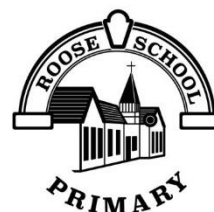


Roose Community Primary School

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	Roose Community Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
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	£54,970
Recovery premium funding allocation this academic year	£9,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£64,040

Part A: Pupil premium 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 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 the personal and social skills 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 covid recovery programme, to fill gaps in learning.
2. 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 a wellbeing support worker 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 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	Many of our families, including our disadvantaged families have been affected by Covid. They have suffered with mental health issues, loss of earnings and redundancies and additional stress due to illnesses and bereavement. The school community as a whole have also suffered bereavements. Children's mental health has been impacted by school or partial school closures.
2	The majority of our children engaged with online learning but some disadvantaged children did not, despite support, devices and encouragement. Our assessments show that there are gaps in learning across subjects. We want to improve our outcomes for maths, reading and writing, particularly in KS2.
3	Reception baseline and teacher observations have shown that our reception children need support with fine and gross motor skills and language and communication/social skills due to missing nursery.
4	As well as many children, our disadvantaged children have missed out on extra-curricular opportunities and visits.

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 improve resilience, health and wellbeing of our pupils by giving them access to a school counsellor and a wellbeing worker.	Children's mental health and wellbeing improves. They are able to cope with issues and have developed strategies to help themselves throughout their lives.
To improve outcomes and progress for all children by providing interventions and additional support.	Children have access to interventions and are able to make good or better progress, filling in gaps in learning.
To develop fine and gross motor skills, particularly for our reception children.	Assessments and observations show that children (particularly reception) are making good or better progress.
To provide a range of extra-curricular activities and outdoor learning/additional opportunities.	Restriction allowing, we will provide the children with additional extra-curricular opportunities and visits to gain new and exciting experiences to develop wellbeing and social skills.

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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted support and interventions to enable PP children to make good or better progress in maths, reading and writing in years 3, 4, 5 and 6. We are employing two TAs for yr 3 and 4 every morning to provide this support. Year 6 are having 2 afternoons of booster sessions each week. We have introduced pupil progress questionnaires and meetings each term for staff to discuss with HT and SENCo pupil progress, intervention groups, narrowing the gap and provision. PP pupils will be monitored closely through these meetings.	<p>Targeted and specific interventions form an experienced and skilled teacher helps children to make good or better progress.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2
To provide a range of fine and gross motor skills and targeted support for our reception children. Using assessments and observations, our reception team are providing opportunities for additional activities and resources have been provided using some PE grant funding. An additional member of staff has been provided to help with this for 4 afternoons a week.	Additional opportunities will support pupils in developing these skills.	3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Years 4 and 5 are benefiting from 'recovery' funding with a tutor for a day a week. The tutor liaises closely with the class teachers to provide specific and targeted support.	The tutor worked has worked with us throughout the recovery programme and is an experienced teacher and tutor. The children make good or better progress due to this targeted support.	2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide opportunities to improve mental health and wellbeing of disadvantaged children through yr1-6. We are continuing with our support from our Children's counsellor for 1 day a week and SERIS time for half a day a week to provide 1:1 support for pp children and others who need it. We are providing all PP children with the opportunity to access Wellness at Green Acres where they will attend a 6 week programme and learn strategies to support their mental health using the 'Stilling' method.	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.	1
Providing additional extra-curricular activities and supporting families with additional costs for school visits and residential visits.	EEF "Using Your Pupil Premium Funding Effectively." Children are exposed to experiences – sports activities etc. that they would not normally have the opportunity to participate in. They form relationships and widen their circle of friends which can promote their resilience and wellbeing.	4

Total budgeted cost: £75,000

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.

Aim	Outcome
To develop reading comprehension skills and fluency in reading in KS2 (Ofsted Oct '19) through taking part in reading fluency programme.	Reading fluency was successful, especially in year 6 with PP children making good progress. Comprehension being taught explicitly and new English subject lead to monitor then clarify reading provision.
To support early writing in year 1 due to lockdown of school March 2020 – Sept 2020. Employ additional TA to work and support in this year group – mornings.	Additional TA invaluable at supporting fine and gross motor skills. Additional support still needed as some still working below expectations.
To improve speed and recall of mental maths and number facts (Ofsted Oct '19)	Range of strategies and focus have improved these basic skills but still need working on, especially in yr 4 where 73% are working below expectations. Staff using additional recovery sessions throughout last year and moving forward, TA employed for intervention groups for the mornings, yr 4 teacher to focus on basic skills using big maths until half term. Tutor employed for tuition groups in yr 4 too.

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