

Rosehill Junior School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023/4 (academic years) 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 |
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| School name | Rosehill Junior School |
| Number of pupils in school | 226 (Nov 21) 230 (Nov 22) 228 (Nov 23) |
| Proportion (%) of pupil premium eligible pupils | 41% - 93 pupils (Nov 21) 37% - 86 pupils (Nov 22) 38% - 87 pupils (Nov 23) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | November 2021 |
| Dates on which it will be reviewed | November 2022 and November 2023 |
| Statement authorised by | Adrian Hayes |
| Pupil premium lead | Natalie Pritchard |
| Governor / Trustee lead | Debbie Charles |

Funding overview

| Detail | Amount |
|--|----------------------------------|
| Pupil premium funding allocation this academic year | £117,635 £124,495 £126,160 |
| Recovery premium funding allocation this academic year (£145 x 93 + 4 LAC children in October census) (£145 x 86 + 3 LAC children in October census) (£145 x 87 + 4 LAC children in October census) | £14,785 £13,445 £13,915 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for academic year 2021-22 Total budget for academic year 2022-23 Total budget for academic year 2023-24 | £132,420 £137,940 £140,075 |
| 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

At Rosehill, we aspire for all of our pupils to achieve their full potential and to become the best versions of themselves. Whilst we acknowledge that each child is a unique individual with their own strengths and talents and that not all children will achieve the same outcomes, we do aim to ensure that

At Rosehill Junior School, each person's unique value is acknowledged, their individual needs recognised and their talents fully nurtured. We strive to ensure that all of our children are well prepared for the next stage in their education. Our aim is to ensure that every child entitled to Pupil Premium funding receives the support that they need to reach their full potential as successful learners, confident individuals and responsible citizens.

Historically, the attainment of our disadvantaged pupils has been lower than their non-pupil premium peers. As a result of the National Lockdowns and the resulting disruption to education, the gap is widening and disadvantaged pupils are entering our school with even lower baselines, as well as additional SEMH needs. Although all children and young people across the country experienced this unprecedented disruption to their education as a result of Covid19, we have identified that those from the most vulnerable and disadvantaged backgrounds were amongst those hardest hit.

Quality first teaching is at the heart of our approach, with well-planned interventions and programmes of support created to remove barriers for learning.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Attendance : School's attendance data tracking suggests that the attendance of disadvantaged pupils is significantly lower than the attendance of non-disadvantaged pupils. 60% of our disadvantaged pupils are below 96% attendance. We have found that this has a huge impact on progress and attainment, as well as affecting the children's self-esteem, friendships and engagement in learning |
| 2 | Pupil Well-being : Observations and interactions with disadvantaged pupils and families show a noticeable increase in social and emotional issues linked to lack of access to opportunities outside of school and those limited by school closure. This has particularly affected the self-esteem, confidence and mental health in our disadvantaged pupils. |
| 3 | Language & Vocabulary Assessments throughout school have demonstrated an issue with language and vocabulary, particularly amongst our disadvantaged pupils. This includes pronunciation, a limited range in vocabulary and the understanding of language. Although this is a whole school priority, assessment data shows that the greatest need is from children within our disadvantaged cohort. |

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| 4 | <p>Phonics</p> <p>Phonics assessments and teacher observation suggest that disadvantaged children find acquiring age-appropriate phonetic skills more challenging than non-disadvantaged pupils. This then prevents them from being able to read at their age-related level. There have been significant gaps in phonetic knowledge and understanding noted in disadvantaged children.</p> |
| 5 | <p>Reading</p> <p>End of key stage outcomes, as well as internal assessments suggest that the fluency of reading, including word reading speed, language acquisition and understanding of age-related texts, is lower for disadvantaged pupils when compared to their peers.</p> |
| 6 | <p>Parental Engagement: Through tracking and observations, we have seen a lack of parental/carer engagement within a high percentage of our disadvantaged pupils, this includes engagement with online learning (despite providing devices), attendance of parents/carers at progress meetings (including telephone appointments) and can be reluctant to engage and support their child with daily reading, times tables, spellings and homework.</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.

| Intended outcome | Success criteria |
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| 1. The attendance and punctuality of disadvantaged pupils will improve, improving whole school attendance rates. | <p>Improved attendance rates by 2025, evidenced by:</p> <ul style="list-style-type: none"> • Average whole school attendance being above 96% • The difference in attendance between disadvantaged pupils and non-disadvantaged pupils is significantly reduced. • Disadvantaged pupils will be in-line with whole school attendance targets. • Punctuality of disadvantaged pupils will be significantly improved. |
| 2. Improve mental health and wellbeing for all disadvantaged pupils, including raising their self-esteem and confidence so that their levels of participation are in-line with their peers. | <p>Improved levels of mental health and wellbeing by 2025, evidenced through observation by:</p> <ul style="list-style-type: none"> • A decrease in the number of children relying upon SEMH support from our ELSA on a regular basis. • The number of children accessing counselling sessions reduces. • Increased attendance in after school clubs and breakfast clubs. |
| 3. Improve spoken language. Raise the standard of GPaS for disadvantaged pupils by the end of KS2, so that their attainment is broadly in-line with that of their peers. | <p>Observation and assessment of children across school show understanding and use of vocabulary/language is improving, by 2025. KS2 GPaS outcomes for disadvantaged pupils are in line with non-disadvantaged pupils.</p> <p>Children will make at least expected progress from September baselines</p> |
| 4. Improve the phonetic understanding of the disadvantaged children enabling them to access reading books on the whole school book scheme. | <p>The number of children across a year group (including disadvantaged pupils) accessing the RWI program (by the Summer term) will reduce by 2025.</p> <p>The percentage of pupils completing the RWI program by the end of Year 3 will increase.</p> |

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| 5. Raise the standard of reading for disadvantaged pupils, so that their attainment is broadly in line with whole school reading outcomes | Assessment across school shows improved reading results, by 2025. In-house assessment data shows that disadvantaged children's speedy reading results are in-line with their peers. Disadvantaged pupils will be reading regularly in school and/or at home and have completed the reading scheme. |
| 6. Increased parental involvement from parents/carers of disadvantaged pupils. | Increased parental involvement from parents/carers of disadvantaged pupils, by 2025, evidenced through: <ul style="list-style-type: none"> • Attendance figures for parent/carer meetings with teachers. • Attendance of parents/carers at concerts and whole-school events. • The percentage of children accessing remote learning when absent with Covid19 related illnesses [No longer relevant] • Observations of disadvantaged pupils reading at home and completing some homework, evident on teacher tracking systems across school. • Disadvantaged pupils will be arriving at school on time. • The number of parents/carers accessing support through school and/or external services when needed. |

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 (CPD, recruitment and retention)

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| Budgeted cost: | £126,563 (21-22) | 130,365 (22-23) | £125,334 (23-24) |
| Non-TA Staffing costs: | £125,191 (21-22) | £128,615 (22-23) | £133,771 (23-24) |
| Staff CPD: | £1372 (21-22) | £1750 (22-23) | £4500 (23-24) |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Purchase of physical and online RWI resources to support continuous CPD for phonics. | The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR4_11_Supporting_the_attainment_of_disadvantaged_pupils.pdf therefore a whole school approach and small group interventions will narrow the gap for disadvantaged pupils. | 6 |

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| Purchase texts for new reading scheme to embed and enhance reading for pleasure by providing books better suited to a child's ability and interests. | Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). Additionally, a text that is well matched to a child's ability will also improve reading attainment. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf | 5 |
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Targeted academic support (tutoring, one-to-one support structured interventions)

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| Budgeted cost: | £2,808 (21-22) | £5221 (22-23) | £5192 (23-24) |
| Educational Resources | £1555 (21-22) | £1,444 (22-23) | £1415 (23-24) |
| Phonics support and intervention | £1253 (21-22) | £3777 (22-23) | £3777 (23-24) |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Targeted RWI program for Year 3 pupils with quality first teaching to address phonics gaps and 'narrow the gap' between disadvantaged pupils and their peers. | Evidence of smaller class sizes benefit disadvantaged children with the added rigour and routine of the RWI program helping them to settle and focus on their learning. Over-learning and intervention helps to retain the new information. In-school assessment data comparisons from baseline have previously shown that children receiving the RWI program upon entry to KS2 make accelerated progress. | 6 |
| Introduction of Fresh Start and RWI interventions in small groups to support vulnerable pupils in making rapid progress. | Assessment data comparisons from baseline show that targeted interventions delivered regularly are shown to impact positively on disadvantaged children's development and their levels of confidence. | 5 and 6 |
| Invest in continued access to the SIT. | Visits from the SIT who identifies the specific needs of individual pupils and creates bespoke LSPs for individual children to target learning and provide support. Progress comparisons for these children show improvements over time. | 4, 5 and 6. |

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

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| Budgeted cost: | £9388.61 (21-22) | £5480 (22-23) | £6864 (23-24) |
| <i>MIND counselling</i> | £3120 on PP pupils | | |
| Free Breakfast Club Provision for PP pupils: | £4583.61 (21-22) | £2760 (22-23) | £3000 (23-24) |
| Subsidised school trips:) | £1000 (21-22) | £2000 (22-23) | £3000 (23-24) |
| CPOMS: | £685 (21-22) | £720 (22-23) | £864 (23-24) |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Attendance team to hold half-termly meetings (with designated attendance champion and clearly assigned responsibilities) | Regular meetings allow staff to identify high risk pupils for attendance and create bespoke action plans to put preventative measures in place. DfE guidance suggests that half termly attendance meetings with a champion and members of the SLT will significantly reduce persistent absence. | 1, 2, 6 |
| Spin the wheel attendance incentive with funded rewards and visits. | DfE guidance to use clear and consistently applied systems and processes to improve, reward and incentivise attendance and punctuality. | 1 |
| Funded breakfast club places for disadvantaged pupils to encourage attendance. | In school data demonstrates that disadvantaged children with poor attendance and punctuality benefit from breakfast club as it encourages children to attend school Also disadvantaged pupils with SEMH issues benefit from access to breakfast club to provide consistency and allow children to build friendships and relationships with peers in-school Funded breakfast club places encourage pupils to attend school and improve the attendance and punctuality of identified individuals. | 1 |
| Non-teaching Inclusion Manager who will meet and greet disadvantaged children, check daily attendance and contact parents/carers. | Immediate response with absent disadvantaged children followed by support for parent/carer or child and bespoke plans put into place if needed. There is no delay in identifying disadvantaged families in crisis. | 1 and 2 6 |
| The employment (and training) of additional SMSAs to engage / nurture and target disadvantaged children. | Children are more settled and ready to learn in the afternoon after a calm and engaging lunch time. This reduces the chance of children having disagreements and not wanting to come to school the following day. Also, there would be a reduction in lost learning time as a result of teachers dealing with lunchtime issues. | 2 |

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| <p>Trained staff members to provide counselling support for most vulnerable pupils with MIND.</p> <p>Current SEMH team to be developed by the employment of further staff who will gain ELSA training.</p> | <p>In school observations have shown that an ELSA who takes an active role in the needs of the children, can help to reduce anxiety, improve self-confidence, give children a voice and allow children to focus on their learning.</p> <p>This includes potentially collecting children from home if/when needed to help to get these children into school thus improving attendance figures.</p> | 2 |
| <p>Improve the quality and consistency of the PSHE provision throughout school with the recurring purchase of a whole school scheme.</p> | <p>This is a nationally recognised scheme, with accreditation, that provides children with tools to regulate their own emotions which is something that our children struggle with.</p> <p>The scheme links with new SRE guidance that was introduced in 2020 to provide consistency and accuracy of teaching content.</p> | 2 |

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| Total budgeted cost: | £138,759.61 (21-22) | Total allocation: | £132,420 |
| Total budgeted cost: | £146,546 (22-23) | Total allocation: | £137,940 |
| Total budgeted cost: | £145,827 (23-24) | Total allocation: | £140,075 |

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 2024** academic years.

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| <p>Area 1 The attendance and punctuality of disadvantaged pupils will improve, improving whole school attendance rates.</p> | <p>Evidence <i>22/23 attendance was 95% and for disadvantaged pupils 94.5% (target 96%). We have seen an increase in holidays taken during term time. We do not authorise any holiday requests and if the absence meets FPN criteria, a FPN is requested. In 22/23 - 15 FPNs were sent.</i></p> <p><i>PA for 2022/23 was 23.3%. for pupil premium children due to the number of holidays taken since returning in September. We are now working within the LA School Attendance Matters pathway framework. Letters go home at regular intervals and phone calls home are made.</i></p> <p><i>23/24 attendance dropped slightly to 94.2% and for disadvantaged pupils 94%. PA for 2023/24 was slightly better than at 22% but still an area that needs support. In 23/24 - 29 FPNs were sent out.</i></p> <p><i>To further strengthen our approach, our attendance team has been expanded to include our DSL who is our new attendance lead along with a new policy and more rigorous and robust tracking (weekly meetings) and monitoring systems. This work is to be continued, monitored and reviewed to ensure high impact.</i></p> |
| <p>Area 2 Improve mental health and wellbeing for all disadvantaged pupils, including raising their self-esteem and confidence so that their levels of participation are in-line with their peers.</p> | <p>Evidence <i>During lesson observations carried out by internal and external leaders, Children will present as happy, settled and calm children who participate in lessons and have strategies to help them to complete their work (either with or without adult support).</i></p> <p><i>The Percentage for Persistently Absent, PP recipients is reducing and the average attendance gap between all pupils and PP recipients is closing.</i></p> <p><i>20/21 17 children accessed counselling which has supported their needs well, enabling them to be emotionally ready to positively access learning in class.</i></p> <p><i>21/22 15 children accessed counselling. This reduction compared to previous years was a result of more children needing on-going support either through intervention or in class. All the teaching staff also received training from SIT. As a result, more children were supported in class, reducing the need for further counselling.</i></p> <p><i>22/23 Inclusion team put in place to replace the counselling sessions to work with more vulnerable children frequently - thus preventing the need for bespoke counselling.</i></p> <p><i>In 2023 A new Inclusion team put in place a 'meet and greet' system for identified pupils, enabling them to feel supported with initial anxieties. Attendance leads monitor attendance and punctuality of PP recipients. Further whole staff training was provided from the SIT.</i></p> |

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| | <p>2023 Inclusion team includes two trained ELSAs.</p> <p>Early intervention, which is proactive, has enabled targeted work to be done to support pupils whose SEMH needs are significant or at risk of increasing. An ELSA is embedded and has shown a positive impact on pupil's understanding of their own emotions. Pupil impact is significant and allows greater communication of feelings through developed emotional literacy. ELSA lessons are prioritised when staffing is tight. ELSA offers 6 places per half term SEMH champion in place offering targeted support for children with specific needs, with 9 sessions per week targeted at individuals or groups, on a needs-led basis.</p> <p>Referrals made to CAMHS and EHCP team::</p> <p>21/22 CAMHS referrals 0 EHCP applications 0 22/23 CAMHS referrals 4 EHCP applications 2 23/24 CAMHS referrals 5 EHCP applications 3</p> <p>22/23 52 PP children (out of the 86) attended after school clubs and 25 PP children participated in sports competitions.</p> <p>23/24 17 PP children (out of the 87) have attended after school clubs so far this year.</p> |
| <p>Area 3</p> <p>Improve spoken language. Raise the standard of GPaS for disadvantaged pupils by the end of KS2, so that their attainment is broadly in-line with that of their peers</p> | <p>Evidence</p> <p>All pupils have grammar and vocabulary lessons planned and implemented weekly.</p> <p>Although this work has had a positive impact on the end of KS2 SPaG assessments for our disadvantaged children in particular, leaders have identified that this work needs to be daily.</p> <p>21/22 EXS ALL 72% PP 52% GDS ALL 8% PP 4% 22/23 EXS ALL 65% PP 68% GDS ALL 15% PP 7%</p> <p>In September 23/24 SPaG was specifically taught in every literacy lesson as a starter and as a separate focus lesson. This has had a positive impact - teacher assessments in July 24 show:</p> <p>23/24 EXS ALL 75% PP 75% GDS ALL 38 % PP 24%</p> <p>In September 23/24, leaders introduced two vocabulary focused lessons in our daily Guided reading lessons, a new spelling programme, ensuring both high frequency words and age-expected spellings and their patterns were both taught explicitly, with the use of dictation too. This has made a significant impact on children's independent use of effective vocabulary - increasing writing assessment scores from:</p> <p>22/23 43% Expected 23/24 77% Expected</p> |

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| <p>Area 4 Improve the phonetic understanding of the disadvantaged children enabling them to access reading books on the whole school book scheme.</p> | <p>Evidence</p> <p>During the academic year 2021-23 the school continued to implement the RWI phonics scheme purchased in 2021 to those children that required a phonics intervention. This has continued to be delivered as part of the differentiated reading sessions.</p> <p>21/22 57% of PP children accessed RWI program/ECHO reading intervention 22/23 63% of PP children accessed RWI program/ECHO reading intervention 23/24 51% of PP children accessing RWI program/RWI reading intervention</p> <p>70 pupils accessed RWI in Sept 2022 (by the summer term 2023, only 17 children were accessing RWI phonics, as 53 children had successfully completed the WRInc programme, no longer requiring phonic support, enabling them to access whole class guided reading.</p> <p>21/22 60% of Y3 children completed RWI phonics 22/23 78% of Y3 children completed RWI phonics 23/24 43% of Y3 have already completed RWI phonics</p> <p>2022 All pupils assessed for word speed reading and RWI provision developed/ provided to all children not phonetically secure. 2023 All children needing phonics support receive it.</p> <p>22/23 - 56 out of the 70 children accessing RWI were on PP (80%) 23/24 - 42 out of the 51 children accessing RWI were on PP (82%)</p> <p><u>SEND & RWI</u></p> <p>22/23 - 61 out of the 70 children accessing RWI were on the SEND register (87%) 23/24 - 40 out of the 51 children accessing RWI were on the SEND register (78%)</p> <p><i>Further staff whole school CPD has been accessed to enable the programme to be delivered effectively, ensuring good and swift progress is made. Internal, external moderation and our recent Inspection identified the teaching of phonics to be effective.</i></p> |
| <p>Area 5 Raise the standard of reading for disadvantaged pupils, so that their attainment is broadly in line with whole school reading outcomes</p> | <p>Evidence</p> <p>All pupils have guided reading lessons planned and implemented weekly.</p> <p>Although this work has had a positive impact on the end of KS2 Reading assessments for our disadvantaged children in particular, leaders have identified that both fluency and comprehension need a specific focus. Up to Summer 23 - reading was taught through novel study. End of KS2 reading results dropped in 22/23 due to challenges within the cohort.</p> <p>21/22 EXS ALL 74% PP 68% GDS ALL 2% PP 2% 22/23 EXS ALL 63% PP 52% GDS ALL 13% PP 3%</p> <p>From Sep 23- a new Guided reading lesson format, along with new and age-appropriate texts, was implemented.</p> |

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| | <p>The format has a specific focus on new vocabulary and vocabulary related questions from the text, teaching children how to identify key information, infer and deduct. As a result of this work, end of KS2 results had significantly improved: 23/24 EXS ALL 83% PP 73% GDS ALL 40% PP 23 %</p> |
| <p>Area 6 Increased parental involvement from parents/carers of disadvantaged pupils.</p> | <p>Over the last two years, there has been a decline in parental engagement at whole school events, consultations with teachers, resulting in a decline in home learning - especially disadvantaged pupils. Communication was raised as an issue by some parents during our last inspection. In 23/24, leaders reviewed this and introduced a termly newsletter from each year group, implemented class dojo to replace Twitter that wasn't used, introduced class lessons inviting parents along, information sessions for SATs, residentials, held two school performances, SEN coffee meetings and a school summer fair. These have all been well received and well attended by parents, who provided the school with verbal and written positive feedback. As a result of this, stronger working relationships have been developed between staff and parents - especially those with disadvantaged pupils.</p> |