

# Pupil premium strategy statement – Roose Community Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jenny Redhead
Pupil premium lead	Jenny Redhead
Governor / Trustee lead	Fred Chatfield

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,630
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8,770
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£67,400

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Statement of intent

Our school motto 'As a Caring community, we Learn and Grow' underpins our ethos, vision and values for our school and community. These were developed by all our Roose stakeholders and we intend for them to weave through all areas of our curriculum and school life.

Our ultimate intention and objectives for all our children, including disadvantaged pupils, is that they are nurtured and cared for, given the support and encouragement they and their families deserve so they are able to achieve and make good progress. We want them to develop resilience and excellent personal and social skills. These will help them to be successful and make good choices for their futures.

Our current pupil premium plan works towards achieving this by using two main approaches:

1. Our assessment timetable and termly pupil progress meetings allow staff and the SLT the opportunity to analyse and discuss progress. We can then plan and make provision for targeted support and intervention programmes. This means our disadvantaged pupils are well supported and are able to access all areas of the curriculum. If they are identified as not making expected progress, we are able to provide interventions and additional support, including our recovery programme, to fill gaps in learning.
- By knowing our families well and supporting them as well as our pupils, we are able to create a rounded approach to supporting our pupils. Our main focus has been supporting the mental health of our pupils and families and we are creative and proactive in doing this. Our pupils have access to an Emotional Literacy Support Assistant (ELSA) and a children's counsellor - who also supports our parents too. Staff have excellent relationships and work alongside families to ensure children's needs are met. Children have access to a range of additional opportunities too including the Wellness at Green Acres, school residential visits as well as other unique and interesting experiences. The pupil premium funding we receive is used to enable support for all pupils who need additional interventions to make expected or better progress. It is used to provide emotional and practical support for our pupils and families too, enabling them to access learning and succeed - developing resilience and personal skills to support them in their next steps.

## Challenges

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

Challenge number	Detail of challenge
1	Family circumstances can mean that some children are unable to receive the educational support at home that other children may receive. Using the pupil premium grant to provide additional support in school helps to provide disadvantaged pupils with any targeted intervention they need. Children have large gaps in knowledge from missing school during lockdown, despite running catch-up sessions in school.
2	<p>Anxiety levels are higher across society. ‘In the UK, over 8 million people are experiencing an anxiety disorder at any one time.’ (Mental Health UK website 2023) These high adult anxiety and mental health issues are also reflected in children with The Children’s Society reporting that; ‘In the last three years, the likelihood of young people having a mental health problem has increased by 50%. Now five children in a classroom of 30 are likely to have a mental health problem.’ (The Children’s Society website 2023).</p> <p>To be ready and able to learn and make good progress, our children need to be happy and healthy. Using the pupil premium grant to provide support through ELSA groups, counselling and access to the ‘Wellness at Green Acres’ programme helps disadvantaged pupils by providing emotional support for our pupils.</p>
3	Due to the increasing pressures on the finances of our families, we ensure that all our disadvantaged pupils are able to access visits and trips especially residential. These experiences are vital to giving disadvantaged pupils a range of life experiences and equality of opportunities.

## 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
Children feel well-supported in school and are making good progress.	Children are making good or better progress.
Children are happy and healthy learners who are resilient and able to deal and manage with issues that arise.	Children are able to demonstrate a positive growth mindset. They are aware of their feelings and how to manage them. They

	know strategies to support them in dealing with their emotions.
All families feel supported and able to make decisions about elements of school life without worrying about their finances.	All children attend residential visits and trips and families feel well-supported.

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
STA support – additional support in a number of classes e.g. y6 maths, y4 mornings, y1 & 2 interventions.	EEF “Using Your Pupil Premium Funding Effectively.” Additional one-to-one and small group tuition in English/maths/phonics enables children to have tailored teaching in small groups to meet needs and fill gaps.	1

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boosters classes for year 5 and 6 (p/t 0.2)	EEF “Using Your Pupil Premium Funding Effectively.” Additional one-to-one and small group tuition in English/maths/phonics enables children to have tailored teaching in small groups to meet needs and fill gaps.	1

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellness at Green Acres	To engage pupils and support mental health through attendance of PP children to the Wellness Project at Green Acres. All PP children from yr3 – 6 to attend and learn stillness method of self-support. EEF “Using Your Pupil Premium Funding Effectively.” Children face and have faced many challenges already in their lives and our experienced workers allow them to discuss their feelings, enabling us to signpost and refer to specialist agencies if necessary.	2
ELSA groups (£9669 p/t 0.5)	EEF “Using Your Pupil Premium Funding Effectively.” Children face and have faced many challenges already in their lives and our experienced workers allow them to discuss their feelings, enabling us to signpost and refer to specialist agencies if necessary.	2
Support for residentials and visits	EEF: low/moderate cost, moderate impact.	3
Counselling (£9019 p/t 0.3)	EEF “Using Your Pupil Premium Funding Effectively.” Children face and have faced many challenges already in their lives and our experienced workers allow them to discuss their feelings, enabling us to signpost and refer to specialist agencies if necessary.	2

**Total budgeted cost: £ 70,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*