Pupil premium strategy statement 2024-2027 (review shown in red)

This statement details our *school's* use *of pupil premium (and recovery premium for the academic year 2024/25 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)	409
Proportion (%) of pupil premium eligible pupils	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	December 24
Date on which it will be reviewed	December 25 December 26
Statement authorised by	Tamsin Lamb
Pupil premium lead	Nic Furnish (Headteacher)
Governor / Trustee lead	Linda May

Funding overview 24/25 25/26

Detail	Amount
Pupil premium funding allocation this academic year	£250,181 £254,755
Recovery premium funding allocation this academic year	0 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0 0
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	£250,181 £254,755

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 that this is reflected in Roskear School's attainment data across the school.* Our *aim therefore* is *to address the attainment gap for these pupils. We recognize that for many of our pupils there are distinct and clear barriers: poor attendance, poor emotional health, poor awareness of the world beyond our doorstep, poor speech and language along with a lack of self-efficacy and resilience. If all families are to thrive, we need to effectively work with, and for, our communities, building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.*

What are the key principles of our *strategy plan?*
➢ *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.*
➢ *Provide a fully inclusive curriculum that* excites, *motivates and teaches children about the world.*
➢ *Provide good* or *better provision of S+L to begin to close the word gap and improve pupils Speech and language.*
➢ *Maintain a culture of high pupil engagement, self-efficacy and aspiration.*
➢ *Ensure all children experience that very best real-life learning experiences through cultural capital.*
➢ *Ensure positive conduct, self-efficacy and emotional health enabling children to be ready for their next step in education.*
➢ *Ensure good* or *better attendance.*

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, increasing self-efficacy 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+%.*

Challenge number	Detail of challenge
1	Pupils live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community
2	The word-gap between children living in disadvantage and their peers is large.
3	High numbers of children living in disadvantage have speech and language needs.
4	Significant numbers of pupils lack appropriate access to the internet or devices at home, this can lead to a lack of understanding of purposeful technology use, low confidence in school with use of technology or risky behaviours online.
5	Significant attainment gap between those defined 'disadvantaged and those not'.
6	Increasing numbers of children show the signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress. This is may be evident in lower attendance and punctuation for some and lower resilience to positive learning challenge.
7	Significant attendance gap between those defined as 'disadvantaged and those not'.
8	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.

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
To enrich and broaden our children's understanding of cultural diversity within Britain and around the world	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	Teachers deliver quality first teaching for oracy. Children have a wide experience of, and increased access to a wide variety of books and read more frequently at home.

To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms.
To ensure targeted intervention is delivered through Nessy, RWInc Catch up, Precision Teaching and booster to address children's individual needs.	The attainment gap between disadvantaged and non-disadvantaged is closing.
To develop a digital strategy which builds on skills developed within the computing across the curriculum to enable pupils to learn and stay safe online.	Children are able to think critically, understanding when and how to use technology appropriately, understanding risks and advantages.
To raise children's self-efficacy: their belief in their actions make a difference and therefore able to succeed.	Children's have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.
To raise pupil attendance and decrease lateness through targeted and timely intervention.	Children's attendance improves and lateness reduces.
To improve links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually which in turn will impact positively on outcomes.	Working within the Trust's Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to strengthen the community offer.

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: £29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular use of the 'Lyfta' resource is achieved within school through: -planning Lyfta into school assembly plans -introducing 'Lyfta time' to enable classes to 'explore' on a regular basis -articles being utilised to support non-fiction reading lessons (as appropriate)	*hundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."*	1
Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	*Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.*	1

Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)	*EEF Improving Literacy studies (giving pupils a reason to write).*	1
CPD for teachers and TAs to support quality first teaching in relation to oracy.	*"Professional development can support whole school approaches to close the word gap for disadvantaged pupils."* ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	2
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	*"Professional development in speech, language and communication",* publication from The Communication Trust	3
Targetted intervention: Nessy, PT, RWInc Catch up/Top Up, Precision teaching.	*EEF Improving Literacy in KS1 and KS2 part 7*	4
CPD for teachers to strengthen pedagogy and curriculum implementation in computing inc online safety including the delivery of an AI module (upper KS2) and ensuring esafety learning is integrated throughout the year	<u>*Unicef – Closing the digital divide for good.*</u>	5
CPD for teachers and TAs to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments including through the development of a shared 'legacy' statement for the school; recognising the importance of challenge; creating opportunities for roles of responsibility.	*Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.* *Schunk (1981): Self-efficacy as a predicator of academic performance* *Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.*	6
Targeted intervention and support for families.	*Working Together to Improve School Attendance 2024*	7
Improve links and shared working between the school and wider community organisations and parents.	*Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.*	8

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
Budgeted cost: £90,750

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted interventions for speech and language, directed by a Speech and Language Therapist.	*EEF Guide to the Pupil Premium 'Menu of approaches'.*	3
Delivery of targeted interventions to support identified gaps in the school's defined core learning with particular focus on reading (phonics, speedy reading)	*Evidence within David Didau's 'Making Kids Cleverer'*	2
Targeted intervention for reading, writing and maths.	*EEF Improving Literacy in KS1 and KS2 part 7*	4

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

Budgeted cost: £134,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops for children in EYFS, to raise the importance of reading with young children.	*Reference list from the Book Trust's "Getting Children Reading" strategy*	2
Development of information/training events for parents focused on specific areas of learning / strategies being utilised by school to support children's learning and development	*John Hattie (2008) estimates that the effect of parental engagement is equivalent to two to three additional years learning over a pupil's school career.*	4
Employment of Learning Mentors, fulltime non class based SENDCo and a Behaviour Support TA to support children's pastoral and wellbeing development alongside positive attendance strategies through targeted support and intervention to build self-efficacy	*Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.* *Schunk (1981): Self-efficacy as a predicator of academic performance* *Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.*	6

Continued development and use of a sensory space, and staffing to support use by all children to support emotional regulation and help de-escalation	*Betthaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.*	6
Development and delivery of the school's promises of experiences to all children.	*Sullivan (1981): UCL discovery: Cultural capital and academic attainment*	1
Financial support for residential camps to enable all children to attend	*Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success.*	6
Employment of additional administration and leadership capacity to specifically support attendance intervention support.	*Working Together to Improve School Attendance 2024*	7
Improve links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually which in turn will impact positively on outcomes – Development of the Brilliant Club.	*Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.*	8

Total budgeted cost: £ 254,250

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

Part B: Review of the previous academic year 23/24

Outcomes for disadvantaged pupils

End of KS2 outcomes for 2024 (year 6) were indicative that there is further work required to reduce the gap between those pupils entitled to pupil premium grant funding and those who are not.

Reading

58.3% of children in receipt of pupil premium attained at the expected standard

Writing

58.3% of children in receipt of pupil premium attained at the expected standard

Maths

58.3% of children in receipt of pupil premium attained at the expected standard

GPS

80% of children in receipt of pupil premium attained at the expected standard compared to 75% of those not in receipt of pupil premium

EYFS

33.3% of children in receipt of pupil premium in the Early Years attained a good level of development compared to 66% of all children.

Phonics

By the end of KS1, 84.2% of children in receipt of pupil premium at Roskear passed the phonic screening test.

Work continues to ensure that all pupils attain at the highest levels possible.

Attendance

Specific work to improve attendance levels of disadvantaged children compared to non-disadvantaged children also had impact with the difference narrowing. End of year attendance levels for children in receipt of pupil premium was 92.6% compared to 95.03% for those children not in receipt of pupil premium. The need to continue focus within this area is recognised.

24/25

End of KS2 outcomes for 2025 (year 6) were indicative that there is further work required to reduce the gap between those pupils entitled to pupil premium grant funding and those who are not.

Reading

52.4% of children in receipt of pupil premium attained at the expected standard

Writing

42.9% of children in receipt of pupil premium attained at the expected standard

Maths

47.6% of children in receipt of pupil premium attained at the expected standard

GPS

38.1% of children in receipt of pupil premium attained at the expected standard

57% of those children in receipt of pupil premium were also on the record of need.

EYFS

55.6% of children in receipt of pupil premium in the Early Years attained a good level of development compared to 66.7% of all children

Phonics

By the end of Y1 52.9% of children in receipt of pupil premium at Roskear passed the phonic screening test.

By the end of Y2 75% of children in receipt of pupil premium at Roskear passed the phonic screening test.

Work continues to ensure that all pupils attain at the highest levels possible.

Attendance

Specific work to improve attendance levels of disadvantaged children compared to non-disadvantaged children also had impact with the difference narrowing. End of year attendance levels for children in receipt of pupil premium was 92.37%. The need to continue focus within this area is recognised.