# 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 | Rose Wood Academy |
| Number of pupils in school | 322 |
| Proportion (%) of pupil premium eligible pupils | 25.78 % |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | Paul Cowley/Lisa Carney |
| Pupil premium lead | Lisa Carney |
| Governor / Trustee lead | David Elliott |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £111 635.00 |
| Recovery premium funding allocation this academic year | £13 050.00 |
| 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 | £124 685.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| The primary intent of pupil premium funding is to diminish the difference between the attainment of disadvantaged and non-disadvantaged pupils. We are determined to ensure that all of our children are given every chance to realise their full potential and endeavour that no child will be left behind on our journey towards success for all. Pupil premium funding, along with allocations made from the school’s own budget, will help ensure this money is spent to maximum effect to enable each and every pupil at Rose Wood Academy to achieve. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.  In order to achieve our aims stated above, we use an evidence driven approach to target our spending and ensure that it has the maximum impact. We have used a range of evidence sources to inform our decision making, including recognising the importance of looking at local factors. We have therefore also considered the findings of the ‘Transforming Tees – High Achievement Review’, which identifies the key drivers which have been the most successful in tackling disadvantage locally. We have also made our decisions in accordance with research findings from the Department of Education, aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. The research undertaken by NFER for the Department for Education identified seven areas which were common in schools which were the most successful in narrowing the gap and we have used this evidence driven approach as our rationale for our pupil premium spending. The seven areas are as follows:  1. Whole-school ethos of attainment for all  2. Addressing behaviour and attendance  3. High quality teaching first  4. Meeting individual learning needs  5. Deploying staff effectively  6. Data driven and responding to evidence  7. Clear, responsive leadership  We feel that the recommendations in the EEF guidance documents and ‘Teaching and Learning Toolkit’ underpin these broader areas and therefore these are also fundamental to the decisions that we have made in this pupil premium strategy.  We believe that although we have a designated PP lead, it is all staff’s responsibility to ensure success for all our pupils and it is therefore an expectation for all staff in school. We also believe, in line with the EEF guidelines, that the needs of the disadvantaged children are best served by high quality first teaching and this is supplemented by targeted support and wider strategies to ensure that children are supported and able to learn. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Speech and language deficit, especially in early language acquisition |
| 2 | Gaps in key areas of learning |
| 3 | Poor reading skills and understanding |
| 4 | Lack of parental engagement or skills to support child’s education |
| 5 | Social and emotional issues affecting learning behaviours |
| 6 | Attendance and punctuality |
| 7 | Lack of opportunities to widen child’s experiences |

## 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 |
| Accelerated progress in reading | Achieve above national average progress scores in KS2 Reading |
| Accelerated progress in writing | Achieve above national average progress scores in KS2 Writing |
| Accelerated progress in mathematics | Achieve above national average progress scores in KS2 Maths |
| Phonics | Achieve above national average expected standard in PSC |
| Improved attendance | Pupil Premium children attendance to be within 1% of attendance of all pupils |

## 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: £*60,000*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Develop pedagogy and practice of teaching staff to improve pupil outcomes for all through whole school CPD and targeted support for individual staff. All subject leads will be released once a term and supported to lead their subject effectively. | High quality staff CPD is essential to follow EEF principles and underpins our belief in high quality first teaching for all. In the ‘Transforming Tees – High Achievement Review’ in the strand ‘Tackling Disadvantage’ one of the key drivers is to ensure a ‘differentiated professional improvement culture, that invests substantial resource in leadership, teacher and staff development, including research, is securely in place’ | 1,2,3 |
| Purchase whole class texts to further improve provision in whole class reading lessons. Continue to monitor teaching and learning in reading and offer CPD and support where needed. | The ‘EEF Teaching and Learning Toolkit’ identifies the teaching of reading strategies as having the positive impact of adding six months. We feel that this is something that we already do well and is becoming increasingly embedded in school as part of our practice. We feel that having access to quality texts for each child is an important aspect of our provision. | 2,3 |
| Develop vocabulary throughout the curriculum to narrow the language gap | Evidence from research shows the extent to which language affects the gap between disadvantaged and non-disadvantaged (Hirsch 2003). He describes the language gap as the chief cause of the achievement gap between socio-economic groups.  In the EEF Guidance Report ‘Improving Literacy’ one of the recommendations is to ‘Develop pupils’ language capability to support their reading and writing.’ | 1,2,3 |
| Track all pupil groups through termly pupil progress meetings which will be rigorous, hold staff to account and include a focus on the disadvantaged children. These will then be used to inform next steps in teaching for identified pupils and any additional support children may need. | In the ‘Transforming Tees – High Achievement Review’ in the strand ‘Tackling Disadvantage’ one of the key drivers is that ‘Intelligent analysis and accountability protocols are engrained in the work of each school to ensure:  a. There is a constant review of the quality of educational and pastoral provision  b. That actions being taken are constantly checked so that changes can be made when a better way of meeting need is identified  c. Data and observational evidence is key to driving swift but carefully focused interventions when pupils are at risk of falling behind or experiencing difficulties  d. There is smart use of performance information and pastoral information at whole school, group and individual pupil level  All staff must be able to use formative and summative assessments to identify standards for all pupil groups, including disadvantaged children, to inform next steps and improve attainment for all. | 2,3,5,6 |
| Additional teacher in Y6 | To allow targeted support in smaller groups in Year 6 and ensure that key marginal children are targeted. EEF evidence shows that children taught in groups of fewer than 16, if targeted appropriately, make accelerated progress.  There is currently a 23% gap between our disadvantaged and non-disadvantaged attainment at reading, writing and maths combined for our current Year 6 children. We feel that these additional support materials will support their accelerated progress this year. | 1,2,3 |
| Reduced class sizes | The ratio of pupils to staff is a factor in the quality of teaching are learning and has a bearing on the amount of time a teacher has to focus in on specific support for individuals as well as providing detailed feedback and bespoke teaching and learning. At Rose Wood, we maintain small class sizes. The school employs 3 additional teachers to allow us to keep the average class size in school down to 23. The amount of time that teachers spend on the pupil premium children is disproportionate in advantage towards the pupil premium children who require the additional support and guidance. The EEF toolkit indicates up to 2 months additional progress can be achieved as a result of reduced class sizes. | 2,3,4,5 |

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

Budgeted cost: £45000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Monitor, track and promote individual reading for all through the ‘Accelerated Reader’ program for children from Year 2 –Year 6.  Purchase additional resources to support this. | The Education Endowment Foundation evidence based research concluded that AR increases the reading age of disadvantaged children by an additional 5 months against 3 months for non-disadvantaged children in a 22 week time frame.  Tracking and incentivising reading through this programme, we feel is very important to our reading approach. Individual reading – in school and at home – is an important strand of our overarching reading aims. | 2,3 |
| Purchase revision materials for Year 6 children | To ensure that all children have access to quality SATS support materials at home  There is a 23% gap between our disadvantaged and non-disadvantaged attainment at reading, writing and maths combined for our current Year 6 children. We feel that these additional support materials will support their accelerated progress this year. | 2,3,4 |
| Additional HLTA in EYFS | The EEF EYFS guidance report ‘Preparing for Literacy’ recommends providing every child – but particularly those from disadvantaged homes – with a high quality and well-rounded grounding in early literacy, language and communication. It focuses on the importance of high quality interactions between adults and children to develop their communication and language skills. We therefore employ additional staff in EYFS to enable more adult/child interaction.  Evidence proves that the sooner the gap can be narrowed the more likely a pupil is to make progress through school. Having a high quality HLTA within the setting covers many aspects of the EEF toolkit for accelerated progress within the setting. | 1,2,3 |
| Improve targeting and provision for pupils at risk of underperformance through careful deployment of teaching assistants and HLTAs  *Fast Track Phonics*  *Bounce Back Phonics*  *PIXL*  *Precision Teaching*  *Reciprocal Reading*  *Write Away Together*  *Bespoke programmes of support – individual and small group* | The EEF guidance report on ‘Making the best use of Teaching Assistants’ recommends using teaching assistants to deliver high quality one to one and small group support, using structured interventions. The evidence shows that this can add three to four months additional progress. | 1,2,3 |
| Employ Academic Mentor | Small group tuition and mentoring can add 4 and 2 months progress respectively according to the EEF toolkit. | 1,2,3 |

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

Budgeted cost: £ *25000*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Parents open days/workshops to increase parental engagement and break down barriers for disadvantaged children’s parents to ensure they engage with their children’s education and are equipped with the skills they need to support them. PSA to work with key families to support them with supporting their child. | The EEF Guidance Report ‘Working with parents to support children’s learning’ states that ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’ Evidence from their [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. | 1,2,3,4,6 |
| Enable all eligible children to access residential visits | Through our strong belief that residentials can enhance classroom learning and develop self-esteem and social skills, we feel that ensuring this is an opportunity available to all is very important. This is particularly important following lockdown where children have had more limited experiences and have had fewer opportunities to experience time away from immediate family. | 7 |
| Support vulnerable children and address their emotional needs through the ELSA programme. Programme to be delivered by PSA. | Ensure that our most vulnerable children are supported and able to access education through strong social and emotional support.  Following lockdown, we have had increased family breakdowns and incidents of poor parental mental health impacting on the mental health of pupils. | 5 |
| Target the attendance and punctuality of disadvantaged pupils through close monitoring, the use of rewards to incentivise attendance and the support of the PSA | Data shows that attendance percentages for our PP children is below that of our non-PP children. (2020/21 year the gap is 2.15% and wider than in pre lockdown years) This is a continued focus for us to try to narrow this gap. | 6 |
| Provide targeted support for children who have emotional, social needs and their families through the use of play therapy, 1:1 and group therapies, PSA support and the support of the Educational Psychologist | Children’s emotional, social and behavioural needs should not be a barrier to learning and every effort should be made to minimise this through use of the services provided by external agencies and in school support.  Due to the impact of lockdowns, we have more children needing support with their social and emotional needs | 5 |
| Deploy PSA to support the most vulnerable families | In the ‘Transforming Tees – High Achievement Review’ in the strand ‘Tackling Disadvantage’ one of the key drivers is that ‘There is substantial, but intelligent investment in securing pupils’ academic progress, their personal development and mental health. Significant resource is similarly targeted in providing familial support with targeted engagement particularly for the most vulnerable families often using a single point of contact acting as a confidence builder.’  Our PSA is this single point of contact. We feel following the pressures of the pandemic that this role supporting our most vulnerable families is more important than ever. | 5 |

**Total budgeted cost: £** *130,000*

# 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.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| \*Our last published statutory data in 2018-2019 showed the following disadvantaged progress:     |  |  | | --- | --- | | Reading | +1.1 | | Writing | +2.5 | | Maths | +2.9 |   \**This is included as this data falls within the three years of the previous* *pupil premium strategy.*  Due to COVID, there has been no external statutory data to draw upon to evidence disadvantaged attainment and progress since 2018-2019. We have robust assessment and moderation practices in school which have continued since statutory assessments were paused due to the pandemic. The following data is in-school end of key stage data for the 2020/21 academic year. This data is informed by the SATS assessment materials used in previous years as part of the statutory assessments.  **KS1**   |  |  |  | | --- | --- | --- | | **Subject** | **Disadvantaged Attainment** | **Non-Disadvantaged Attainment** | | Reading | 71% | 81% | | Writing | 50% | 65% | | Maths | 64% | 68% | | Combined | 50% | 65% |   **KS2**   |  |  |  | | --- | --- | --- | | **Subject** | **Disadvantaged Attainment** | **Non-Disadvantaged Attainment** | | Reading | 84% | 83% | | Writing | 84% | 79% | | Maths | 89% | 86% | | Combined | 84% | 76% |   Prior to the pandemic, the attendance gap between disadvantaged and non-disadvantaged pupils had narrowed to 0.87% for the year 2018/19, which was part of a narrowing trend. This trend was continuing for the year 2019/20 until the pandemic hit. This gap has widened since the first lockdown so remains a focus of our pupil premium strategy moving forwards. |

## 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 |
| Accelerated Reader | Renaissance |