



PUPIL PREMIUM STRATEGY STATEMENT

This is to be read in conjunction with the college's Pupil Premium Policy

This statement details our college's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students. 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 college.

College overview

Detail	Data
College name	Rosedale College
Students in college	817
Proportion (%) of pupil premium eligible students	31.8%
Academic year or years covered by this strategy	2024-2025
Publish date	01 September 2023
Review date	31 August 2025
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Belishia Visser, Principal
Governor lead	Chair Local Advisory Board

Funding overview

Metric	Data
Pupil premium funding allocation this academic year	£272,475 (based on 260 eligible students)
Recovery premium funding allocation this academic year	£0 (based on 260 eligible students)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£272, 475 (please see separate Recovery Premium Strategy)

Pupil Premium Strategy Plan

Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their wealthier peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Rosedale College. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our students are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, and those identified as EAL. The College's statement of intent can be read in detail in its- <https://www.rosedalecollege.uk/policy-documents>

Challenges

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

In-college barriers (issues to be addressed at college level, such as poor literacy skills)	
A	Low literacy and communication skills: a high number of PP students arrive with low language and communication skills.
B	Resilience for learning: a significant number of PP students lack concentration and stamina for learning, which can manifest in low disruption in class. These students require support for completion of their work.
C	Low social and emotional skills: we need to put in support for PP students who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
External barriers (issues which also require action outside college, such as low attendance rates)	
D	Attendance: attendance rates of PP students are typically lower than that of their peers.
E	Engagement of parents, guardians and carers: attendance at Academic Review and information evenings is low for PP. Many cannot or do not support their child with their homework.
F	Aspiration: some PP lack aspirational goals and disengage with education.
Desired Outcomes	
A	Close the literacy achievement gap between national all students and Pupil Premium.
B	Ensure PP students have ample time, space and resources to complete their work in class. Ensure PP students achieve or exceed their subject targets.
C	Reduce the number of behaviour incidents of PP students through pastoral support from the teacher and support staff.
D	Attendance of disadvantaged students to be better than national averages.
E	A greater number of parents, guardians and carers attend meetings and ensure their child has access to after college and holiday booster and activity programmes.
F	Improve students' wider involvement in college life so they can apply their knowledge in real life situations.

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	Target date
Progress 8	0.5	Sept 25
Attainment 8	50	Sept 25
% grade 5+ in English and mathematics	65%	Sept 25
EBacc entry	3.70	Sept 25

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 priorities for current academic year (inc CPD, recruitment and retention)

Measure	Activity	Evidence that supports this approach
Priority 1	<p>Sufficient revision material so that ALL students can prepare adequately for their examinations</p> <p>Use of appropriate and high quality platforms to deliver additional learning and support. For example, MathsWatch and Kerboodle. This includes study guides given to year 11 students</p>	<p><i>The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. There is some evidence that homework is most effective when used as a short and focused intervention. EEF Teaching and Learning Toolkit October 2018.</i></p> <p>Based on the above we want to ensure that revision material is available to all students – including those that may not have access to the online platforms. Revision material packs will be prepared and given to students as a hard copy so that they can access the content from home. We believe that if all students are able to access small spells for revision at home each day, that concepts will become embedded and students will be more confident tackling exam questions.</p>
Priority 2	<p>Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding. Staff to attend external courses and feed back to whole body of staff at CPD sessions. This information to be discussed at</p>	<p><i>Good teaching is the most important lever colleges have to improve outcomes for disadvantaged students. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. EEF Guide to Pupil Premium.</i></p>

	alliance meetings and become a focus during lesson observations.	Based on the above, we want to make PP a focus during lesson observations so that it will become embedded with all staff to vary teaching methods so that all students can make progress during lessons.
Priority 3	Recruitment of additional support staff to help with small group interventions and in class interventions.	<i>Programmes involving Teaching assistants or volunteers can have a valuable impact. Overall, the evidence is consistent and strong.</i> EEF Teaching and Learning Toolkit October 2018.
Barriers to learning these priorities address: Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning.		
Projected spending	£120,000	

Targeted academic support for current academic year (inc tutoring, one to one support, structured intervention)

Measure	Activity	Evidence that supports this approach
Priority 1	Additional interventions in literacy and numeracy for disadvantaged students.	<p><i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i></p> <p><i>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary colleges, and for subjects like reading and mathematics.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>

		Based on the evidence above we want to ensure that we give all pupils a solid foundation as far as numeracy and literacy are concerned as this will help them to pursue different avenues in the future. Without this foundation, their choices can sometimes be narrowed.
Priority 2	Supporting the social, emotional and mental health needs of disadvantaged students through additional PSHE workshops, MHWB support staff, additional pastoral support and a package of resources from the PSHE Association.	<p><i>Schools now face significant challenges to ensure its continuing success. The pandemic has disrupted education like never before and the road to recovery will require robust strategies.</i></p> <p><i>The EEF has found that SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic.</i></p>
Barriers to learning these priorities address: Barrier A - Low literacy and communication skills. Barrier C – Low social and emotional skills.		
Projected spending	£115,000	

Wider strategies for current academic year (inc attendance, behaviour and wellbeing)

Measure	Activity	Evidence that supports this approach
Priority 1	PP students are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in college and at home.	<p><i>Metacognition and self-regulation approaches have consistently high levels of impact, with students making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older students.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>

	All staff to attend CPD sessions and alliances to discuss strategies that all staff in their alliance will focus on to improve the well being of PP students.	
Priority 2	<p>PP students to receive extra support for their learning through small group tuition both during and after college time</p> <p>PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments. They will be invited to attend half term booster classes as well as targeted intervention sessions during exam times</p>	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i></p> <p>EEF Teaching and Learning Toolkit October 2018.</p>
Priority 3	<p>Improve attendance and reduce persistent absence for PP students.</p> <p>This will be done through various plans that are put in place. Some will focus on steps of how to return to college if students are persistently absent. Other plans will focus on how to improve the well being of students so that they can be confident and happy at college. This will help to improve their overall attendance.</p>	<p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i></p> <p>The Department for Education (DfE), 2016.</p>
Priority 4	<p>Increase parental engagement.</p> <p>Personalised invitations to PP parents, guardians and carers to workshops and information events. Parents</p>	<p><i>The EEF has tested a number of interventions designed to improve students' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial</i></p>

	will be invited through social media, emails, letters, newsletters and messages on the website.	<i>which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</i> EEF Teaching and Learning Toolkit October 2018.
Barriers to learning these priorities address: Barrier B - Resilience for learning. Barrier C – Low social and emotional skills. Barrier D – attendance. Barrier E – parental engagement. Barrier F – pupil aspiration.		
Projected spending	£30,000	

Total budgeted cost: £272,000

Review of outcomes in the previous academic year

Pupil premium strategy outcomes - student performance overview for last academic year

Measure	Performance
Progress 8	0.12 (0.31 all students)
EBacc entry	54.3% (50% all students)
Attainment 8	44.2 (49.3 all students)
% grade 5+ in English and mathematics	45.7% (55.9% all students)

Review: last year's aims and outcomes (review of 2023/2024 spend)

Aim – desired outcome, and chosen action and approach	Outcome
Teaching priorities for current academic year (inc CPD, recruitment and retention)	
<p>High quality homework and resources (software and hardware) for all students, with relevant links to learning in class. Use of appropriate and high quality platforms to deliver additional learning and support. For example, MathsWatch and Kerboodle. This includes study guides given to year 11 students</p>	<p>Year 11 students were given study guides. Students do have log ins for MathsWatch and Kerboodle. Homeworks clubs available for those students who cannot access the platforms at home.</p>
<p>Professional development, training and support. Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via UCL, and additional mentoring.</p>	<p>New staff to the college was given the necessary help and support with adapting to the British curriculum. Teachers were observed within the first three weeks and given feedback and strategies to incorporate in their lessons. Teachers could built omn these and the progress made in lessons were eident in the lesson observations. All ECTs successfully completed their first year under the new ECF.</p>
<p>Recruitment of additional support staff to help with small group interventions and in class interventions.</p>	<p>Additional support staff were recruited to help with small group interventions. Student progress in these groups indicated students made good progress as a result of this intervention.</p>

Targeted academic support for current academic year (inc tutoring, one to one support, structured intervention)	
Additional interventions in literacy and numeracy for disadvantaged students.	Booster classes and after school classes were on offer to disadvantaged students. Literacy and Numeracy were a focus during lesson observations and allianvces discussed strategies to use within the alliance at alliance meetings.
Supporting the social, emotional and mental health needs of disadvantaged students through additional PSHE workshops, MHWB support staff, additional pastoral support and a package of resources from the PSHE Association.	Ofsted May 2023 found SMSC and pastoral needs to be a strength of the College. Team of staff dedicated to look after the emotional well being of students.
Wider strategies for current academic year (inc attendance, behaviour and wellbeing)	
PP students are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in college and at home. All classes implement the Zones of Regulation and support students in improving their personal development skills.	Lesson observations indicate that teachers successfully embedded Zones of Regulation. Ofsted inspection May 2023 found that students were happy in College and were well supported in their personal development.
PP students to receive extra support for their learning through small group tuition in after college boosters. PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments.	PP students did get the support as discussed. Further areas will be explored to ensure the college can improve on the depth of support they provide.
Improve attendance and reduce persistent absence for PP students. Additional buy in from Participation Team to support disadvantaged students with poor attendance.	Overall College attendance has maintained above national average.
Increase parental engagement. Personalised invitations to PP parents, guardians and carers to workshops and information events.	In person attendance to Year 11 information and parent evenings. Parents to meet with Allinace Directors to discuss strategies that can help their children improve.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Protect CPD time every Thursday. INSET time to be best used for focused activities.
Targeted support	Increased need but insufficient staff available to deliver in class support	Support has been provided for EAL and SEND students. Timetable intervention sessions with all subject teachers allows for small groups to be deployed to enhance the level of support provided. Actively seeing to recruit classroom support
Wider strategies	PP students and/or their parents, guardians and carers do not engage with the additional provisions	Make contact with home to encourage participation. Increase use of text messaging and other mediums. Increase use of social media.