

## Pupil premium strategy statement

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 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	358
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Academic years 2023/4 – 2026/27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£140 740
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140 740

# Part A: Pupil premium strategy plan

## Statement of intent

We are an above average sized primary school in Middlesbrough, which is a town of significant deprivation. Our number of pupil premium children is above national average at 31% and we are in the first decile for deprivation, using the IDACI index. We have a school ethos that **all** children can and should achieve and we are relentless in our pursuit of this.

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 EEF Guide to Pupil Premium, aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. and the EEF 'Teaching and Learning Toolkit'. Therefore these are all fundamental in supporting 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	A significant majority of disadvantaged children were not on track to meet the ELG on entry to Reception. This was largely dictated by their poor communication and language skills.

	Assessments and observations with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils throughout school.
2	Assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national studies. Since the pandemic, there has been an increased attainment gap between disadvantaged and non-disadvantaged pupils, with non-disadvantaged children out-performing their disadvantaged peers.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Need for additional support has increased significantly since the pandemic and this increase has disproportionately affected disadvantaged children. Almost half of the children with an identified SEMH SEN need are Pupil Premium children.
4	Although our attendance data for disadvantaged pupils was better than national, the gap between disadvantaged children and the cohort as a whole is not narrowing. Persistent absenteeism for our disadvantaged children is significantly higher than the persistent absenteeism for all pupils.

## 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
Improved oral and language skills and vocabulary among disadvantaged	Assessments and observations indicate significantly improved language among disadvantaged pupils.
Improved attainment for disadvantaged pupils	Achieve above national averages for all pupils in statutory assessments in all subjects
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of mental wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
Improved attendance for disadvantaged pupils, particularly regarding persistent absenteeism	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: £73,000

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
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.	1,2
Develop vocabulary throughout the curriculum to narrow the language gap. This includes engagement in the Oracy 21 project.	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	1,2

	pupils' language capability to support their reading and writing.'	
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.	<p>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:</p> <ul style="list-style-type: none"> <li>a. There is a constant review of the quality of educational and pastoral provision</li> <li>b. That actions being taken are constantly checked so that changes can be made when a better way of meeting need is identified</li> <li>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</li> <li>d. There is smart use of performance information and pastoral information at whole school, group and individual pupil level</li> </ul> <p>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.</p>	1,2,3,4
High staff to pupil ratios through additional staffing	The ratio of pupils to staff is a factor in the quality of teaching and 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 amount of time that teachers and support staff 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	1,2,3

	progress can be achieved as a result of reduced class sizes.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £41000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor, track and promote individual reading for all through the 'Accelerated Reader' program for children from Year 2 –Year 6.</p> <p>Purchase additional resources to support this.</p>	<p>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.</p> <p>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.</p>	1,2
<p>Purchase revision materials for Year 6 children</p>	<p>To ensure that all children have access to quality SATS support materials at home</p> <p>There is a 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.</p>	2
<p>Improve targeting and provision for pupils at risk of underperformance through careful deployment of teaching assistants and HLTAs</p>	<p>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.</p>	1,2,3

<i>Little Wandle Precision Teaching Reciprocal Reading Write Away Together Bespoke programmes of support – individual and small group</i>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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 suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>1,2,3,4</p>
<p>Enable all eligible children to access residential visits</p>	<p>Through our strong belief that residential visits 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.</p>	<p>3</p>
<p>Support vulnerable children and address their emotional needs through the ELSA programme. Programme to be delivered by PSA and EYFS TA.</p>	<p>Research papers into the impact of ELSA cite a number of positive outcomes for pupils participating in the ELSA programme, and four consistent themes can be noted throughout the literature. Firstly, improvements in managing positive and negative emotions, including their regulation and expression, and increased resilience in challenging situations (e.g. Krause, Blackwell &amp; Claridge, 2020; Mann, 2014). Secondly, increased self-concept, demonstrated through self-esteem and confidence, including self-</p>	<p>3</p>



	<p>efficacy in their competence (e.g. Barker, 2017; Edwards, 2016). Also, better quality and increased number of friendships and relationships with family members and teaching staff (e.g. Balampanidou, 2020; Mann &amp; Russell, 2011). Finally, more developed social and communication skills, such as conflict management (e.g. Ball, 2014; Wilding &amp; Claridge, 2016).</p>	
<p>Target the attendance and punctuality of disadvantaged pupils through close monitoring, the use of rewards to incentivise attendance and the support of the PSA and EWO. New EWO service employed by school.</p> <p>Embed the principles of good practice as set out in the DFE guidance</p>	<p>Guidance followed from DFE 'Working Together to Improve School Attendance' document</p>	4
<p>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</p>	<p>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.</p> <p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p>	3
<p>Deploy PSA to support the most vulnerable families</p>	<p>In the 'Transforming Tees – High Achievement Review' in the strand 'Tackling Disadvantage' one of the key drivers is that 'There is</p>	3

	<p>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.'</p> <p>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.</p>	
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**Total budgeted cost: £ 141 000**

## 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 2023 to 2024 academic year, following the first year of this three year strategy.

The following data is the provisional statutory data for the 23/24 academic year.

#### EYFS

	Disadvantaged Attainment	Rose Wood Whole Cohort	'All Children' Attainment National (2022/2023)
GLD	77%	73%	67%

At the end of Reception, our disadvantaged attainment was significantly above the national figure (from previous year) and disadvantaged children outperformed the cohort as a whole.

#### Phonics Data

	Disadvantaged Attainment	Disadvantaged National (2022/2023)
Phonics Y1	92%	67%

Disadvantaged phonics data is approximately in line with the percentage achieving the standard in the cohort as a whole (93%). The 92% of disadvantaged children achieving the standard is significantly above the national figure of recent years.

#### End of KS2

	Disadvantaged Attainment (number in brackets is without SEND)	National Data for all Pupils	Disadvantaged National (2022/23)
Reading	82% (93%)	74%	62%
Writing	61% (62%)	72%	55%
Maths	89% (100%)	73%	56%
Combined	61% (62%)	61%	43%

The end of KS2 data above shows that disadvantaged children at Rose Wood are attaining significantly better than disadvantaged children nationally in all areas, with a less significant difference in writing. Disadvantaged children are also outperforming the 'all children' cohort nationally in reading and maths and they are in line with them for combined.

## Attendance

	2022-2023	2023-2024
All Children	94.3 %	94.9%
Pupil Premium	92.1 %	93.6%
Ever 6	91.8%	93.4%

While Pupil Premium attendance still lags behind the attendance for all children, the gap has narrowed from 2.2% in 2022/23 to 1.3% in 2023/24.

## 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
Little Wandle	Little Wandle Letters and Sounds
Power of Reading	CLPE
White Rose Maths	White Rose Hub