

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 Junior School
Number of pupils in school	226 (Nov 21) 230 (Nov 22) 228 (Nov 23)
Proportion (%) of pupil premium eligible pupils	41% - 93 pupils (Nov 21) 37% - 86 pupils (Nov 22) 38% - 87 pupils (Nov 23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Dates on which it will be reviewed	November 2022 and November 2023
Statement authorised by	Adrian Hayes
Pupil premium lead	Natalie Pritchard
Governor / Trustee lead	Debbie Charles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,635 £124,495 £126,160
Recovery premium funding allocation this academic year (£145 x 93 + 4 LAC children in October census) (£145 x 86 + 3 LAC children in October census) (£145 x 87 + 4 LAC children in October census)	£14,785 £13,445 £13,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for academic year 2021-22 Total budget for academic year 2022-23 Total budget for academic year 2023-24 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£132,420 £137,940 £140,075

Part A: Pupil premium strategy plan

Statement of intent

At Rosehill, we aspire for all of our pupils to achieve their full potential and to become the best versions of themselves. Whilst we acknowledge that each child is a unique individual with their own strengths and talents and that not all children will achieve the same outcomes, we do aim to ensure that

At Rosehill Junior School, each person's unique value is acknowledged, their individual needs recognised and their talents fully nurtured. We strive to ensure that all of our children are well prepared for the next stage in their education. Our aim is to ensure that every child entitled to Pupil Premium funding receives the support that they need to reach their full potential as successful learners, confident individuals and responsible citizens.

Historically, the attainment of our disadvantaged pupils has been lower than their non-pupil premium peers. As a result of the National Lockdowns and the resulting disruption to education, the gap is widening and disadvantaged pupils are entering our school with even lower baselines, as well as additional SEMH needs. Although all children and young people across the country experienced this unprecedented disruption to their education as a result of Covid19, we have identified that those from the most vulnerable and disadvantaged backgrounds were amongst those hardest hit.

Quality first teaching is at the heart of our approach, with well-planned interventions and programmes of support created to remove barriers for learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>School's attendance data tracking suggests that the attendance of disadvantaged pupils is significantly lower than the attendance of non-disadvantaged pupils. 60% of our disadvantaged pupils are below 96% attendance. We have found that this has a huge impact on progress and attainment, as well as affecting the children's self-esteem, friendships and engagement in learning.</p> <p>Average attendance for 21/22 ALL 95% PP 94.2%</p> <p>Average attendance for 22/23 ALL 94.5% PP 93.1%</p> <p>Percentage of PP recipients on the PA list compared to ALL 23.3%</p> <p>Average attendance for Autumn term 23 ALL 94.2% PP 94%</p> <p>Percentage of PP recipients on the PA list compared to ALL 22%</p>
2	<p>Observations and interactions with disadvantaged pupils and families show a noticeable increase in social and emotional issues linked to lack of access to opportunities outside of school and those limited by school closure. This has particularly affected the self-esteem, confidence and mental health in our disadvantaged pupils.</p> <p>21/22 CAMHS referrals 0 EHCP applications 0</p>

	22/23 CAMHS referrals 4 EHCP applications 2 23/24 CAMHS referrals 5 EHCP applications 3
3	Through tracking and observations, we have seen a lack of parental/carers engagement within a high percentage of our disadvantaged pupils, this includes engagement with online learning (despite providing devices), attendance of parents/carers at progress meetings (including telephone appointments) and can be reluctant to engage and support their child with daily reading, times tables, spellings and homework.
4	Assessments throughout school have demonstrated an issue with language and vocabulary, particularly amongst our disadvantaged pupils. This includes pronunciation, a limited range in vocabulary and the understanding of language. Although this is a whole school priority, assessment data shows that the greatest need is from children within our disadvantaged cohort. 21/22 EXS ALL 72% PP 52% GDS ALL 8% PP 4% 22/23 EXS ALL 65% PP 68% GDS ALL 15% PP 7%
5	End of key stage outcomes, as well as internal assessments suggest that the fluency of reading, including word reading speed, language acquisition and understanding of age-related texts, is lower for disadvantaged pupils when compared to their peers. 21/22 EXS ALL 74% PP 68% GDS ALL 2% PP 2% 22/23 EXS ALL 63% PP 52% GDS ALL 13% PP 3%
6	Phonics assessments and teacher observation suggest that disadvantaged children find acquiring age-appropriate phonetic skills more challenging than non-disadvantaged pupils. This then prevents them from being able to read at their age-related level. There have been significant gaps in phonetic knowledge and understanding noted in disadvantaged children. 21/22 57% of PP children accessed RWI program/ECHO reading intervention 22/23 63% of PP children accessed RWI program/ECHO reading intervention Autumn term 23 - 52% of PP children accessing RWI program/RWI reading intervention

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. The attendance and punctuality of disadvantaged pupils will improve, improving whole school attendance rates.	Improved attendance rates by 2025, evidenced by: <ul style="list-style-type: none"> • Average whole school attendance being above 96% • The difference in attendance between disadvantaged pupils and non-disadvantaged pupils is significantly reduced. • Disadvantaged pupils will be in-line with whole school attendance targets. • Punctuality of disadvantaged pupils will be significantly improved. • 2022 New attendance policies reflect 'Working together to Improve Attendance' • 2023 Attendance policy reviewed to ensure vulnerable children are protected and supported • Percentage PA for PP recipients is reducing and the average attendance gap between all pupils and PP recipients is closing.
2. Improve mental health and wellbeing for all disadvantaged pupils, including raising their self-esteem and confidence so that their levels of	Improved levels of mental health and wellbeing by 2025, evidenced through observation by: <ul style="list-style-type: none"> • A decrease in the number of children relying upon SEMH support from our ELSA on a regular basis. • The number of children accessing counselling sessions reduces. 20/21 17 children accessed counselling 21/22 15 children accessed counselling

<p>participation are in-line with their peers.</p>	<ul style="list-style-type: none"> Increased attendance in after school clubs and breakfast club. 22/23 52 PP children (out of the 86) attended after school clubs and 25 PP children participated in sports competitions. 23/24 17 PP children (out of the 87) have attended after school clubs so far this year. Children will present as happy, settled and calm children who participate in lessons and have strategies to help them to complete their work (either with or without adult support). Attendance figures for disadvantaged pupils have improved. Percentage PA for PP recipients is reducing and the average attendance gap between all pupils and PP recipients is closing.
<p>3. Increased parental involvement from parents/carers of disadvantaged pupils.</p>	<p>Increased parental involvement from parents/carers of disadvantaged pupils, by 2025, evidenced through:</p> <ul style="list-style-type: none"> Attendance figures for parent/carer meetings with teachers. Attendance of parents/carers at concerts and whole-school events. The percentage of children accessing remote learning when absent with Covid19 related illnesses (if relevant by 2025) Observations of disadvantaged pupils reading at home and completing some homework, evident on teacher tracking systems across school. Disadvantaged pupils will be arriving at school on time. The number of parents/carers accessing support through school and/or external services when needed.
<p>4. Improve spoken language (including pronunciation and a broader vocabulary) disadvantaged pupils.</p> <p>Raise the standard of GPaS for disadvantaged pupils by the end of KS2, so that their attainment is broadly in-line with that of their peers.</p>	<p>Observation and assessment of children across school show understanding and use of vocabulary/language is improving, by 2025.</p> <p>KS2 GPaS outcomes for disadvantaged pupils are in line with non-disadvantaged pupils.</p> <p>Children will make at least expected progress from September baselines</p>
<p>5. Raise the standard of reading for disadvantaged pupils, so that their attainment is broadly in line with whole school reading outcomes</p>	<p>Assessment across school shows improved reading results, by 2025.</p> <p>In-house assessment data shows that disadvantaged children's speedy reading results are in-line with their peers.</p> <p>Disadvantaged pupils will be reading regularly in school and/or at home and have completed the reading scheme.</p>
<p>6. Improve the phonetic understanding of the disadvantaged children enabling them to access reading books on the whole school book scheme.</p>	<p>The number of children across a year group (including disadvantaged pupils) accessing the RWI program (by the Summer term) will reduce by 2025.</p> <p>70 pupils accessed RWI in Sept 2022 (by the summer term 2023, only 17 children were accessing RWI phonics)</p> <p>51 pupils accessed RWI in Sept 2023</p> <p>The percentage of pupils completing the RWI program by the end of Year 3 will increase.</p> <p>21/22 60% of Y3 children completed RWI phonics</p> <p>22/23 78% of Y3 children completed RWI phonics</p> <p>23/24 current figures - 43% of Y3 have already completed RWI phonics</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: £126,563 (21-22) **130,365 (22-23)** **£125,334 (23-24)**

Non-TA Staffing costs: £125,191 (21-22) **£128,615 (22-23)** **£133,771 (23-24)**

Staff CPD - part of ROSIS cost £1372 (21-22) **£1750 (22-23)** **£4500 (projected figure for 23-24)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of physical and online RWI resources to support continuous CPD for phonics. -	The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf therefore a whole school approach and small group interventions will narrow the gap for disadvantaged pupils.	6
Purchase texts for new reading scheme to embed and enhance reading for pleasure by providing books better suited to a child's ability and interests.	Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). Additionally, a text that is well matched to a child's ability will also improve reading attainment. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	5
The employment (and training) of additional SMSAs and 'Play Leaders' to engage / nurture and target disadvantaged children.	Children are more settled and ready to learn in the afternoon after a calm and engaging lunch time. This reduces the chance of children having disagreements and not wanting to come to school the following day. Also, there would be a reduction in lost learning time as a result of teachers dealing with lunchtime issues.	2
Non-teaching Inclusion Manager who will meet and greet disadvantaged children, check daily attendance and contact parents/carers. 2023 Inclusion team meet and greet identified pupils. Attendance leads monitor attendance and punctuality of PP recipients.	Immediate response with absent disadvantaged children followed by support for parent/carers or child and bespoke plans put into place if needed. There is no delay in identifying disadvantaged families in crisis.	1 and 2

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

Budgeted cost: £2,808 (21-22) £5221 (22-23) £5192 (23-24)

Educational Resources (incl. subscriptions) £1555 £1,444 £1415

Phonics support and intervention £1253 (21-22) £3777 (22/23) £3777 (projected figure for 23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted RWI program for Year 3 pupils with quality first teaching to address phonics gaps and 'narrow the gap' between disadvantaged pupils and their peers.	Evidence of smaller class sizes benefit disadvantaged children with the added rigour and routine of the RWI program helping them to settle and focus on their learning. Over-learning and intervention helps to retain the new information. In-school assessment data comparisons from baseline have previously shown that children receiving the RWI program upon entry to KS2 make accelerated progress. 2022 All pupils assessed for word speed reading and RWI provision developed/ provided to all children not phonetically secure. 2023 All children needing phonics support receive it.	6
Introduction of Fresh Start and RWI interventions in small groups to support vulnerable pupils in making rapid progress.	Assessment data comparisons from baseline show that targeted interventions delivered regularly are shown to impact positively on disadvantaged children's development and their levels of confidence.	5 and 6
Invest in continued access to the SIT.	Visits from the SIT who identifies the specific needs of individual pupils and creates bespoke LSPs for individual children to target learning and provide support. Progress comparisons for these children show improvements over time. 2022 Teaching staff received training from SIT 2023 Whole staff training from SIT	4, 5 and 6.

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

Budgeted cost: £9388.61 (21-22) £5480 (22-23) £6864 (23-24)

MIND counselling: £3120 actually on PP pupils

Free Breakfast Club Provision for PP pupils: £4583.61 £2760 (22-23) £3000 (projected figure for 23-24)

Subsidised school trips: £1000 (21-22) £2000 (22-23) £3000 (23-24)

CPOMS: £685 (21-22) £720 (22-23) £864 (23-24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to hold half-termly meetings (with designated attendance champion and clearly assigned responsibilities) 2023 Attendance team hold weekly minutes	Regular meetings allow staff to identify high risk pupils for attendance and create bespoke action plans to put preventative measures in place. DfE guidance suggests that half termly attendance meetings with a champion and members of the SLT will significantly reduce persistent absence.	1, 2 and 3
Spin the wheel attendance incentive with funded rewards and visits.	DfE guidance to use clear and consistently applied systems and processes to improve, reward and incentivise attendance and punctuality.	1
Funded breakfast club places for disadvantaged pupils to encourage attendance.	In school data demonstrates that disadvantaged children with poor attendance and punctuality benefit from breakfast club as it encourages children to attend school Also disadvantaged pupils with SEMH issues benefit from access to breakfast club to provide consistency and allow children to build friendships and relationships with peers in-school Funded breakfast club places encourage pupils to attend school and improves the attendance and punctuality of identified individuals.	1
Trained staff members to provide counselling support for most vulnerable pupils with MIND. Current SEMH team to be developed by the employment of further staff who will gain ELSA training. 2023 Inclusion team includes two trained ELSAs.	In school observations have shown that an ELSA who takes an active role in the needs of the children, can help to reduce anxiety, improve self-confidence, give children a voice and allow children to focus on their learning. This includes potentially collecting children from home if/when needed to help to get these children into school thus improving attendance figures.	2
Improve the quality and consistency of the PSHE provision throughout school with the recurring purchase of a whole school scheme.	This is a nationally recognised scheme, with accreditation, that provides children with tools to regulate their own emotions which is something that our children struggle with. The scheme links with new SRE guidance that was introduced in 2020 to provide consistency and accuracy of teaching content.	2

Total budgeted cost: £138,759.61 (21-22)

Total allocation: £132,420

Total budgeted cost: £146,546 (22-23)

Total allocation: £137,940

Total budgeted cost: £145,827 (23-24)

Total allocation: 140,075

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.

Teacher assessments for the Year 2020/21 were as follows:

Reading ALL 55% PP 19%

Writing ALL 57% PP 17%

GPaS ALL 58% PP 17%

Maths ALL 55% PP 14%

Our internal assessments during 2020/21 and our End of Key Stage 2 Assessments for the Year 2021/22 indicated that the outcome of all pupils was lower and clearly learning had been disrupted, particularly for our disadvantaged pupils. Throughout school, academic and wider development outcomes were in general below what was anticipated. Major successes were achieved in terms of providing emotional support during school closures and supporting home learning. Bespoke timetables and support was provided for children who struggled to return and reintegrate into school. Attendance was still affected due to pandemic and self-isolation. This remains a focus. The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country. This group of pupils made equally strong progress, but due to their low starting points they were not able to benefit fully to the degree that we intended. As this is a three year plan, there will be a progressive and determined start to the academic year 2022-23, to press forward with planned pupil premium funded improvements to teaching and targeted interventions.