

Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the academic years 21/22, 22/23 and 23/24 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	Roskear Primary and Nursery School
Number of pupils in school (Reception to Year 6)	410 409
Proportion (%) of pupil premium eligible pupils	40% (165) 36.32%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	October 2021/ September 2022
Date on which it will be reviewed	April 2024
Statement authorised by	Nic Furnish
Pupil premium lead	Nic Furnish (Headteacher)
Governor / Trustee lead	Sam Staples

Funding overview (21/22) (22/23)

Detail	Amount
Pupil premium funding allocation this academic year	£178,985 (21/22) £175,895 (22/23)
Recovery premium funding allocation this academic year	Recovery Funding is £17,400 = £13,770 tuition (21/22) £17,400 (22/23) 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (21/22) £0 (22/23) 0 (23/24)
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	£210,155 (21/22) £193,295 (22/23) £175,895

Part A: Pupil premium strategy plan

Statement of intent

At Roskear Primary and Nursery School it is our aim that all our pupils achieve inline or better than other pupils nationally. We recognise that at present, nationally those pupils entitled to pupil premium achieve below those pupils not entitled to PPG funding and have been those pupils most impacted by school and class closures due to COVID 19. Our aim therefore is to address the attainment gap for these pupils.

What are the key principles of our strategy plan?

- Provide good or better quality first teaching through effective CPPD.
- Ensure good or better attendance.
- Maintain a culture of high pupil engagement and aspiration.
- Provide a fully inclusive curriculum that excites, motivates and teaches children about the world.
- Ensure all children experience that very best real-life learning experiences through cultural capital.
- Ensure positive conduct and emotional health enabling children to be ready for their next step in education.
- Ensure children are equipped with the knowledge, skills, personal attributes and emotional literacy to live happily and successfully in the ever-changing modern Britain and the world.

How does our current pupil premium strategy plan work towards achieving those objectives?

- Addresses low levels of numeracy, literacy and oracy and prepares children for the next phase of their learning.
- Addresses children's limited life experiences and broadens their horizons.
- Targets poor attendance and persistent lateness
- Support pupils' emotional health and resilience.

What are the key principles of our strategy plan?

- Raise levels of numeracy, literacy and oracy; make accelerated progress to ensure the vast majority of pupils achieve ARE and are ready for the next phase of their learning.
- Improve attendance for children entitled to the PPG to 96+%.
- Broaden children's horizons.

Challenges

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

Challenge number	Detail of challenge
1 – Language Low levels of oracy; limited vocabulary	<p>Speaking: PPG – 37% working below, non-PPG – 46% working below (21/22). <i>Baseline school data for 22/23 18% below and 14%</i> <i>Baseline school data for 23/24</i> <i>Listening, attention and understanding 55.6% of children entitled to PPG below, 11.1% of children entitled to PPG significantly below</i> <i>Speaking 33.3% of children entitled to PPG below, 16.7% of children entitled to PPG significantly below</i></p>
2 – Real learning opportunities	<p>Many of our pupils entitled to PPG start from limited wider life experiences.</p>
3 – PSED	<p>Those pupils entitled to PPG who enter Reception are well below their peers and struggle with self-regulation and managing themselves during daily situations. This may include managing emotions, working towards simple goals and being able to wait for what they want, as well as focusing their attention on what the teacher says and managing their own basic hygiene and personal needs. <i>Baseline school data for 23/24</i> <i>Self-regulation 33.3 below, 11.1% well below</i> <i>Managing self 50% below and 11.1% well below</i> <i>Building relationships 16.7% below 5.6% well below</i></p>
4 – ARE/Greater depth in reading, writing and maths	<p>At present pupils entitled to PPG are not attaining in line with the peers in reading, writing and maths.</p>
5 – Attendance and lateness	<p>The overall attendance for those pupils entitled to PPG historically has been below that of their peers.</p>
6 – Learning habits	<p>Children are frequently not ready to learn and do not always display positive learning habits (TIS and nurture provision). Children do not always demonstrate and understand social responsibility.</p>
7 - SEMH	<p>Some children struggle to manage their feelings positively, due to previous trauma and or difficulties with emotional health</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.

<i>Intended outcome</i>	<i>Success criteria</i>
<p>Improve the communication and language skills of children in FS2 for disadvantaged pupils to be in line with other pupils nationally by the end of EYFS.</p> <p>(Attainment for pupils at the end of EYFS will be in line with their peers for CLL.)</p>	<p>Children in Reception will achieve ELGs in prime areas.</p> <p>ELG: Listening, attention and understanding – children will be able to listen attentively, make comments about what they have heard and ask questions to clarify their understanding. They will be able to hold a conversation with their teacher and their peers.</p> <p>ELG: Speaking – children will participate in discussions, offering their own ideas using recently introduced vocabulary. They will offer explanations for why things happen, using vocabulary from stories, non-fiction, rhymes and poems when appropriate. They will also be able to express their ideas and feelings using full sentences, including use of past, present and future tenses.</p>
<p>Children will experience a variety of rich and real learning opportunities at least half termly such as: Field trips; Musical productions; Dance and Residential visits.</p> <p>(Children are able to draw on these experiences and make connections in their learning with a particular focus or reading and writing.)</p>	<p>% of children entitled to PPG engaging in school residentials will be in line with their peers.</p>
<p>Accelerate progress in PSED by the end of EYFS.</p> <p>(Diminishing the difference at the end of EYFS so that disadvantaged children are in line with their peers in PSED.)</p>	<p>Children in Reception to achieve ELGs in prime areas, including PSED: Self-regulation, managing self and building relationships.</p> <p>Baseline shows PPG funded children are slightly above non-PPG peers.</p> <p>PSED target: in-line with national</p>

<p>The curriculum and delivery ensure high quality first teaching and targeted intervention for all pupils.</p> <p>More PP eligible children will pass the phonic screening Y1 check.</p>	<p>More pp eligible children achieving ARE/greater depth in RW and M by the end of each year. (End of Keys stage data will show PP children are in line with non pp children nationally for RW and M.)</p> <p>There is a robust and effective delivery of RWI scheme as a result of high-quality ongoing training of all relevant staff.</p>
<p>Attendance rates of pupils eligible for pp to increase (The number of PA families will reduce significantly)</p>	<p>Pupils attend school regularly with the school average of 96% or above.</p> <p>There is no difference between the attendance of those children entitled to the grant to those not.</p>
<p>Children are ready to learn and display positive learning habits (TIS and nurture provision). (PP children display resilience in their learning and display positive learning habits as measured using TIS (Trauma Informed Schools) and or Leuven scales.)</p>	<p>Behaviour for learning across the school is excellent.</p> <p>Pupils embrace the school culture and feel they have a place of value within it.</p> <p>Children demonstrate and understand social responsibility.</p>
<p>Families facing the greatest challenges to be engaged and supportive.</p>	<p>The family is positive and aspiration for education and learning is reflected in engagement and pupil engagement to wider educational provision such as: after school intervention, tuition, online learning and home learning.</p>

Activity in this academic year (21/22), (22/23), (23/24)

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: £108,700 (21/22), £55,000 (22/23), £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every Child a Talker (ECAT)</p> <p>'Teacher Talk' -Staff use these strategies in their everyday teaching and assessment.</p> <p>Continuing 22/23, 23/24</p>	<p>ECAT is a nationally recognised programmed which has been independently validated and</p>	<p>1, 3</p>

<p>(Deputy Head and EYFS practitioner to use video evidence to embed and develop practice within the key stage. Good practice to be shared amongst practitioners including apprentices.)</p> <p>Staff from FS1 to support FS2 when not at full capacity to enhance provision and support learning – this will be a peer buddy system.</p> <p>Continuing 22/23, 23/24</p> <p>EYFS practitioners using ECAT toolkit to assess pupils who are causing concern and target intervention appropriately.</p> <p>Continuing 22/23, 23/24</p>	<p>has shown to be an effective resource in other schools.</p> <p>Certain pupils need targeted support to catch up.</p>	
<p>CPPD – Instructional coaching approach and introduction of deliberate practice for all teachers.</p> <p>Continuing 22/23</p>	<p>What is instructional coaching? -Teacher Development Trust (tdtrust.org)</p> <p>Blog – Sam Sims Quantitative Education Research.</p>	
<p>Training for all staff in quality first teaching approaches with subject specific focus on:</p> <p>Spelling (Ruth Miskin)</p> <p>Phonics</p> <p>Reading Fluency</p> <p>MAT subject leader groups</p> <hr/> <p>MAT subject leader groups</p> <p>Phonics</p>	<p>EEF – Feedback. Very high impact for very low cost based on extensive evidence.</p> <p>EEF – Phonics, High impact for very low cost based on extensive evidence.</p> <p>EEF – Reading comprehension. Very high impact for very low cost based on extensive evidence.</p>	<p>4,6,1</p>
<p>Talk for writing training and implementation</p> <p>Continuing 22/23</p>	<p>EEF – feasible approach with positive impact on attitudes to writing and progress/attainment</p>	<p>4,1</p>
<p>Numbersense – a systematic approach to the teaching of number fluency in EYFS, KS1 and LKS2</p> <p>Continuing 23/24</p>	<p>A systematic approach to the teaching of number</p>	<p>4</p>
<p>Herts for Learning Reading Fluency training.</p>	<p>National initiative</p>	<p>4,1</p>

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

Budgeted cost: £43,170 (21/22) £60,266 (22/23), £102,500 (23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:6 tuition targeting writing. Continuing 22/23	NTP EEF – High impact for moderate cost based on moderate evidence.	4
Individualised targeted maths teaching through the use of Maths Whizz Continuing 22/23, 23/24	Strong independent evidence to show significant numeracy improvement.	4
Phonics top up Continuing 22/23, 23/24	EEF – Phonics	4, 1
After school phonics top up Continuing 22/23	High impact for very low cost on very extensive evidence	4,1
Nessy/Reading Doctor/ Fluency project (21/22) Nessy/ Fluency project (22/23) Nessy continuing 23/24	EEF – Reading comprehension strategies Very high impact for very low cost based on extensive evidence.	4
Small group individual targeted enhanced learning (22/23) continuing 23/24	EEF - High impact for moderate cost based on moderate evidence	4

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

Budgeted cost: £56,615 (21/22) £61,000 (22/23), £54,500 (23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO support – additional hours to create a systematic approach.	Clear evidence that good attendance results in children making stronger progress	4,5,6
TIS 1:1 and small group support/ Year 1 nurture provision Continuing 22/23, 23/24	Trauma informed schools Uk	6,1
Embed whole school rules that link directly to learning and resilience Continuing 22/23	EEF – Social and emotional learning	6,5

Engagement in wider school activities Continuing 22/23, 23/24	Moderate impact for low cost	6,5
Attendance officer role – attendance and early identification and intervention 23/24	Working together to improve school attendance	5
Breakfast Club and wrap around after school care. 23/24		7
External behaviour and emotional support: Dreadnought, First Adventure, Music therapy 23/24		7
Lunch time clubs run by Learning Mentors 23/24		7
Mental health Lead		

Total budgeted cost: £208,487

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?

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
Talk for Writing	Talk for Writing
Reading Fluency	Herts for Learning
Number sense	Numbersensemaths.com
Maths Whizz	Maths Whizz

Review 21/22 September 2022

Outcomes	Evidence
<p>Improve the communication and language skills of children in FS2 for disadvantaged pupils to be in line with other pupils nationally by the end of EYFS.</p> <p>(Attainment for pupils at the end of EYFS will be in line with their peers for LCL)</p>	<p>Data shows improvement as follows:</p> <p>Baseline data for Listening, attention and understanding and speaking and listening showed 37% pp children working below ARE.</p> <p>End of year data (21/22) showed:</p> <p>Listening, attention and understanding showed 22% pp children working below ARE compared to 15% non-pp.</p> <p>Speaking and listening showed 18% pp children working below compared to 21% non-pp.</p>
<p>Children will experience a variety of rich and real learning opportunities at least half termly such as: Field trips; Musical productions; Dance and Residential visits.</p> <p>(Children can draw on these experiences and make connections in their learning with a particular focus on reading and writing.)</p>	<p>Class trips during the year meant that pp children experienced a variety of rich and real learning opportunities throughout the academic year.</p> <p>Year 5 camp – 32% of children were ppg</p> <p>Year 6 London trip – 32% of children were ppg</p>
<p>Accelerate progress in PSED by the end of EYFS.</p> <p>(Diminishing the difference at the end of EYFS so that disadvantaged children are in line with their peers in PSED.)</p>	<p>2021/22 - Accelerated progress was made in PSED as follows:</p> <p>Self-regulation:</p> <p>Baseline ARE 63% end of year 82% pp</p> <p>Baseline ARE 51% end of year 88% non-pp</p> <p>Managing self:</p> <p>Baseline ARE 53% end of year 85% pp</p> <p>Baseline ARE 44% end of year 91% non-pp</p> <p>Building relationships:</p> <p>Baseline ARE 68% end of year 82% pp</p> <p>Baseline ARE 49% end of year 91% non-pp</p>
<p>The curriculum and delivery ensure high quality first teaching and targeted intervention for all pupils.</p>	<p>(2021/22)</p> <p>KS2 results</p> <p>ARE pp: Reading 67%, Writing 56%, Maths 67%</p> <p>ARE non-pp: Reading 78% Writing 88% Maths 81%</p> <p>KS1 results</p> <p>ARE pp: Reading 45% Writing 40 %, Maths 50%</p>

<p>More PP eligible children will pass the phonic screening Y1 check.</p>	<p>ARE non-pp: Reading 70% Writing 67% Maths 67%</p> <p>90% of pp children passed the Yr 1 phonics screening check compared to 80% of non-pp</p>
<p>Attendance rates of pupils eligible for pp to increase</p> <p>(The number of PA families will reduce significantly)</p>	<p>Due to COVID the government have issued an attendance “reset”.</p> <p>Attendance for pp 91% compared to 94% non-pp</p>
<p>Children are ready to learn and display positive learning habits (TIS and nurture provision).</p> <p>(PP children display resilience in their learning and display positive learning habits as measured using TIS (Trauma Informed Schools) and or Leuven scales.)</p>	<p>Behaviour for learning is strong across the school.</p> <p>Pupils embrace the school culture and feel they have a place of value within it (pupil voice)</p> <p>Children demonstrate and understand social responsibility for example, 100% of Yr 6 children eligible for ppg became prefects.</p>
<p>Families facing the greatest challenges to be engaged and supportive.</p>	<p>The family is positive and aspiration for education and learning is reflected in engagement and pupil engagement to wider educational provision such as: after-school intervention, tuition, online learning and home learning.</p> <p>Homework completed by PPG children was a steady 28% each half term compared to 47% non-ppg children.</p>

Review 22/23 November 23

Outcomes	Evidence
<p>Improve the communication and language skills of children in FS2 for disadvantaged pupils to be in line with other pupils nationally by the end of EYFS.</p> <p>(Attainment for pupils at the end of EYFS will be in line with their peers for LCL)</p> <p>Attainment for pupils at the end of EYFS will be inline with National</p>	<p>Baseline data showed:</p> <p>Listening, attention and understanding 18% and speaking and listening showed 14% pp children working below ARE.</p> <p>End of year data showed:</p> <p>Listening, attention and understanding showed 7% pp children working below ARE compared to 16% non-pp.</p> <p>Speaking and listening showed 7% pp children working below compared to 16% non-pp.</p> <p>PPG GLD 60%</p>

<p>Children will experience a variety of rich and real learning opportunities at least half termly such as: Field trips; Musical productions; Dance and Residential visits.</p> <p>(Children can draw on these experiences and make connections in their learning with a particular focus on reading and writing.)</p>	<p>Class trips during the year meant that pp children experienced a variety of rich and real learning opportunities throughout the academic year.</p> <p>Year 3 camp - 21 of children were pp Year 4 camp - 18 of children were pp Year 5 camp – 12 of children were pp Year 6 London trip – 13% of children were pp</p>
<p>Accelerate progress in PSED by the end of EYFS.</p> <p>(Diminishing the difference at the end of EYFS so that disadvantaged children are in line with their peers in PSED.)</p>	<p>2022/23 - Accelerated progress was made in PSED as follows:</p> <p>Self-regulation: Baseline ARE 86%, end of year 93.3% pp Baseline ARE 79%, end of year 86.4% non-pp</p> <p>Managing self: Baseline ARE 91%, end of year 93.3% pp Baseline ARE 74%, end of year 95.5% non-pp</p> <p>Building relationships: Baseline ARE 82%, end of year 93.3% pp Baseline ARE 79%, end of year 95.5% non-pp</p>
<p>The curriculum and delivery ensure high quality first teaching and targeted intervention for all pupils.</p> <p>More PP eligible children will pass the phonic screening Y1 check.</p>	<p>(2022/23)</p> <p>KS1 results ARE pp: Reading 12.9% increase on the previous year ARE pp: Writing 7.4% increase on the previous year ARE pp: Maths 7.9% increase on the previous year ARE pp: Science 19.5% increase on the previous year</p> <p>KS2 progress measures pp: Reading 0.09, Writing 0.46, Maths 0.29</p> <p>100% of Year 2 pupils entitled to PPG passed the phonic screening test by the end of Year 2, exceeding National by 19%. A 22% increase on the school's results the previous year.</p>
<p>Attendance rates of pupils eligible for pp to increase</p>	<p>Attendance for pupils entitled to PPG increased from the previous year from 90.50% to 91.90%.</p>

<p><i>(The number of PA families will reduce significantly)</i></p>	<p><i>PA for pupils entitled to PPG decreased from 14.0% 11.7% this year from the previous year.</i></p>
<p><i>Children are ready to learn and display positive learning habits (TIS and nurture provision). (PP children display resilience in their learning and display positive learning habits as measured using TIS (Trauma Informed Schools) and or Leuven scales.)</i></p>	<p><i>Behaviour for learning is strong across the school. Pupils embrace the school culture and feel they have a place of value within it (pupil voice).</i></p>