

Pupil premium strategy statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
School name	The Roseland Academy
Number of pupils in school	668
Proportion (%) of pupil premium eligible pupils	20% (139)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Clarke
Pupil premium lead	Vanessa Maule
Governor / Trustee lead	Lisa Michelle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,688
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,688

Part A: Pupil premium strategy plan

Statement of intent

At The Roseland Academy our strategy for using Pupil Premium funding is as follows:

1. The school insists that eligibility for pupil premium should not be considered to be coupled with low ability and supports students to achieve the highest levels possible regardless of their pupil premium status.
2. The school's careers and guidance strategy is focussed on identifying and prioritising pupil premium students.
3. Quality teaching for all, but with a raised awareness of pupil premium students in the classroom.
4. Use of the support strategies outlined below to impact positively on the wellbeing, attendance and punctuality of pupil premium students.
5. Take action when PP students are absent.
6. Ensure high levels of parental engagement for key events, such as family learning or parents evenings.
7. Provide key equipment/resources for pupil premium students where needed.
8. Carefully analyse class data to swiftly identify any progress/attainment gaps for pupil premium students.

The information on the following pages summarises the interventions in place to support our pupil premium students during the academic year 2023-24. It is not an exhaustive list of all interventions but gives a flavour of the provision available at The Roseland Academy.

Challenges

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

Challenge number	Detail of challenge
1	Potential for underachievement in attainment and reading prior to starting with us.
2	School Attendance
3	Parental engagement or support from home
4	Lack of key equipment / resources
5	Uptake for extra-curricular activities
6	Low aspirations

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
PP students achieve in line with non-PP	Aspiration to have no gap between PP and non-PP students. (Progress 8 score for 23/24 was +0.20 , above average, but for non PP, progress 8 was +0.45, so a gap remains)
PP students achieve further increased percentage of Grade 5+ in English and Maths	Reduce attainment gap in this measure as Strong pass in English and Maths is important for future choices and prospects.
Raise aspirations for all PP students through positively targeted Careers Advice Guidance and Education	All PP students continue into full time education or training destinations
Attendance for PP is above national and regional levels. Attendance target group of PP/SEN year 10/11.	Lower levels of absence for PP students in KS4 and in line with whole school attendance improvements. Focus year groups 2024-25 10,11 see reduction of students in PA for this cohort. PP attendance levels to remain in the top few schools in the county.

Activity in this academic year 24-25

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Budgeted Cost: TP Teaching Support model, Cover Costs for CPD and accredited routes, supporting technological resources

Total Allocation: £96,000

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and Retention of high quality key teaching and support staff</p> <p>(As at November 2024, The Roseland Academy has one vacancy for an English teacher)</p>	<p>EEF: ‘Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development’</p> <p>University of Bristol - Teacher Turnover and Pupil Achievement</p>	<p>1, 2, 4, 6</p>
<p>Continued CPD to ensure high quality teaching and effective teachers. This will incorporate coaching as detailed in Sherrington’s Walkthrus</p> <p>Establish strong teaching and Learning routines</p> <p>Trust-wide collaboration on the use of a Booklet Curriculum across our schools.</p>	<p>EEF: ‘Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.’</p> <p>Walkthrus - Shared Understanding: Coaching.</p> <p>Education Policy Institute -Evidence review: The effects of high-quality professional development on teachers and students</p> <p>Teacher Development Trust - People-Powered Improvement in Trusts</p>	<p>1, 2, 4, 6</p>
<p>Continued investment in technological and other resources to remove barriers: Chrome Books, Kindles; Revision</p>	<p>Education Endowment Foundation EEF Research on Using Digital Technology</p>	<p>1,4</p>

<p>Packs; Visualisers; Interactive Screens, Speech to Text Technology, AAC technology, Tablets. Alongside platforms: Google Classrooms, Reading Plus, ACR, Tassomai, Seneca, Educake, GCSE Pod, maths genie</p>	<p>‘The principles of how to use technology successfully are not distinct from questions of how to teach effectively or how children learn. Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available. Decisions about whether to introduce technology should also include an analysis of the costs of implementing the technology, alongside the expected benefits.’</p> <p>Gov.uk Blog - Digital Education Platforms</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: Reading Hub CoOrdinator, Learning mentor, Learning support and inclusion officer

Total Allocation £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Resourcing and subsidising transport for Year 11 Targeted Support Ongoing programme of support sessions, family learning and additional measures to raise aspiration.</p> <p>Year 11 cohort who are PP and not achieving target of 5+ in English & maths focus group from January Mocks.</p>	<p>EEF - Interventions and their impact Intervention Strategies</p> <p>Partnership with parents: Parental Engagement - EEF</p> <p>‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps’</p>	<p>1,3, 6</p>

<p>KS3 interventions with Reading coordinator, Neurodiversity Champion and Teaching Practitioners targets KS3 disadvantaged students.</p>	<p>Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.</p> <p>This is according to analysis of Pupil Premium statements conducted by the Education Endowment Foundation (EEF) and undertaken to support their suite of new resources to help schools use their Pupil Premium funding in the most effective ways.</p>	1, 3, 6
<p>Reading Routines and Support Schemes</p> <p>Reading Enhancement Entitlement positively discriminates for disadvantaged students</p> <p>Software, resources and recruitment to support and embed reading strategies: Reading Plus, Phonics Books, Reading Hub Coordinator, School Based Tutors, Kindles, Audible and The Day</p>	<p>Literacy - EEF</p> <p>Improving reading comprehension - The reading house model (You Tube EEF video)</p> <p>Reading Comprehension Strategies - EEF</p> <p>NPQ Leading Literacy (NPQLL)</p> <p>National Literacy Trust report on the benefits of audiobooks on young people's reading ages</p>	1, 3, 4, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Attendance Support - Attendance Officer role - targeted work for PP students</p>	<p>Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.</p> <p>This is according to analysis of Pupil Premium statements conducted by the Education Endowment Foundation (EEF) and undertaken to support their suite of new resources to help schools</p>	1,4

	use their Pupil Premium funding in the most effective ways.	
<p>Extra-Curricular Entitlement offers positive opportunities for all students. It is subsidised/supported as needed.</p> <p>Transport is provided/subsidised where this is a barrier.</p>	<p>Ensuring Equity through Extra Curricular Activities - SEC Ed. Matt Bromley</p> <p>National College Webinar - Extra Curricular Activities to Broaden Horizons and Enrich Experience</p>	3,4
<p>Careers Education Pathway is aimed at bringing the opportunities to The Roseland: Visiting speakers are aspirational. Careers and post-16 events are numerous and regular (Half Termly). Invest in ensuring that all disadvantaged students receive personal careers advice from Careers 4U and learning through PSHE and tutor curriculum as well as extra curricular opportunities.</p>	<p>Destination Gaps - Teach First 2022 Research</p> <p><i>'Analysis of recently-published Department for Education (DfE) data, conducted by education charity Teach First, shows that 1 in 3 (33%) young people from disadvantaged backgrounds are not in any form of sustained education, apprenticeship or employment destination five years after they finish their GCSEs, compared to just 1 in 7 (14%) of their non-disadvantaged peers.'</i></p> <p>Pathways to Success - 2021- Social Mobility Commission</p> <p><i>'Career guidance can raise aspirations and help young people make informed choices about their future. However, research suggests that young people from disadvantaged backgrounds may be less likely than their peers to engage with careers provision. This may be due to a host of reasons, including perceptions that some careers are 'not for them'. There is evidence to suggest that young people from more disadvantaged backgrounds tend to rely on informal (or "hot") information from their social networks rather than formal (or "cold") information. As a result, simply providing more information on careers may not be enough to truly expand horizons.'</i></p>	1,4
<p>A focus on Belonging for students who are PP.</p> <p>In line with our MIP.</p>	<ul style="list-style-type: none"> ● <i>Baumeister & Leary (1995): The need to belong is a fundamental human drive that influences behavior.</i> 	2,6

<p>Work of the Wellbeing Team, Inclusion Manager and PSAs</p> <p>Staff development and CPD builds on our work with groups of students through the booklet curriculum ensuring diversity.</p>	<ul style="list-style-type: none"> ● <i>Culturally Relevant Pedagogy</i> (Ladson-Billings, 1995): Curriculum should affirm students' cultural identities while building critical thinking. ● <i>Hamre & Pianta</i> (2001): Positive teacher-student relationships are linked to better academic and social outcomes. ● <i>Windows, Mirrors, and Sliding Glass Doors</i> (Bishop, 1990): Curriculum should serve as windows to others' experiences and mirrors reflecting students' own identities. 	
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Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim	Outcome
<p>CPD to ensure high quality teaching and effective teachers. This will incorporate coaching as detailed in Sherrington's Walkthrus</p>	<p>Quality first teaching has the biggest impact on disadvantaged students to regular training and monitoring of teacher delivery and planning is calendared to happen throughout the academic year.</p> <p>Whilst checking for understanding, teachers ensure that they have focused on PP students with PP books marked first. Walkthrus support teachers to develop their teaching practices to enable all students in their classes to make progress and engage in learning.</p> <p>Ofsted May 2024</p> <p>'Teachers are highly skilled. They ensure that pupils both learn and remember the important knowledge in their subject areas. They carefully check pupils' understanding so that gaps or misconceptions are quickly identified. The curriculum and activities are swiftly adapted to ensure that pupils' learning is secure and they are ready to learn more challenging concepts'</p>
<p>Application of whole school reading enhancement offer to support reluctant readers and reading mastery</p>	<p>Whole school offer includes a range of reading and reading mastery support. While this is not exclusive to disadvantaged students:</p> <ul style="list-style-type: none"> -Set Texts for Tutor Time offering Cultural Capital in place -Phonics Books and 1:1 reading buddies targeted support for SEN/PP -Reading Plus Software used in school by planned cohorts using reading age data -Scholars' Bookshelves in Reading Hub to support mastery for HAPP -Brilliant Club positively discriminates for those students who are disadvantaged. Oxford University Reading Rooms Visit established. Subsidised for PP students -Range of fiction texts purchased for the library with boys' wish lists. <p>Ofsted May 2024</p> <p>'The 'Roseland Reading Routines' prioritises the importance of reading regularly. Pupils are keen to share their views about the books they are reading in class or on their own. Pupils experience a rich selection of classic and modern fiction, poetry and non-fiction texts. These develop pupils' interests, promote thought and encourage conversation. The school provides highly effective support to pupils for whom reading is challenging. These pupils rapidly develop their</p>

	confidence and fluency. The library is a hub of enrichment for pupils and staff. The school has established a breadth of strategies to encourage pupils to become lifelong readers'
Targeted support groups in Y11	October - May, ongoing after school sessions Breaktime and Tutor Time Progress 20 sessions Resources to support Tutor Progress 20 Programme supplied Maths resource online contributes towards positive P8 for maths. Targeted support provides bespoke sessions for individual students and small groups English and maths 5+ 2024 non pp: 47.3% pp 28.6%
Literacy support groups at KS3	Our reading enhancement offer shows that we cater for all different literacy groups at KS3. Students are selected for either small group phonics work, Reading Plus Ofsted May 2024 The 'Roseland Reading Routines' prioritises the importance of reading regularly. Pupils are keen to share their views about the books they are reading in class or on their own. Pupils experience a rich selection of classic and modern fiction, poetry and non-fiction texts. These develop pupils' interests, promote thought and encourage conversation. The school provides highly effective support to pupils for whom reading is challenging. These pupils rapidly develop their confidence and fluency. The library is a hub of enrichment for pupils and staff. The school has established a breadth of strategies to encourage pupils to become lifelong readers.
Family learning events	Family Learning Events for all year groups in 24-25 (including 2 events for year 11) in addition to Parents' Evenings. Parental Voice is positive with over 90% agree /strongly agree they would recommend our school. Parental voice through OFSTED in May 2024 - hugely positive and contributed to judgement of Outstanding across all areas.
Careers advice and guidance	Ofsted May 2024 'Pupils are encouraged to be aspirational with their plans for future studies and employment. They learn about their options for post-16, higher education, apprenticeships and employment. Bespoke advice makes sure that no pupil leaves Roseland Academy without a clear destination'
Improving attendance	Successful strategies from last year meant PP attendance above the national average in the 23/24 academic year and 1st and 2nd place out of 30 Cornish schools in the first part of the 24/25 academic year using the DfE tracker. 23/24:Overall Attendance for Non PP - 92.18 Overall for PP - 89.5

Behavioural and social/emotional support	<p>Very positive feedback in parental feedback for support provided by Wellbeing Team. Positive student voice about school pastoral and behavioural systems.</p> <p>Ofsted May 2024 “Well-being’ and ‘The Base’ support pupils with their mental health and their individual learning needs. With this additional support pupils improve their attendance and achieve well.’</p> <p>Low rates of suspensions and Permanent exclusions for PP students. High uptake of extra-curricular activities by PP students.</p>
Extra-curricular activities	<p>PP students continue to have positive opportunities provided to take part in a range of activities, which are subsidised where needed.</p> <p>Ofsted May 2024 ‘The school provides an extensive range of extra-curricular activities. Pupils’ impressive artwork is displayed for all to enjoy. They perform regularly in events such as ‘Roseland Rocks’ and school plays. There are numerous clubs of interest for all pupils such as rugby, surfing, crochet and law, as well as the Roseland Racer Greenpower Team.’</p>
Provision of equipment and resources	<p>All PP students provided with necessary equipment and revision guides through their tutors and class teachers funded by department budgets and centrally. PP students in need of ICT provided with chromebooks to use at home. Kindles supplied to EAL students who are PP Well stocked library and PP students supported and actively encouraged to use.</p>

Intended outcome	Success criteria	Actual outcome (2024 results)
PP students achieve in line with non-PP	Reduced P8 gap for Y11 leavers (+0.74 non PP, +0.14 PP), currently 0.60	Y11 results P8: Overall: PP 0.20, 0.46 NON PP - GAP at 0.26
Increased percentage of Grade 5+ in English and maths	Increase attainment to 50% (40% for 2020/21)	Y11 results BASICS: 5+ English & Maths 28.6 PP, 47.3% NON PP
Raise aspirations for all PP students through targeted Careers Advice and Guidance	All PP students continue into full time education or training	Destinations: Disadvantaged students Non-disadvantaged students
Attendance for PP on trajectory to return to pre	Lower levels of absence for PP students in KS4 and in line with whole school	23/24: Overall Attendance for Non PP - 92.18 Overall for PP - 89.5

2021 levels of minimum 92%	attendance improvements. Focus year groups 2023-24 9,10,11 see reduction of students in PA for this cohort	
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Externally provided programmes

Programme	Provider
Reading Fluency	Reading Plus Software
Reading Rewards	Accelerated Reader
Learning & Revision Platforms	SPARX, Tassomai, Seneca, Educake, GCSEPod
Careers Guidance	Careers 4U
G & T Scholars	Brilliant Club - Exeter University