

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Number of pupils in school	631
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 - 2023/24
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,435
Recovery premium funding allocation this academic year	£18,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

### Part A: Pupil premium strategy plan: Statement of intent

At Rosendale Primary school we aim to provide disadvantaged pupils with the highest quality educational experience. We want them to achieve in-line with or above national average in all areas and to develop a love of learning that continues into secondary school and beyond.

We will provide our disadvantaged pupils with a broad, challenging and exciting curriculum that enables them to develop knowledge and explore talents and interests in many different curriculum areas.

We understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these barriers can be challenged.

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 the school.

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. This impacts negatively on all areas of the curriculum.
- A deficit in reading skills – we have identified gaps in decoding texts, reading for meaning and comprehension.
- Issues with emotional wellbeing - which impact on behaviour for learning
- Limited cultural capital and enrichment - lack of a variety of rich and diverse experiences limits their acquisition of Tier 3 language and understanding

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

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.

- Using evidence of what works, we will make teaching and learning of the highest possible quality in all classrooms. *See attached Excellence Plan 2021/22 objectives 1 and 4*
- Following the guidance provided by the Education Endowment Foundation on ‘Improving Literacy in key stage 1 and 2’ we will continue to develop the teaching of reading through a high quality phonics programme in key stage 1, the use of vocabulary rich texts in key stage 2 and reading for meaning in the wider curriculum. *See attached Excellence Plan 2021/22 objective 6*
- We will ensure that disadvantaged pupils access very high quality Early Years provision with a language-rich curriculum. We will use the new Development Matters 2021 and the advice of Dr Julian Grenier, lead of the East London Research School to guide our provision. *See attached Excellence Plan 2021/22 objectives 1 and 4*
- We will develop pupils’ cultural capital by ensuring that all pupils have cultural enrichment opportunities both within the curriculum and as part of our

extracurricular offer. *See attached Excellence Plan 2021/22 objectives 5, 9 and 13*

- Evidence from the Education Endowment Foundation regarding how best to support disadvantaged pupils to catch up highlights small group and one to one tutoring. We believe that our most experienced professionals should be working with our most disadvantaged pupils. We will structure our timetable to enable teachers to tutor pupils and support them to access the curriculum. *See attached Excellence Plan 2021/22 objective 7*

## Challenges

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

Challenge number	Detail of challenge
1	A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect. This impacts negatively on all areas of the curriculum.
2	A deficit in reading skills – we have identified gaps in decoding texts, reading for meaning and comprehension.
3	Issues with emotional wellbeing - which impact on behaviour for learning
4	Limited cultural capital and enrichment - lack of experiences limits language and understanding

## 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
Disadvantaged pupils are able to be highly successful academically	<i>Between 5 and 10% of disadvantaged pupils attain at greater depth at the end of key stage 2 in at least one subject</i>
Disadvantaged pupils enjoy school and are well motivated to learn	Attendance for disadvantaged learners is above 95%

## 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: £154,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing a high quality HLTAs for each year group to enable teachers to work one to one or in small groups with identified pupils. Teachers will pre-teach content, provide opportunities for extra guided practice, remodel concepts, conference work with pupils, give additional reading support.</i>	Education Endowment Foundation Teaching and Learning Toolkit and Guidance reports. Rosendale was formerly a research school and is now a specialist partner for research with the EEF. Its identified strength is its ability to put research into practice.	1,2 and 3
<i>Providing release time for class teachers to observe others and share good practice. This will inform the school's CPD programme and continue to improve the classroom practice of all teachers</i>	The Sutton Trust has provided evidence that shows that improving the quality of classroom teaching helps all pupils to learn and especially helps disadvantaged pupils make even more progress. The work of Barak Rosenshine used educational and cognitive research to highlight certain principles of instruction. Helping teachers to embed these principles in their classroom practice is part of our CPD programme.	1, 2 and 3

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

Budgeted cost: £ 33,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Providing one to one and small group tuition for identified pupils in Years 5 and 6 using a highly skilled agency teacher</i>	The Education Endowment Foundation has provided guidance to the DfE about the potential impact of one to one and small group tuition	1, 2 and 3

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

Budgeted cost: £ 10,960

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Funding places for disadvantaged pupils at breakfast and after school club. This makes sure that pupils have breakfast in the morning and also engage in extra curricular activities</i>	The research project regarding ‘Magic Breakfast’ showed substantial positive impact on outcomes for pupils if they had eaten breakfast before school. Evidence also shows the impact of sports coaching in developing positive learning behaviours such as resilience and receiving coaching and feedback	3 and 4

**Total budgeted cost: £198,597**

**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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However, at the end of Year 6 we carried out the following test assessments - Progress In Reading Assessment, Progress in Understanding Mathematics, Comparative Judgement national judging window for Year 6 - and moderated this through teacher assessment. Disadvantaged pupils performed well at the end of key stage 2 and in all areas performed above the national average for all pupils*

*Reading 76% at expected standard*

*Writing 82% at expected standard*

*Maths 82% at expected standard*

*We can see from this data that disadvantaged pupils continue to perform well at Rosendale.*

**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*

<b>Programme</b>	<b>Provider</b>
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