

# Roselands Infant School Pupil Premium Strategy

## Statement

This statement details our school’s use of pupil 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  |
|--|---|
| <b>School name</b>                                 | Roselands Infant School                       |
| <b>Pupils in school</b>                            | 270 pupils                                    |
| <b>Proportion of disadvantaged pupils</b>          | 67 pupils: 25%                                |
| <b>Academic year or years covered by statement</b> | 2021/2022 - 2023-2024                         |
| <b>Publish date</b>                                | Dec 2021                                      |
| <b>Review date</b>                                 | September 2022<br>September 2023<br>July 2024 |
| <b>Statement authorised by</b>                     | Kyra Siddall-Ward                             |
| <b>Pupil premium lead</b>                          | Carol Wallis                                  |
| <b>Governor lead</b>                               | TBC   |

## Funding overview

| Detail   | Amount      |
|--|-------------|
| Pupil premium funding allocation this academic year  | £79,130     |
| Recovery premium funding allocation this academic year   | £8,120      |
| National Tutoring Programme (75%)  | £3,898      |
| Covid Catchup 2020-2021 carry forward  | £5229.10    |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £8,734.53   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding,<br>state the amount available to your school this academic year | £105,113.63 |

## Disadvantaged pupil performance overview

There will be no nationally published attainment data in 2021 and so the impact of the published plan cannot be fully evaluated. For attendance and exclusions, data is for the three full terms prior to the national lockdown.

| Measure  | 2018  | 2019  | 2020 | 2021        | 2022 | 2023 |
|--|-------|-------|------|-------------|------|------|
| <b>EYFS - GLD</b>                              | 53%   | 57%   |      |             |      |      |
| <b>Year 1 - Phonics Screening Check</b>        | 88%   | 50%   |      |             |      |      |
| <b>Year 2 Reading, Writing, Maths Combined</b> | 62.2% | 65.2% |      |             |      |      |
| <b>Attendance</b>                              | 92%   | 90%   | 95%  | Current 95% |      |      |
| <b>Fixed Term Exclusion (FTE)</b>              | 0     | 1     | 0    | 0           |      |      |

## Part A: Pupil premium strategy plan

### Statement of Intent

Our intent and ambition for our curriculum is that it is designed to be generally in line with the requirements of the National Curriculum and that pupil progress, including the most disadvantaged, is strong, so that results for the school are consistently above national averages in all phases for key performance measures.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our pupil premium strategy is closely integrated with the School Priority Plan which aims to address key improvement priorities including those related to catch-up.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school/ Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to the common challenges we have identified and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

This details the Key Challenges to achievement that we have identified among our disadvantaged pupils. Linked to the School Priority Plan.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Attainment focusing on Writing and Maths:</b></p> <p>Using our internal data (2020-21) we can see there is an attainment gap between our disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.</p> <p>In 2019 92% of non disadvantaged EYFS pupils achieved a Good Level of Development compared with 57% of disadvantaged pupils. (No 2021 Data)</p> <p>73% of Year 2 non disadvantaged pupils overall achieved Expected for writing in 2019 compared with 63.6% of disadvantaged pupils. (No 2021 data)</p> <p>83% of Year 2 non disadvantaged pupils overall achieved Expected for maths in 2019 compared with 80% of disadvantaged pupils. (No 2021 data)</p> <p>Our analysis of 2021 outcomes, although not published nationally, show a similar gap.</p> |
| 2                | <p><b>Reading</b></p> <p>An analysis of fluency reading ages, in Key Stage 1 and 2, shows that there is a gap between disadvantaged and non-disadvantaged pupils. This will have an impact on pupils' ability to access the whole curriculum.</p> <p>In Year <b>46%</b> of disadvantaged pupils are one year or more below their chronological reading age.</p> <p>In Year 2 <b>50%</b> of disadvantaged pupils are one year or more below their chronological reading age.</p>  |
| 3                | <p><b>Attendance -</b></p> <p>Historically the attendance of disadvantaged pupils is below that of non-disadvantaged pupils and this links with the lower overall attainment of our disadvantaged pupils.</p> <p>Our 2018-2019 overall attendance was <b>95%</b> compared to <b>92%</b> for our disadvantaged pupils.</p>  |
| 4                | <p><b>Curriculum -</b></p> <p>Design and develop the curriculum with a focus on scaffolding the learning for disadvantaged pupils to ensure they improve their knowledge, skills, fluency and independence. Ensure the curriculum is coherently planned and identifies what pupils must know and be able to do at defined endpoints.</p>   |
| 5                | <p><b>Aspirations-</b></p> <p>Observations and pupil voice show that a key factor underpinning low attendance and academic underperformance is low aspirations linked to an unclear understanding of the opportunities available as next steps amongst some disadvantaged pupils.</p>  |

## 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. Note that 2019 data is used as this is nationally benchmarked.

| Intended Outcome  | Success Criteria  | Target date | 2019 National Benchmark                 |
|---|---|-------------|---|
| <b>EYFS</b> - to improve Good Level of Development (GLD)            | Disadvantaged pupils to achieve at least national average - GLD | July 2024   | 72%                                     |
| <b>Year 2</b> - To improve outcomes for Reading, writing and maths. | To achieve at least National average for English and Maths      | July 2024   | 76% Reading<br>69% Writing<br>76% Maths |
| To improve attendance.  | Attendance to be above National Average                         | July 2024   | 96%                                     |
| Fixed Term Exclusions reduced                                       | FT rate to be below national for all pupils                     | July 2024   | 5.36%                                   |

## 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: £ 83,095.63**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| High quality support in lessons, small group withdrawal, one to one interventions in Writing and Maths | Intensive tuition in small groups, targeted at pupils' specific needs. Small group tuition has an average impact of four months' additional progress over the course of a year.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-t">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-t</a> | 1                             |

|  |   |   |
|--|---|---|
|  | <a href="#">tution#nav-key-findings</a>   |   |
| Daily 1-1 Reading with highly trained teaching staff in Sounds Write phonics programme.  | Effectively implement a systematic phonics programme.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  | 2 |
| Implement a whole school reading strategy designed to support reading across the curriculum.   | Using a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>                       | 2 |
| To plan a coherent and well sequenced, knowledge rich curriculum which meets the needs of all learners with a focus on disadvantaged pupils. | Knowledge rich approach as one in which curriculum leaders are clear on the 'invaluable knowledge they want their pupils to know'.<br><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway">https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway</a> | 4 |

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

**Budgeted cost: £17,018**

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| To employ an Intervention tutor for Maths - high quality support in lessons, small group withdrawal, one to one interventions | Eef toolkit shows intensive tuition in small groups, targeted at pupils' specific needs as having high impact.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings</a> | 1                             |
| To employ an Intervention tutor for Reading - high quality support in   | Eef toolkit shows intensive tuition in small groups, targeted at pupils' specific needs as having high impact.  | 1                             |

|  |  |   |
|--|--|---|
| lessons, small group withdrawal, one to one interventions in Reading and Writing   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings</a>  |   |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#nav-key-findings</a></p> <p><u>One to one tuition   EEF</u><br/>(<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> | 1 |

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

**Budgeted cost: £5,000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Targeted support for PPG pupils with low attendance including embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 3                             |
| Ensure that PPG pupils are not disadvantaged   | In school, evidence shows that removing barriers to accessing high cost activities supports pupils' progress.            | 4                             |

|  |  |  |
|--|--|--|
| from accessing school life and the wider curriculum entitlement (Uniform fund and support for trips) |  |  |
|--|--|--|

**Total budgeted co**

## **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.

#### **Teaching**

Teachers have been trained in the Phonics Sounds Write programme and this has had a positive impact on teaching and learning of reading. This will continue to be developed and embedded in 2021 - 22 because of an identified need to improve reading and writing for disadvantaged pupils.

Support staff were trained to use precision teaching as an intervention to improve reading and writing progress and this will continue to be developed and embedded in 2021-22.

Speech Link and Language Link were used to assess speech and language barriers and to provide programmes to diminish any gaps. This will continue in 2021-22 to ensure speech and language improves.

Disadvantaged pupils read to an adult daily to ensure that there were regular opportunities for them to develop fluency and comprehension.

#### **Targeted Support**

Reading intervention remains a priority as identified above. The Phonics Sounds Write programme will continue to be used to improve the reading ages of disadvantaged pupils.

Other targeted support strategies continued during the partial school closures.

#### **Wider Strategies**

Attendance continues to be a priority as there was a gap in the attendance for the most disadvantaged compared to non-disadvantaged in 2020-21 and for

SEND. This was heightened by the partial closure of schools during lockdown. The aim is for an improvement in 2021-22.

The most disadvantaged pupils had full access to the wider curriculum entitlement with support for educational visits, playing musical instruments, milk and school uniform.

### 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 |
|-----------|----------|
| NA        | NA       |
|           |          |