# 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

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| Detail | Data |
| Number of pupils in school  | 199 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2024 - 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Jenny Redhead |
| Pupil premium lead | Jenny Redhead |
| Governor / Trustee lead | Fred Chatfield |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £53,158 |
| **Total budget for this academic year** | £53,158 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.
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## Challenges

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

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| 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 | We want all our children to have high aspirations. We are developing a programme of support for our PP children where they have a ‘champion’ who offers support and encouragement to them. They have regular meetings and help them to develop strategies for positive outcomes. |
| 3 | * 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).

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. |
| 4 | 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 residentials. 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.

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| Intended outcome | Success criteria |
| Children feel well-supported in school and are making good progress. | Children are making good or better progress. |
| Children have an advocate in their classroom who champions them and makes sure they are well supported and making good progress. | Children know who they can go to if they need help or support. |
| 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

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

Budgeted cost: £*15,000*

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

Budgeted cost: £20,000

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| 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 |

**Total budgeted cost: £** *60,000*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *Last year, most disadvantaged pupils made good progress. They benefited from the previous year’s PP plan and additional initiatives like Lightning Squad (reading intervention).* |