaged pupils</p>	<p>The EEF Teaching and Learning Toolkit found that arts participation has a positive impact on other areas of academic learning, with improved outcomes being identified in English, mathematics and science</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>6</p>

**Total budgeted cost: £77289**

## 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.

During lockdown due to Covid-19 there was a significant difference in the engagement of disadvantaged and non-disadvantaged pupils. Very few disadvantaged pupils attended school for the key worker and vulnerable provision and the proportion at home that fully engaged in remote learning was low. This led to significant gaps in learning on the return to school in March 2021. The summer term was spent focusing on key skills using Ready to Progress materials in maths and focusing on phonics and reading fluency/stamina. The implementation of Accelerated and Destination Reader programmes last year were disrupted, though progress data from STAR Reading assessments showed some positive early signs despite the disruption to learning. Average reading age progress was over 1 year in all key stage 2 classes.

There was still a gap between the attendance of disadvantaged and non-disadvantaged pupils, though attendance data was skewed due to absences due to self-isolation so it is difficult to accurately analyse this.

### Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Destination Reader	Hackney Learning Trust
Doodle Maths	EZ Education
Little Wandle Letters and Sounds Revised	Wandle Learning Trust