

Pupil premium strategy statement – Rosecliffe Spencer Academy

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

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Kirstie Mann
Pupil premium lead	Emily Howarth
Governor lead	Jo Cuthbert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,090
Recovery premium funding allocation this academic year	£3,324
Pupil premium (and recovery premium*) funding carried forward from previous years	None
Total budget for this academic year	£24,414

Part A: Pupil premium strategy plan

Statement of intent

Educational Success: Every Child, Every Day

The overarching aim of the Rosecliffe Spencer is to improve the life chances for all students, and concomitantly the local community within which they live. For our children from a disadvantaged background this means

Challenges

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

Challenge number	Detail of challenge
1	Our observations indicate many of our Pupil Premium children have limited opportunities to broaden their capital experiences outside of school
2	Assessments suggest that disadvantaged children are not achieving as highly as their peers in reading, writing and maths
3	A higher than average proportion of children from a disadvantaged background are experiencing social, emotional and mental health difficulties
4	Children from a disadvantaged background are more likely to have below average attendance than their peers
5	A significant proportion of our Pupil Premium children also have an additional SEND need (26%)
6	A significant proportion of our Pupil Premium children also speak English as an additional language (EAL) (29%)

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 from disadvantaged backgrounds will have more access to cultural experiences to enrich their learning and broaden their horizons	Pupil Premium children will have more to contribute to discussions with peers about shared experiences Children will be highly motivated in their learning through deeper contexts and understanding of relevance

Children from disadvantaged backgrounds will achieve in line with their peers for reading	Gap will close between pp and non-pp children
Children from disadvantaged backgrounds will achieve in line with their peers for writing	Gap will close between pp and non-pp children Children will be highly motivated in their writing
Children from disadvantaged backgrounds will achieve in line with their peers for maths	Gap will close between pp and non-pp children Children will be highly motivated in their maths
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Children from Pupil Premium backgrounds have attendance in line with National

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

Budgeted cost: (approximately) £14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for all staff around a whole school accredited phonics scheme to support children's progress and attainment in phonics and reading	Phonics has been well documented as underpinning good progress in reading throughout education. Therefore we recognised the importance of investing in a robust and precise scheme to ensure the best outcomes for our children.	2, 4, 5
Developing quality first teaching through the use of metacognition strategies to support children's learning	Scientific research shows the importance of teachers understanding and planning for the impact of cognitive load, e.g. using retrieval strategies to embed knowledge to support higher level thinking activities	2, 5

Mentoring and coaching for ECTs to develop their understanding of quality first teaching and how this can support children from disadvantaged backgrounds	Strong relationships with teaching staff together with high expectations for all children support good learning outcomes.	2
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Targeted academic support

Budgeted cost: (approximately) ,£4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to focus on pre-teaching new knowledge and skills	Experience at Rosecliffe demonstrates to us that children from disadvantaged backgrounds make more progress when they see themselves as good at something. We use pre-teaching to support children to make good progress within their lessons and achieve in-line with their peers.	2, 5, 6
Access to additional boosters sessions for Maths and English	Regular retrieval practice has been shown to be of benefit to children to secure new knowledge and skills.	1, 2, 4
Purchase a program to support children who have EAL and ensure they can access the curriculum alongside their peers	Oral language can plays a crucial role in developing children's education experiences and supports their sense of belonging within the school resulting in good progress and outcomes	1, 2, 6

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

Budgeted cost: £ approximately £6,200

Approximately £6,200 Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing financial support to parents of children from disadvantaged backgrounds to enable them to	Council for Learning Outside the Classroom supports increasing equality of opportunity in respect of trips & residentials that are linked to curriculum learning or developing	1, 3, 4

access the curriculum and school life fully	personal skills, e.g. independence, collaboration & problem solving.	
Supporting children with SEMH needs through therapies within school as needed	NICE recommends that children in primary education (aged 4–11 years), who are showing early signs of emotional and social difficulties should be considered for external intervention delivered by specialists.	1, 3, 4, 5

Total budgeted cost: £ 24,400

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.

Desired Outcome	Impact
Pupils make at least expected progress in reading, writing and maths.	<p>EYFS – 77% of all EYFS students achieved GLD – above national average 100% of PP students achieved GLD</p> <p>Year 2 – 67% of pupils achieved the expected standard at the end of KS1 in reading, writing, maths/40% PP/54% National.</p> <p>Year 6 – 80% of pupils achieved the expected standard at the end of KS2 in reading:100% PP/ 74% National, in writing:67%/100% PP/69 % National and in maths:87%, 0% PP/59% 71% National.</p>

A strong professional dialogue will be kept open between teachers and PP lead	Teachers are knowledgeable of their PP children and can discuss their progress.
Targeted and same-day intervention	Interventions targeted PP children to help close gaps.
Extra-curricular opportunities	All PP children attended at least 1 extra-curricular club throughout the year with many accessing more.
Pupils access a wide range of interventions to meet their SEND needs, including speech and language, drama therapy	Pupils made progress against their personal targets with the support of external agencies where deemed necessary.
Opportunity to complete home learning	Support given to enable fair access to home learning platforms in school if necessary.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupils were offered opportunities in enrichment activities across a wide range of the curriculum.
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	PP children had attendance above those of Non PP and above National average.

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