



Roseberry Academy Pupil premium strategy statement 2022-23

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 impact that last year's pupil premium spending had within our school.

School overview

Detail	Data
School name	Roseberry Academy
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Darren Holmes
Pupil premium lead	Helen Channing
Governor / Trustee lead	Darren Holmes



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56785
Recovery premium funding allocation this academic year	£5655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62440



Part A: Pupil premium strategy plan

Statement of intent

We believe that Pupil Premium represents much more than 'extra money'. It provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority within our school. Educational attainment is the best predictor that we have of a young person's long-term outcomes and it is, therefore, important that we ensure all children achieve, whatever their background or level of social deprivation. It is important that this additional public funding is used effectively, with careful planning, in order that we close the gap between disadvantaged children and their peers. We believe that great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children. We have considered the evidence provided by the Education Endowment Foundation (EEF), learning from their research into the practice that other schools have implemented with success. We have also considered the impact of prior practice within our own school. In taking an evidence based approach, we are able to compare how similar challenges have been tackled in other schools, understand the strength of evidence behind alternative approaches and consider the likely cost-effectiveness of a range of approaches.

We are acutely aware that the causes and consequences of disadvantage are varied and that children eligible for Pupil Premium funding are not a homogeneous group. Evidence suggests that children eligible for Pupil Premium funding are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. We recognise that each child is unique, with their own history, background and needs and so support is carefully planned so that it is bespoke and meets individual need.

The Education Endowment Foundation states '*The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.*' It is for this reason that our plan is specific and precise.

We endorse the EEF's view that the use of Pupil Premium funding will '*benefit other groups*' and that '*some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.*'



Our plan for Pupil Premium expenditure is not for disadvantaged students as a cohort; It is a plan designed to close many gaps in achievement, not just for those receiving the Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Lack of confidence and low self esteem
2	Lack of routines and boundaries and the ability to self regulate
3	Attachment difficulties
4	Limited vocabulary and language skills on entry to school
5	Support with learning at home
6	Complex social circumstances
7	Lack of nutritious breakfast and a calm start to each morning
8	Poor attendance and persistent absenteeism

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 are self assured and confident learners with positive learning dispositions	As a result of renewed confidence in learning and their own abilities, children make at least expected progress in relation to their starting point
Children are able to regulate their own behaviour, responding positively to boundaries and routines in place	Children make at least expected progress as a result of their excellent behaviour
Children develop positive and healthy attachments to key people in their lives	Children have positive relationships with key people and attachment difficulties cease to impact upon learning and attendance
Children develop age appropriate language skills and a wide vocabulary	As a result of children's development in language, they make at least expected progress in Reading and Writing
Adults are equipped with the skills and resources needed to be able to support their children's learning at home	Families have positive attitudes towards learning and children's learning continues outside of the school day, thus impacting upon engagement and progress
Families receive external support from a variety of agencies in order to address complex needs and create a safe environment for children	Children feel safe, settled and happy and able to concentrate upon learning and make progress
Children receive the nutrients they need each morning in order to concentrate upon learning	Children show positive learning dispositions and the ability to concentrate and make progress
Children have good attendance (in line with, or better than, national) with no children persistently absent	Children make accelerated learning because they are in school every day, receiving quality teaching, intervention and support (academic and social and emotional)

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: **£4253**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for teachers and Teaching Assistants, led by an Educational Psychologist	The Education Endowment Foundation (EEF) states that ' <i>Spending on improving teaching might include professional development.</i> ' It states ' <i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be at the top priority for Pupil Premium spending.</i> '	1,2,3,6
Professional development for teachers via the Great Teaching Toolkit		1,4,5,8
Leader of learning to mentor teaching staff and offer bespoke training packages		1,2,3,4,5,6
Maths leader to work with Leader of Learning, other ELT schools and the local Maths Hub to revise maths pedagogical approach and practice across the school		1,5,6
Maths and English Leads to undertake regular scrutiny of pupil performance data, children's work and teaching and learning to inform staff development planning and bespoke support and intervention for children		1,4,5,6



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

Budgeted cost: **£22819**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tutoring – small groups and 1:1 sessions</p> <p><i>NB This is part of the National Tutoring Programme.</i></p> <p><i>A ring fenced grant will be received to source tutoring provision for disadvantaged or vulnerable pupils who missed the most education during Covid.</i></p> <p><i>Funding is allocated for around 60% of pupils eligible for pupil premium.</i></p> <p><i>In 22/23 60% of this funding will be subsidised by the DfE and the remaining 40% will be funded by using our Recovery Premium funding.</i></p> <p><i>Allocations will be paid on the (DfE) basis that a 15 hour package of tuition will cost £270 at a rate of £18 per hour. Our plan is for 100% of children eligible for Pupil Premium funding to access this resource.</i></p>	<p>The Education Endowment Foundation (EEF) states that ‘<i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</i>’ Targeted academic support may include structured interventions, small group tuition and one to one support. Tuition is most beneficial when it is explicitly linked to classroom teaching and pupil’s specific needs:</p> <ul style="list-style-type: none"> • high quality and individualised feedback is essential to a pupil’s progress • regular assessment and monitoring will ensure pupils remain on track and identify areas of focus • short, regular and sustained tutoring sessions tend to have the greatest impact • smaller group sizes lead to better outcomes for pupils • tutoring is most effective when planned well, supported by teaching resources and has clear objectives for the course of delivery • engagement can be increased by building good relationships between tutors, pupils and families (it is for this reason that Roseberry teaching staff will deliver the tutoring programme) <p>Research demonstrates that small group tuition is effective and, in general, the smaller the group size the better. We understand that that a group size of three pupils will allow us to ensure cost effectiveness whilst maximising outcomes for pupils.</p> <p>We will prioritise support to pupils who have fallen behind in English and Maths. Evidence indicates that tuition has better outcomes when focusing on one subject for a package (15 hours) of tutoring and so we will consider the</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>6</p> <p>8</p>

	<p>subject in which a pupil would most benefit from support. However, in some cases, we may choose to split the package between two subjects.</p> <p>The time of day for support will involve careful consideration to ensure that pupils do not miss out on core curriculum due to tutoring and that pupils with SEND or other additional needs do not miss out on specialist support. We will be flexible in their approach to timetabling to avoid this, for example by rotating tutoring session times or holding sessions during breakfast clubs.</p> <p><i>‘Tutoring is defined as a teacher, teaching assistant or other professional educator providing intensive and individualised academic support to pupils in either one-to-one or small group arrangements. We know tutoring can have a positive impact on pupils’ academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils’ confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. Clear, positive and encouraging communication between tutors, staff and pupils is important. An evaluation which found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil’ (School-Led Tutoring guidance. The National Tutoring Programme September 2021)</i></p>	
<p>Additional 1:1 / small group Teaching Assistant support (this is subject to change following termly Pupil Progress review meetings) with interventions/support linked to regular assessment of need / gaps in learning and performance data.</p>	<p>The Education Endowment Foundation states that <i>‘There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes’</i> and that <i>‘well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.’</i></p>	<p>1 4</p>



<p>The use of home learning programmes: Mathletics, Reading Eggs and Times Table Rock Stars</p>	<p>We have seen from prior use of these programmes that they encourage children's engagement with learning at home, enabling them to consolidate knowledge and practise skills. The use of these programmes enables parents who struggle to support their children academically to be a part of their learning. The vast majority of our families have positive attitudes towards learning and, because of this, children's learning continues outside of the school day, thus impacting upon progress. It is evident that parents value these programmes, as Roseberry Academy Friends and Teachers share a small percentage of the cost of purchasing them.</p>	<p>2 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£35516**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Breakfast Club	<p>The Education Endowment Foundation (EEF) states that '<i>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</i>'</p>	7 8 1
Access to after school clubs and enrichment activities		1 3 6 8
<p>Family Mentor to hold attendance workshops and nurture sessions for children. Family Mentor to work with families of children at risk of persistent absenteeism to identify barriers, needs and support.</p>		1 2 3 6
<p>Family Mentor (children and family support) to offer:</p> <ul style="list-style-type: none"> Group and 1:1 nurture / social and emotional support sessions 	<p>Evidence suggests that, as a result of the work that our Family Mentor undertakes with children, they are able to regulate their own behaviour, responding positively to boundaries and routines in place. As a result of renewed confidence in learning and</p>	1 2 3 6



<ul style="list-style-type: none"> • Support for parents/carers via visits or telephone • Art / sand therapy / walking and talking therapy (with school dog) sessions • On demand support coming into school / within class / on the playground 	<p>their own abilities, and excellent behaviour, the majority of children make at least expected progress in relation to their starting point.</p> <p>1:1 and group nurture sessions are effective in enabling children to feel safe, settled and happy. They are able to concentrate upon their learning and, consequently, make progress.</p> <p>Families who continue to receive external support from a variety of agencies as a result of Family Mentor inter agency communication are supported in addressing children's complex needs and are able to create a safe environment for them. Children develop positive and healthy attachments to key people in their lives. Children make at least expected progress as a result of their excellent behaviour.</p>	8
<p>Supervision for Family Mentor (via Applied Psychologies) to ensure that she receives quality support, advice and professional reflection to be able to undertake her role effectively</p>	<p>It is recognised that supervision is important - dealing with safeguarding concerns may have an emotional impact on staff. Evidence suggests that supervision ensures cases don't drift, maintains the focus on the child, and helps professionals to find out the evidence base for assessment and intervention.</p>	6
<p>Staff to deliver support sessions (1:1 and groups) and curriculum workshops for parents, following research led staff training (with ref to EEF research) and the purchase of a Happy Puzzle library to encourage parents to become involved in children's learning (after school club leading to a learning library)</p>	<p>Research suggests that <i>'The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement'</i> (Review of best practice in parental engagement Research Report DFE-RR156)</p>	4 5

Total budgeted cost: £62588



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 2021 to 2022 academic year.

As a result of the actions implemented in line with the 2021/22 action plan, the following was achieved:

Evidence from enquiry walks and Principal observations shows that children are able to regulate their own behaviour, responding positively to boundaries and routines in place. Children attending Breakfast Club have benefitted from a nutritious breakfast and a settled start to each day. Breakfast Club is valued by parents and children, alike.

Families have received (and continue to receive) external support from a variety of agencies in order to address complex needs and create a safe environment for children. Families are no longer 'hard to reach', requesting support and advice from the Family Mentor, Principal and class teachers with confidence.

Enquiries into practice reports note that children are self assured and confident learners with positive learning dispositions. As a result of renewed confidence in learning and excellent behaviour, the majority of children made at least expected progress in relation to their starting point. Children feel safe, settled and happy, with positive and healthy attachments to key people in school and at home, and are able to concentrate upon learning and make progress.

Children are able to access learning at home, consolidating knowledge and practising skills. This has enabled parents who struggle to support their children academically to be a part of their learning. Evidence from online learning and, the quality of homework produced and discussions with parents, evidences that families have positive attitudes towards learning and children's learning continues outside of the school day, thus impacting upon engagement and progress.



Attendance is at least in line with national, with a significant reduction in the percentage of children who are persistently absent, this being lower than national. It should be noted that the effect (and after effects) of Covid has impacted upon attendance.

An evaluation of the effectiveness of planned actions demonstrates that the strategically planned use of Pupil Premium funding had a positive impact upon the social, emotional and academic progress of children during 2021/22.