

## Pupil premium strategy statement

This statement details our school's three year plan for the use of pupil premium (and any recovery premiums for the 2023 to 2025 academic years) funding to help improve the progress and 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.

The plan will be updated each year to review impact and update the funding amounts.

## School overview

Detail	Data
School name	Roseacre Primary Academy
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	33% (191)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-25
Date this statement was published	January 2023 (Change of head)
Date on which it will be reviewed	September 2023
Pupil premium lead	Roger Farley
Governor / Trustee lead	Louise Hall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 264,353
Recovery premium funding allocation this academic year	£ 27,695
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	£292,048

## Part A: Pupil premium strategy plan

### Statement of intent

Roseacre Primary Academy in the South of Blackpool is determined that all of our pupils, regardless of their background or challenges, make the best possible progress and achieve high standards across all curriculum areas. We are committed to providing every child with the best possible environment for their learning. Each child is unique and has different needs, which may vary through their time in school. The core purpose of the strategy is to support our disadvantaged pupils to achieve this goal. We look at current research and evidence-based impact before making any decisions. We work closely with our trust, our local research school, examine EEF research and work closely with the English and Maths Hubs and the Teaching School Hub.

During pupil progress reviews, we review the challenges faced by our vulnerable pupils such that we can provide high quality interventions and/or support to overcome their barriers to learning. This ensures we can allocate the budget accordingly such that it has the biggest impact. We are focused on ensuring that ALL children's attainment will be maximised and work to improve outcomes for all learners and ensure opportunities are levelled and gaps closed.

The strategy starts with quality first teaching, with a focus on the areas where our disadvantaged pupils require the most support. Great teaching and careful planning can make a huge impact on the pupil's outcomes, including our non-disadvantaged pupils too. Evidence shows great teaching equates to great progress. Every lesson every day!

Our approach will be receptive to both our universal challenges as well as honed to meet individual needs. Consistent and robust diagnostic assessments will form the basis of our implementation strategies. The approaches taken by our school enhance each other to really support and help our pupils exceed.

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background and to narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. We want to ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum and to develop confidence in their ability to communicate effectively in a wide range of contexts. We want to enable pupils to look after their social and emotional wellbeing and to develop resilience and access a wide range of opportunities to develop their knowledge and understanding of the world in which they live.

We ensure all our pupils, including our disadvantaged pupils, are challenged, we act early to intervene and meet the pupils needs and are rigorous to make sure all staff take responsibility for the outcomes of our disadvantaged pupils and have high expectations at all times of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Lower attendance and punctuality for PP cohort.
2	Socialisation deficiencies due to non attendance during covid.
3	PP phonics/reading attainment is lower than peers
4	PP writing attainment is lower than peers
5	PP maths attainment is lower than peers
6	Enriched curriculum eg visits/visitors/performances/inter school competitions/residentials Experiential learning opportunities reduced
7	Social and emotional issues impacting on motivation and levels of concentration.
8	Children with lower starting points than their peers because of lack of family support or opportunity or a lack of wider opportunities due to deprivation.

## 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 have access to experiences that enhance their learning.	PP children are able to gain knowledge and vocabulary to allow them to know more, remember more and can do more.
Children are independent and self regulated and are aware of their own next steps in learning.	Fewer behavioural incidents recorded on CPOMS Increase in progress and attainment
RWI phonics to impact on progress and attainment	Phonics screening test shows continual improvement from EYFS attainment. At least 60% of PP children to achieve a pass at KS1 reading (67% NA for all
MNP - mastery pedagogy to support disadvantaged	Teachers and TA's to have equally high expectations of disadvantaged and non disadvantaged children. PP children to enjoy greater exposure to same curriculum as non-PP children (lesson observations/walkthroughs)
Improved PP attendance	95% - or at least matching national averages ( Covid dependent)

## 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: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from MNP teacher	Mary Myatt NCETM case studies Improved pedagogy through bespoke CPD	5,7
MNP training	Mastery Learning EEF - CPD to ensure that teachers & TAs understand rationale and have sound subject knowledge Familiarity with resources	5,7
Forest school training	Forest Research publications <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	2,6,8
Promoting the attainment and progress of pupil premium children. Raised awareness of Pupil Premium children within each class. Twice yearly Pupil Progress Meeting	Previous accountability and scrutiny around specific cohorts has resulted in increased attainment.	3,4,5,7
AHT responsibility to lead EYFS, KS1, Y3/4 and Y5/6 to mentor, support and coach staff to ensure that teaching learning and assessment	Previous PP initiatives that are similar have had some good impact resulting in narrowing gaps between PP children and all pupils.	3,4,5,7
Small group tuition in KS2 to ensure targeted groups of children are working at expected standard and greater depth. Members of SLT to teach booster sessions for targeted children at risk of falling behind from their predicted expectation.	Evidence of impact of smaller group teaching - EEF & previous history	3,4,5

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring	EEF	1,3,4,5
Lexia	<a href="https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf">https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf</a>	3,4,5
LbQ	<a href="https://www.lbq.org/Blog/effective-pupil-feedback">https://www.lbq.org/Blog/effective-pupil-feedback</a>	3,4,5
MNP resources	NCETM case studies Mastery Learning EEF	5
Employ KS1 teaching assistants to teach 1:1 phonics and reading programmes to target pupils (pm across the yr grp) to speed up their progress.	EEF research Previous intervention	3
Employing KS2 teaching assistants to teach small groups of target pupils (pm across the yr grp) for intervention in order to accelerate progress in attainment.	EEF research Previous intervention	3,4,5
Purchase additional chromebooks for PP children in KS2 so they have access to a chrome book that they can take home to enable them to access eg Google Classroom, Lexia and TT Rockstars	see references to Lexia and LbQ above	3,4,5,8

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PEO roles to support PP children with barriers to learning	Designated roles and intense small group support are <a href="https://www.evidenceforlearning.net/">https://www.evidenceforlearning.net/</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system">https://assets.publishing.service.gov.uk/government/uploads/system</a>	1,2,3,4,5,7

	<a href="m/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf">m/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf</a>	
Pastoral books to help support mental health and well-being.	<a href="https://www.booktrust.org.uk/books-and-reading/bookmark-disability-and-books/mental-health/">https://www.booktrust.org.uk/books-and-reading/bookmark-disability-and-books/mental-health/</a>	1,3,4,7
Residential Visit to support social skills - resilience, teamwork	<a href="http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf">http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf</a>	1,2,6,7,8
Day visits - to develop social skills and improve PP attendance and punctuality	EEF <a href="http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf">http://learningaway.org.uk/wp-content/uploads/Learning-Away-Comparative-Research-Report.pdf</a> <a href="https://files.eric.ed.gov/fulltext/EJ1031445.pdf">https://files.eric.ed.gov/fulltext/EJ1031445.pdf</a>	1,2,6,8
Identification of Forest School Leader - accreditation	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	6,7,8
Educational Psychologist to identify support for PP children with identified barriers to learning	EPs are qualified professionals recognised by all relevant authorities	3,4,5,7
Commando Joes O & A/PSHE - to develop resilience, collaboration and leadership skills	Testimonies from previous users	1,2,6,8
Overcoming barriers for PP children in order to make accelerated progress. PEOs are allocated to each year group to work with targeted PP children who experience difficulty in accessing the curriculum due to emotional needs. Programmes taken from: Lego therapy Resilience coaches Play therapy Anger management	<a href="https://www.legofoundation.com/en/what-we-do/research-centre/">https://www.legofoundation.com/en/what-we-do/research-centre/</a>	1,2,7
To deliver an outdoor education programme that provides PP children with access to life experiences including Forest School.	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	1,2,6,8

**Total budgeted cost: £ 295,000**

## 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 2021 to 2022 academic year.

The 2022 IDSR for Roseacre shows that disadvantaged children Pupil Premium at KS1 are higher in English than national average. Maths is slightly below. Work is being done with the Maths Hub and, using Maths No Problem, to support further interventions.

In KS2, disadvantaged children achieve and progress above national averages. Maths shows much stronger progress for these children than nationally, indicating the learning and interventions provided whilst at Roseacre are very effective.

This shows the positive impact of interventions and spend of Pupil premium and catch up/Tutoring monies.

Internal teacher assessment data would indicate that all our children, including our disadvantaged children, have progressed at a slower rate than in previous (pre-pandemic) years in Reading, Writing, SPAG and Maths.

We will still use catch-up premiums, utilise NTP and other programmes to support the recovery. We have employed extra Teachers and TA's to work with targeted groups one a one to one and small group basis to start to address gaps in learning.

Our pupil surveys, internal assessments and observations have indicated that pupil well being has still been impacted from the last year, due to covid related issues and also now, the cost of living crisis. With parents having even less income to spend on activities. We are using the pupil premium fund to supplement and contribute to enable all pupils to take advantage of all that the school offers.

### 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
Maths No Problem	
Read Write Inc	
Lexia Core	
LbQ	

## 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.*