

# 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

| 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 ( <b>3-year plans are recommended</b> ) | 2019 - 2022      |
| Date this statement was published   | 20.10.2021       |
| Date on which it will be reviewed   | July 2022        |
| Statement authorised by   | B Carter         |
| Pupil premium lead  | M Wright         |
| 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        |
| <b>Total budget for this academic year</b><br>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.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Accessibility to reading materials outside of the classroom   |
| 2                | Feedback and support for home learning  |
| 3                | Differing levels of learning engagement   |
| 4                | Disruption to education through COVID-19 school closures and revised organisation which based children in isolated 'bubbles' and limited social interaction |
| 5                | English is not the home language and may be the 3 <sup>rd</sup> or 4 <sup>th</sup> language for pupils newly arrived  |
| 6                | Attendance and punctuality – parents with children in two or more different schools   |
| 7                | Self-confidence and readiness to learn for the most disadvantaged pupils.   |
| 8                | Lack of resources to support learning at home.  |

## 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   |
| Pupils have increased retention, recall and application of key skills   | Achieve Well Above Average Progress Score in KS2 Reading<br>Achieve Well Above Average Progress Score in KS2 Writing<br>Achieve Well Above Average Progress Score in KS2 Mathematics |
| Increased reading stamina and fluency which support independent learning and access to the whole school curriculum  | Achieve Well Above Average Progress Score in KS2 Reading   |
| Pupils demonstrate a passion for reading a wide range of genres   | Pupil conferencing: Pupils are able to discuss a variety of books and authors.   |
| 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   |
| Pupils' demonstrate resilience and have strategies to deal with any issues of their own social-emotional well-being | Improve attendance of disadvantaged pupils to 95%<br>(92.2% in 2018-19 93.7% Autumn 2021)  |

## 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: £4, 445

| Activity                            | Evidence that supports this approach   | Challenge number(s) addressed |
|-------------------------------------|--|-------------------------------|
| National College CPD                | Upskill staff in directed and self-chosen areas. Staff complete evaluations and evidence learnt strategies and approaches in class | 1                             |
| SEND training and support for staff | Intervention records show appropriate targeted interventions improve learning and retention  | 2                             |

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

Budgeted cost: £131, 977

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Third Space Learning   | 1:1 online maths tutoring programme used previously to support pupils   | 4                             |
| Artis EYFS and KS1   | Programme to develop spoken language skills   | 5                             |
| Reading Plus, Reading Eggs, Mathseeds, Purplemash, ttRockstars | 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. | 1, 2, 8                       |
| 1:1 tuition provided by class teachers and HLTAs               | Pupils making expected or greater rates of progress.  | 1                             |

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

Budgeted cost: £126,975

| Activity                                      | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Continued employment of EWO                   | Attendance autumn 2021 93.7%<br>Pupils absences are only from COVID-19 protocols, medical needs or from unauthorised holidays.                                      | 6, 7                          |
| Continued employment of Family Support Worker | Parents receive timely and proactive support from wide variety of sources. Physical, emotional and practical support promotes school attendance and pupil progress. | 6, 7                          |
| Continued employment of school counsellor     | Social, emotional and mental health needs are addressed and behaviour and progress for pupils with significant needs is good.                                       | 7                             |
| Y5 & 6 HumanUtopia                            | Used previously. Programme includes peer mentoring, well-being, resilience and transition to secondary school   | 3, 7                          |
| Residential trip for Year 6 subsidised        | Improvement in emotional well-being, independence, peer relationships   | 3, 7                          |

**Total budgeted cost: £263,397**

## 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 national lockdown and pandemic school organisation the school does not have data from standardised tests. However the EWO and Family Support worker were actively engaged with families throughout school closures ensuring that needs were met and families with challenging circumstances received support.

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 |