

Pupil premium strategy statement

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 (Reviewed and updated Dec 22)

Detail	Data
School name	Rood End Primary
Number of pupils in school	493
Proportion (%) of pupil premium eligible pupils	171/491 35%
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
Date on which it will be reviewed	April 23 & July 23
Statement authorised by	B Carter/J O'Neill
Pupil premium lead	M Wright/ J O'Neill
Governor / Trustee lead	J Haydon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 220, 580
Recovery premium funding allocation this academic year	£ 42, 817
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	£ 263, 397

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 research 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 3 rd or 4 th language for many of our pupils. Newly arrived pupils often have the added disadvantage 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 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

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

Activity in this academic year 2022/23

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: £4, 445

Activity	Evidence that supports this approach	
National College CPD	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
SEND training and support for staff	Intervention records show appropriate targeted interventions improve learning and retention.	2,3,4,5

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

Budgeted cost: £131, 977

Activity	Evidence that supports this approach	
Third Space Learning	1:1 online maths tutoring programme used previously to support pupils Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3,4
Artis EYFS and KS1	Programme to develop spoken language skills Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=communication	2,3

Reading Plus, Reading Eggs, Mathseeds, Purplemash, ttRockstars	<p>Pupils making expected or greater rates of progress. Pupils demonstrate an interest in reading, show high levels of engagement in the classroom and complete home learning tasks.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	2,3,4,5
Targeted additional tuition provided by class teachers and HLTAs	<p>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.</p> <p>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=group</p>	3,4
Home learning packs for children	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	

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

Budgeted cost: £126,975

Activity	Evidence that supports this approach	
Continued employment of EWO	<p>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)</p> <p>Improvements in Attendance and Punctuality directly relate to attitudes to work and education thus improving outcomes for pupils.</p> <p>Good relationships between parents and school encourages parents to take more responsibility in ensuring pupils attend school regularly and on time.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf 5,2</p>	1,5,6
Continued employment of Family Support Worker	<p>Parents receive timely and proactive support from wide variety of sources. Physical, emotional and practical support promotes school attendance and pupil progress.</p> <p>Good relationships between parents and school enables pupils to make better progress and improves outcomes – raises aspirations.</p> <p>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.</p> <p>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</p>	1,5,6
Continued employment of school counsellor	<p>Social, emotional and mental health needs are addressed and behaviour and progress for pupils with significant needs is good.</p> <p>Improving social and emotional learning and behaviour improves confidence and wellbeing and ensures pupils are ready to learn. This in turn improves rates of progress and attainment for PP and identified</p>	1,5,6
Residential trip for Year 6 subsidised	<p>Improvement in emotional well-being, independence, peer relationships</p> <p>Enables pupils to experience further learning opportunities and broadens life experiences.</p>	1,3,4,6

Total budgeted cost: £263,397

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 21/22

This details the impact that our pupil premium activity had on pupils in the 2021/22 academic year.

Review July 2022 using externally validated assessment data for EYFS, Phonics Screening and Key Stage Two Standardised Attainment Test Scores.

2022

Pupils meeting expected Standard at KS2 – 65% (RWM)

Pupils achieving greater depth at KS2 – 10%

Pupils passing Phonics Screening Check – 50%

Externally provided programmes

Programme	Provider
Spoken language and creative arts	Artis
Resilience and well-being	Humanutopia
Practical music	Musical Toad

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