Pupil premium strategy statement 2023/2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 (Updated Dec 23)

Detail	Data
School name	Rood End Primary
Number of pupils in school	468
Proportion (%) of pupil premium eligible pupils	38% (179/468)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	21/22, 22/23, 23/24
Date this statement was published	20.10.2021; 28.12.22; 20.12.23
Date on which it will be reviewed	July 24
Statement authorised by	J O'Neill
Pupil premium lead	J O'Neill
Governor / Trustee lead	J Haydon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 272,495
Recovery premium funding allocation this academic year	£ 13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 285,835

Part A: Pupil premium strategy plan

Statement of intent

We have made decisions on how to use the Pupil Premium funding based on our school's context and the challenges for our pupils, families and staff. This was alongside re- search conducted by the EEF who have identified that barriers to learning for disadvantaged can be variable support at home, language and communication skills, English as an additional language, lack of confidence in supporting learning at home, attendance and punctuality. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We ensure that all teaching staff are involved in the analysis of data, identification of pupils' requiring support and know how to meet their varied needs in the classroom.

Principles
- Teaching and learning opportunities meet the needs of all pupils
- Pupil needs are assessed and addressed
- Appropriate provision is made for pupils who belong to vulnerable groups, including those who are socially disadvantaged
- Teaching and learning opportunities meet the needs of all pupils
- We recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate Objectives
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school and nationally.
- For all non-SEND disadvantaged pupils in school to meet or exceed nationally expected progress rates
- For all non-SEND disadvantaged pupils in school to meet or exceed age related expectations by the end of Year 6.
- For all disadvantaged pupils to make expected or better than expected progress across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and punctuality** – parents with children in two or more different schools. Persistent absenteeism has increased following the pandemic which saw restricted opening for school
2	**School readiness** – Low baseline of attainment on entry to EYFS. This means accelerated progress is needed to close the gap for these children. Very few children on entry to Nursery or Reception are at the expected level for Language and Communication (Based on Wellcom data)
3	**Whole school Language and Communication** – the development and acquisition of vocabulary, including tier 1 words is low. This impacts negatively on reading and writing as well as other areas of the curriculum.
4	**Poor basic skills** -Accessibility to reading materials outside of the classroom and lack of resources to support learning at home. Limited opportunities for pupils to learn at home due to poor home environments/socio economic factors – poor housing conditions, unemployment, financial difficulties, status in country all of which can sometimes result in lack of parental involvement.
5	**Mobility** - English is not the home language and may be the 3rd or 4th language for many of our pupils. Newly arrived pupils often have the added disadvantaged of no recourse to public funds despite being part of a vulnerable group.
6	**Welfare and safeguarding concerns** – Increasing number of domestic abuse and mental health concerns for families following the impact of Covid-19. This results in difficulties for children learning until these barriers are addressed.

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
Address gaps created as a result of the COVID-19 pandemic	Increase in percentage of pupils at age related expectations throughout school Curriculum plans are well matched to the needs of pupils Basic skills across the curriculum are well embedded.
Improve attendance for all pupils	The attendance of all pupils is at or above national expectation The percentage of PA pupils is well below the national figure Pupils attitudes to school are positive, they understand the importance of education and enjoy their learning (pupil conferencing)
Improve teaching and provision for all pupils Improve outcomes for all pupils	Pupils have increased retention, recall and application of key skills Increased reading stamina and fluency which support independent learning and access to the whole school curriculum The percentage of pupils achieving ARE across the school are

	increased and in line with national for all year groups
	Achieve Well Above Average Progress Score in KS2 Reading
	Achieve Well Above Average Progress Score in KS2 Writing
	Achieve Well Above Average Progress Score in KS2 Mathematics
Improve provision and outcomes in the Early Years and KS1	Early engagement from parents in EYFS
	Increased opportunities for parental engagement
	Increased % of pupils achieving GLD at the end of reception
	Increased number of pupils at the expected level Lang and Communication by the end of EYFS
Improve parental engagement	Attendance at parents evening increases
	Attendance at meetings and workshops increases
	Clear lines of communication for parent/teacher discussion is well established
	Increased engagement in home learning
	Increased positive feedback from parent questionnaires
Readiness to learn and high levels of pupil engagement across all aspects of the curriculum	Increase in percentage of pupils at age related expectations throughout school
Provide timely and appropriate support for families/children who need it through support from the Attendance Officer, safeguarding team and pastoral team	Children demonstrate resilience and have strategies to deal with any issues of their own social-emotional well-being
	Families report that support provided by school has had a positive impact

Activity in this academic year 2023/24

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: £27,626

Activity	Evidence that supports this approach	
National College CPD 1494	Upskill staff in directed and self-chosen areas. Staff complete evaluations and evidence learnt strategies and approaches in class which impacts on the quality of teaching and learning.	2,3,4,5
Subscription to Mary Myatt & MM Teachers collection 132	Further professional development opportunities for subject leads and aspiring middle leaders which will support strategies in the classroom and improve outcomes for children.	2,3,4,5
Transforming Teaching – Consolidation, Transfer and Adaptation 21500	https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-send-how-does-it-transform-the-ta-role https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=profess Effective professional development is vital to ensure positive outcomes for children. Whole school professional development, including enrollment on Transforming teaching includes all staff involved in working with children across school – teachers and TA's alike.	2,3,4,5
Ongoing training and support in phonics for all school staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Support from Literacy Hub to improve outcomes in phonics and provide PD for phonics lead.	2,3,4,5
Appointment of 3 x TLR's – Language and Communication, Online safety (SEMH/pastoral support), OPAL 4500	Further focus on specific areas of need within school and school improvement plan to improve outcomes for children.	2,3,4,5

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

Budgeted cost: £100,627

Activity	Evidence that supports this approach	
2 x LSA working closely with SENCo to provide frequent structured interventions (analysis of impact) 30000 Targeted tuition additional to school day provided by class teachers and HLTAs 29000	Evidence shows that small group work is effective and the average impact is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small	2,3,4,5
Home learning packs for children (Including maths and English homework books and online learning platform subscriptions) 11,914	Studies show that the average impact of homework is positive across both primary and secondary school. Evidence also suggests that homework related to learning during the school day is important. All sites allow staff to set homework based on current learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2,3,4,5
Speech and Language external support 7920	Research shows that on average, speech and language approaches have a high impact on pupil outcomes of 6 months' additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=speech%20and%20language	2,3,
Continued access to enrichment and music activities – provided by experts 10023	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,4

Flash Academy subscription to support learners with EAL 2000	Research shows that interventions with a primary focus on language for EAL pupils have medium to high impact on pupils.	2,3
Purchase of additional phonics resources and home/school reading materials 10370	Supports parents in phonics at home, Allows pupils access to appropriate materials both in and out of school. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics	2,3,4,
Purchase of handwriting materials 1200	Supports acquisition of basic skills and supports the delivery of teaching	2,4

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

Budgeted cost: £136,598

Activity	Evidence that supports this approach	
Continued employment of EWO 44000	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001) Improvements in Attendance and Punctuality directly relate to attitudes to work and education thus improving outcomes for pupils. Good relationships between parents and school encourages parents to take more responsibility in ensuring pupils attend school regularly and on time. https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf 5,2	1,5,6
Breakfast Club	Breakfast Club, subsidized and accessible to all pupils from 7.45am each school day. Research shows that pupils who eat breakfast show signs of improved concentration and attention. Findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/magicbreakfast?utm_source=/projects-andevaluation/projects/magicbreakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfast	1
Behaviour and Attendance Rewards 4000	Children and parents are supported to attend school frequently. Where concerns arise, strategies are in place to tackle non-attendance in a timely way.	1,2,5,6
Part funding of FSW and cousellor (4/12) 20,598	Parents receive timely and proactive support from wide variety of sources. Physical, emotional and practical support promotes school attendance and pupil progress. Good relationships between parents and school enables pupils to make better progress and improves outcomes – raises aspirations. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental	1,2,5,6
Nurture Provision introduced to support	Social, emotional and mental health needs are addressed and behaviour and progress for pupils with significant needs is good. Improving social and emotional learning and behaviour improves confidence and wellbeing and ensures pupils are ready to learn. This in	1,2,3,4, 5,6

SEMH needs (part salary x2 LSA plus resources and training) 35000	turn improves rates of progress and attainment for PP and identified	
OPAL – Outdoor Play and Learning implemented 23000 (EYFS Outdoor Learning Environment included)	Positive outcomes have been identified for a range of learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning?utm_source=/education-evidence/early-years-toolkit/play-based-learning&utm_medium=search&utm_campaign=site_search&search_term=learning%20be	
Residential trips subsidized 10000	Improvement in emotional well-being, independence, peer relationships Enables pupils to experience further learning opportunities and broadens life experiences.	1,3,4,6

Total budgeted cost: £264,851

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 22/23

This details the impact that our pupil premium activity had on pupils in the 2022/23 academic year.

Review July 2023 using externally validated assessment data for EYFS, Phonics Screening and Key Stage Two Standardised Attainment Test Scores.

*Attainment for pupils eligible for Pupil Premium across school (Years 1 – 6) has increased by at least 7% in Reading, Writing and Maths compared to last academic year.

*The attainment of pupils in Y2 eligible for PP was above that of non-PP pupils in Reading and Maths and in line for writing at the end of key stage 1. There was at least a 12% uplift in the number of PP pupils achieving age related expectations in Reading, Writing and Maths compared to 21/22. (Judgements validated through LA external moderation)

* The attainment of PP pupils at the end of Y6 dropped inline with the rest of the cohort compared to the previous academic year.

*Persistent Absence for Pupil Premium children has reduced compared to last academic year – from 32.6% to 28.6%. The attendance of PP children for the academic year 22/23 was inline with no-pp at 92.5%, this is an increase compared to last year (91.6%)

Externally provided programmes

Programme	Provider
Music lessons – ukulele, recorders, choir	Musical Toad
Djembe Drums	Sips Music

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable