



## **Rosendale Pupil Premium Statement**

**Pupil Premium Funding: £201,000**

**Proportion of Cohort: 21.5%**

**Number of disadvantaged Pupils: 142**

### **Mission**

**Rosendale School is restless in its pursuit of excellence.**

We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised.

We are committed to providing the highest quality education for all children regardless of background or barrier to learning, in every aspect of school life.

### **School Culture and Values**

#### **Rosendale School has 5 core values**

- **Challenge.** All children will be challenged to achieve the best possible outcomes. Socio-economic disadvantage does not equate to 'low ability', and ability is not fixed.
- **Understand.** Success in learning is the best way to support disadvantaged pupils.
- **Excite.** Every pupil has the opportunity to maximise their potential in all areas of the curriculum. Pupil Premium funding is not simply 'catch up funding'.
- **Cooperate.** We work together to understand and adopt evidence informed approaches
- **Welcome.** Strong relationships are valued in all aspects of school life.

### **Understanding barriers**

At Rosendale Primary school we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning. All children

need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Research and evidence about tackling educational disadvantage means that we must first identify barriers to learning. Rosendale School has conducted a deep analysis of barriers to learning for disadvantaged pupils in our school and identified the following barriers.

- A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect
- A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners.
- Emotional wellbeing - which can impact on behaviour for learning
- Limited Cultural capital and enrichment - lack of experiences limits language and understanding
- Higher mobility - overcoming some of these barriers is a long process. When children, who may already have additional barriers to learning, join the school late in their primary career, the impact of the school is lessened due to the lack of time.

Many of our vulnerable children will be experiencing more than one of these barriers to learning.

### **Tackling barriers**

Rosendale Primary School is a research rich school. The primary way to overcome the barriers to learning Rosendale pupils face is by accessing consistently excellent teaching. All of our strategies are underpinned by a strong evidence base.

- Frequent, evidence based CPD focused on the needs of pupils, particularly those from disadvantaged backgrounds.
- Staff development will focus on the learning of disadvantaged and vulnerable children by observing outstanding practice and developing own practice.
- Rigorous teacher recruitment and retention process to ensure that high quality,

well educated staff join and stay with the school.

- Ensuring that disadvantaged Pupils access very high quality Early Years provision
- The development of a language-rich curriculum. There is access to high quality. Challenging language in all aspects of school life.
- The adoption of structured collaborative learning in classrooms
- Structured teaching of metacognitive skills and their use in the classroom to support all learning.
- Cultural enrichment opportunities: school journey, sports coaches, extra curricula clubs, trips and visits in and around London
- Modern Foreign Language learning throughout the school provided by specialist teachers
- Pupil voice: senior staff regularly meet with children to ensure that they are listened to and their opinions about their experiences at school are valued
- Class teacher release time to work with vulnerable learners
- Engagement in Action Research projects for all teaching staff
- The school actively engages with parents through opening classrooms to parents for the first 30 minutes of each day so that families can work together.

## **Monitoring and Evaluation**

As part of its commitment to ensuring impact accountability undertake regular monitoring and evaluation as set out below

1. Data analysis
2. Pupil progress meetings
3. Regular moderated assessment
4. Learning walks
5. Learning discussions with pupils who show their books
6. Support and challenge for individual teachers
7. Regular, rigorous SLT meetings to assess impact of actions

8. School improvement Plan written by staff, pupils and governors
9. Regular School Improvement Plan monitoring reports to governing body
10. Annual School Improvement Plan informs teacher and teaching assistant performance management targets
11. Listening to the views of all children to hear about their learning and experiences of school.
12. Regular external review.  
As a school, we provide frequent, evidence based professional development opportunities that focus sharply on the learning needs of pupils, particularly those from disadvantaged backgrounds.

### **School to School Support**

Rosendale School is a Research School, part of a national network of schools that will support the use of evidence to improve teaching practice. Rosendale Research School works nationally to support other schools, clusters, MATs and local authorities in improving outcomes for disadvantaged learners. For more information on the work of our research school and to download our podcasts and blogs visit the website at <https://rosendale.researchschool.org.uk/> where you can also sign up for our newsletter

The school is currently leading a national research project to test an approach to improve children's metacognition called ReflectED. This approach was devised by the school and has already been seen to improve outcomes in maths by 4 months in a small randomised control trial. The current project is a randomised control trial with 140 schools nationally, funded by the Education Endowment Foundation.

### **Impact Data**

School Performance Data can be seen here: <https://www.compare-school-performance.service.gov.uk/school/144308>

### **General**

For more information about the Pupil Premium please visit the Department for Education website: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provisionsettings>