

# 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	Rosehill Infant School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	31.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Helen Kelk
Pupil premium lead	Helen Kelk
Governor / Trustee lead	Ian Whitehead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,870
Recovery premium funding allocation this academic year	£3,335
School-Led Tutoring funding allocation this academic year	£4,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£69,255</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are receiving Early Help or have social emotional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum is our main priority.
- To achieve this, our Pupil premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.
- close attainment gaps relative to National averages

- enhance reading, writing, mathematics and communication skills
- engage and develop learning through extra-curricular provision
- have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- support all pupils in becoming aspirational, confident and successful learners
- enable Blended learning in the event of an additional local and National pandemic lockdown and for when individuals are unable to attend due to isolating
- ensure the mental health and wellbeing of our community is at the forefront of our ethos and provision
- ensure teaching is effective and that staff have the opportunities to develop their skills

## Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged pupils starting in EYFS have had limited, if any, pre-school provision, meaning that they are both academically and socially poor when starting school. Furthermore, increasingly, new starters mid-year, irrespective of Year Group, often have limited or no previous school experiences, and many have very poor English acquisition (both themselves and family members)
2	Knowledge and skills gaps affect the attainment of our disadvantaged children and widens the gap between them and non-disadvantaged children across all curriculum areas, especially as a result of poor blended learning engagement.
3	Some of our disadvantaged children need support with managing their feelings and need help to build resilience, to enable them to engage with all their learning opportunities.
4	Lower than average attendance and increased lateness amongst our disadvantaged community impacts of their learning experiences and readiness to learn.
5	Many of our children, including those that are disadvantaged, don't have English as their first language, and rarely have opportunities to speak in English when not in school
6	Increased numbers of disadvantaged children with complex needs, including speech and language needs, poor social communication, poor working memory, attention difficulties and poor motor skills.
7	Limited life experiences, eg sports clubs, career pathways, life skills, impact the aspirations of our disadvantaged children.

## 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
<p><b>Teaching and Learning</b></p> <p>High quality teaching experiences and targeted interventions will support our disadvantaged children to make accelerated progress across the core curriculum.</p> <p>Adaptations made to the non-core curriculum will ensure our disadvantaged pupils will have wide and varied experiences enabling them to gain the knowledge and skills they need to succeed.</p> <p>Teaching Assistants will deliver high quality, effective interventions to enable children to make accelerated progress.</p>	<p>At data capture points the gap between disadvantaged and non-disadvantaged children will narrow. This will be evident in the data and through pupil progress meetings with teaching staff. Disadvantaged children will make accelerated progress.</p> <p>All our children, including the disadvantaged pupils, will share the same rich experiences that will enable them to demonstrate they have gained the required knowledge and skills across the non-core curriculum, demonstrated through book scrutinises, pupil voice and planning.</p> <p>Lesson observations completed for teaching and Intervention staff will</p>

<p>The school-Led Tutor programme will enable small groups of disadvantaged children to be tutored outside of normal school hours to support with accelerated progress across targeted core curriculum areas.</p> <p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase of resources and funding for ongoing teacher training and release time. 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: Oral language interventions   Toolkit Strand   Education Endowment Foundation   EE</p> <p>Each class teacher to lead an intervention during the Summer Term, focused specifically on developing the needs of disadvantaged pupils</p>	<p>demonstrate 100% of teaching observed are judged to be Good or Outstanding.</p> <p>Stringent assessments before, during and after 15 weeks to evidence the impact of the tutoring.</p> <p>The children taking part will be declared in the Census returns.</p> <p>At least 90% of pupils make expected progress when assessed at end of support period, with at least 45% making accelerated progress</p> <p>Identified underperforming children will be taught in smaller, targeted groups to 'catchup' lost learning, as organised during Pupil Progress Meetings.</p> <p>Evidence of accelerated progress will be seen at data capture points.</p> <p>Each intervention to have data analysis included in the review of the intervention, results shared at the end of the intervention period.</p>
<p><b>Mental Health &amp; Wellbeing</b></p> <p>Targeted support will be put into place for children demonstrating limited mental health &amp; wellbeing, as identified by class teachers and/or DSLs.</p> <p>Wellbeing Audit to be completed in order to identify a Strategy Plan to improve the wellbeing of the pupils in the school</p> <p>Ongoing wellbeing tracker to be introduced into classrooms in order to monitor daily wellbeing of pupils</p>	<p>A decrease in the number of pupils being supported by inclusion Mentor and members on the inclusion team</p> <p>Actions highlighted on the Strategy Plan have been completed in the timescales outlined</p> <p>Decrease in the number of children leaving school with less positive wellbeing</p>
<p><b>Attendance &amp; Punctuality</b></p> <p>Attendance and punctuality incentives will encourage the disadvantaged parents and children be in school every day on time.</p>	<p>Increase in attendance figures for disadvantaged pupils; attendance figures are better than National averages</p>

<p>Specific targeting of persistent absenteeism, including through the use of the 'Fast-Track' process, will see an increase in attendance for identified pupils</p>	<p>There is a measurable improvement in attendance for targeted disadvantaged children.</p>
<p><b>SEND</b></p> <p>Robust internal Plan, do review SEND, cycles, involving the disadvantaged children and parents, will enable timely interventions and appropriate referrals to outside agencies to gain the targeted support children need.</p>	<p>Parents of disadvantaged families will feel supported and their children will get the interventions they need.</p>
<p><b>EAL</b></p> <p>HLTA with outstanding experience to support Teaching Assistant to be d to provide support for children whose English is a significant barrier to their learning, including those new to the country.</p>	<p>Evidence of accelerated progress will be seen at data capture points.</p>
<p><b>Enrichment Activities</b></p> <p>Families that would otherwise be financially excluding from attending school trips will be support as appropriate.</p>	<p>Contributions to education visits will mean no disadvantaged children will be excluded from taking part.</p>
<p><b>Family Support</b></p> <p>Where required, families will be supported by a key member of staff from our Inclusion Tem (Attendance officer Health SEN support Worker/ inclusion Mentor) who will be able to signpost disadvantaged families to appropriate services to gain the help they need.</p> <p>Basic skills lessons for parents/carers to improve the outcomes for our disadvantaged families.</p>	<p>A higher proportion of our disadvantaged children will arrive at school ready to learn.</p> <p>Disadvantaged parents will be supported in improving their basic skills which in turn will enable them to support their children with their learning, raised parental esteem and improved role-models for children</p>


## 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: £35,000

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 (Success for All)</p>	<p>Phonics approaches have a strong evidencebase that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   EducationEndowment Foundation   EEF</a></p>	<p>1,2,5</p>
<p>Purchase of standardised assessments linked to core subject provision.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2,5</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Actions to be developed in line with Strategy Plan developed by Inclusion team</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>

<p>Vigorous tracking and monitoring, by SLT, to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place.</p>	<p><b>SELECTING INTERVENTIONS</b> Evidence insights</p>  <p><b>What to consider when deciding on an intervention</b></p> <ul style="list-style-type: none"> <li>• <i>Is there ongoing support for staff from trainers or specialists in the approach?</i></li> <li>• <i>Will you be able to dedicate the time and resources required to implement the intervention well?</i></li> <li>• <i>If pupils spend time away from regular classes, what are pupils missing by doing this?</i></li> <li>• <i>Will other children get less support because the teacher or TA is spending time elsewhere?</i></li> <li>• <i>Have you identified a tight area for improvement using a robust diagnostic assessment process?</i></li> <li>• <i>Does the Senior Leadership Team support strategic and effective deployment of TAs?</i></li> <li>• <i>How is this deployment managed and how is impact monitored?</i></li> </ul>	<p>1,2,5</p>
--	--	--------------

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of language and communication toolkit to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Wellcomm)</p> <p>Provide relevant training for colleagues delivering programme (via DLP project)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,5
<p>Additional Phonics sessions targeted at disadvantaged pupils who require further phonics support, delivered by Academic Mentors.</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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,5
<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. 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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,5

<p>Provide specific intervention support for SEND/EAL learners to enable them to access personalised targeting, in turn ensuring they can more readily access whole-class delivery.</p>	<p>See above, plus:  <a href="#">Teaching Assistant Interventions (EEF)</a></p>	<p>1,2,5,6</p>
---	---	----------------

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

Budgeted cost: £26,101.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Early Help, parent support, pupil mentoring, nurture group and drawing and talking therapy	<a href="https://www.eef.org.uk/~/media/EEF/PDFs/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. CPD for specified staff who lead on attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for additional enrichment opportunities.	School provides financial support for PP pupils who are otherwise at risk of disadvantage due to not attending enrichment activities	All
Provide incentives to increase pupil attendance.  Family Support Worker to carry out targeted work linked to attendance concerns, with pupils and families.	<a href="#">Attendance Mentoring</a>  <a href="#">Parental Engagement</a>	4
Providing support for families that are struggling financially to provide school uniform / PE kit	<a href="#">School Uniform</a>	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met? Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in 2018/19 in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by White Rose Hub.*

*Overall attendance in 2020/21 was in line with the preceding 2 years around 95%, at times when all pupils were expected to attend school, absence among disadvantaged pupils was 3 % higher than their peers and persistent absence 11% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.*

*Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.*

## 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.*