

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Rosecliffe Spencer
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	10.12.21
Date on which it will be reviewed	21.6.21
Statement authorised by	Pavan Chandhoke
Pupil premium lead	Pavan Chandhoke
Governor / Trustee lead	Sarah Macenaney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,447.50
Recovery premium funding allocation this academic year	£ 500
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	£

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their home life.
2	Increased numbers of pupils with needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	Disadvantaged pupils often have lower attendance due to a range of factors

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
Pupils make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none">• Gap will close in progress made between PP and non-PP.• PP children will develop a love of reading• They will engage in the school reading challenges set• They will be regularly heard read by an adult at home and an adult in school

<p>A strong professional dialogue will be kept open between teachers and PP lead</p>	<ul style="list-style-type: none"> • progress meetings will take place with the class teacher every 2 weeks. • We will continue to check to identify any new additions to the PP register throughout the year and notify class teachers
<p>Targeted and same-day intervention</p>	<ul style="list-style-type: none"> • In-year gap is closed for R, W, M. Pre-teaching to key concepts to enable grasping of difficult concepts
<p>Extra-curricular opportunities</p>	<ul style="list-style-type: none"> • An increased % of PP children taking up a club each half term leading to improved confidence, attainment and better mental health.
<p>Pupils access a wide range of interventions to meet their SEND needs, including speech and language, drama therapy</p>	<ul style="list-style-type: none"> • As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in R, W, M.
<p>Opportunity to complete home learning</p>	<ul style="list-style-type: none"> • Specific learning clubs give support on set task to have same access to support as non pp peers.
<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<ul style="list-style-type: none"> • Pupil surveys reflect enjoyment in school and improved attitudes to learning. • Social skills, independence, perseverance, and teamwork are developed.
<p>For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> • The office will promptly call families who have an absent child without reason or medical evidence.

	<ul style="list-style-type: none"> • A discussion with the governors will take place about introducing fines for non-attendance • Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher
<p>These children still feel happy and safe at school and engage with their learning.</p>	<ul style="list-style-type: none"> • Pupil premium children will engage with the wider life at RSA by becoming play pals, student supervisors, and joining the student council • Children's attendance will remain high because they are happy coming to school, and parental engagement is improved • Pupil voice surveys will report that PP children are happy and safe in school

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The teacher in charge of SEND and the PP lead will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	1, 2 3
looking at internal progress data	When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children	1 2 3
Additional adults in each KS1/2 class to enable targeted support and intervention	One to one read once per week (over and above usual class reading) - One to one conferencing at least half termly	123
Additional phonics resources to strengthen the teaching of reading in EYFS and KS1	RWI and train all EYFS and KS1 staff to deliver	1 2 3

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching support for all teachers.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust :	

	<p><i>The two factors with the strongest evidence of improving pupil attainment are:</i></p> <ul style="list-style-type: none"> <i>teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions</i> <p><i>quality of instruction, which includes using strategies like effective questioning and the use of assessment</i></p>	

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

Budgeted cost: £ 2447

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP provided discount on uniform	To reduce the burden of extra cost for PP children, all families receive a 25% discount towards uniform purchase.	1 2 3
All PP children provided with holiday food vouchers or school provide hampers to identified families.	All PP children provided with holiday food vouchers or school provide hampers to identified families.	1 2 3
Exciting trips and visits will be planned to enhance the curriculum	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	1 2 3
Engaging with families	Inviting parents to join parent workshops and other school events.	1 2 3

Total budgeted cost: £ 19,947

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Enrichment and extra funding have been used to supplement payment for school trips at the beginning of 2021 (e.g. trips) to develop cultural capital for PP children.

Sports clubs which began towards the end of the year were offered free to PP children and had good uptake, and were attended primarily by PP children.

Teacher assessment data showed PP children achieved in line with the national average for Reading, Writing and Maths.

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
Purple Mash	Purple Mash
Times Table Rockstars	TTRS
Read Write Inc Phonics	RWI
Numbots	Numbots
Cracking Comprehension	Rising Stars
Reading Plus	Reading Plus

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.