

# Roecliffe CE Primary School

## Pupil premium strategy statement 2021 - 24

This statement details our school's use of pupil premium (and recovery premium for the 2021 - 22) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2021-24, 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	Roecliffe CE Primary School
Number of pupils in school	69 pupils (incl 13 nursery)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lesley Briggs, Headteacher
Pupil premium lead	Lesley Briggs, Headteacher
Governor / Trustee lead	Nick Baird, Chair Of Governors and Lead Disadvantaged Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3310
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£5310

## Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, achieve their potential and make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils by identifying the challenges these children face, as a group, and to outline the strategies in place to support them to achieve their goals.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The school is also providing targeted support through the National Tutoring Programme and Mental Health Lead program.

Programmes and resources have been identified in response to the required intervention which will support all our pupils, particularly disadvantaged pupils. The chosen materials and resources have been identified as effective in supporting particular areas of pupils' learning. These will be evaluated for their positive impact on pupil outcomes.

Our aim of the strategy plan is to respond to common challenges and individual needs of disadvantaged pupils, which are evident in diagnostic testing and assessment, whilst benefiting non-disadvantaged pupils at our school.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments (including a wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
2	Our assessments and observations indicate that the education and wellbeing of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
3	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been 4% lower on average than for non-disadvantaged pupils.

4	Internal assessments indicate that writing attainment and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
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## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.</li> </ul>
Improved oral/written language skills and numeracy skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral and written (spelling) language skills and numerical skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

## 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: £5524**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of summative tests which provide diagnostic information.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support	4

	<p>through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Chosen SSP - Little Wandle - implemented in Sept 2021</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Roecliffe is participating in the Introduction to Mastery program with the Ridings Maths Hub.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>We will fund teacher release time to embed key elements of phonics/DfE Reading framework guidance in school</p>	<p>Outwood English Hub 'Developing a reading culture' program</p> <p>Little Wandle phonics program</p> <p>DfE Reading framework</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and daily Collective Worships supported by Picture News material.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £ 1156

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. The pupils who receive tutoring are disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Deploying staff members to support disadvantaged pupils in 1:1 coaching for Social and Emotional support and in 1:1 pre-teaching/ intervention sessions.	As above	1, 2, 3

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

Budgeted cost: £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

to research and develop new procedures.		
Providing enrichment activities which develop social interaction skills and emotional resilience. Eg residential visits, outdoor adventurous days	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 2

**Total budgeted cost: £7380**

## **Part B: Review of outcomes in the previous academic year (2021-22)**

### **Pupil premium strategy outcomes**

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

The impact of school closure due to the Covid-19 pandemic disrupted all subject areas, particularly reading, writing and maths. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The school implemented remote education provision through Google Classroom immediately in both school closures (March - July 2020 and Jan - March 2021) and every effort was made to engage all pupils, particularly disadvantaged pupils throughout these periods of time. Despite this, there was significant loss of learning during both periods of closure and immediately afterwards.

Our assessments and observations indicated that pupil wellbeing, emotional resilience and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted

interventions such as TA support and social group work where required. We are building on that approach with the activities detailed in this current PP strategy plan.

Our internal assessments during 2021-22 suggest that the performance of disadvantaged pupils was lower than in the previous two years in key areas of the curriculum. This was due to significant disruption in all schools due to Covid-19 closures. During 2021-22, however, attainment has improved in disadvantaged pupils due to higher attendance rates and the effective implementation of interventions for spelling, maths and phonics. The school has implemented No Nonsense Spelling, nctm maths and Little Wandle phonics scheme successfully during 2021-22.

7% of pupils in our school were disadvantaged pupils in 2021-22 and the national average is 25% for primary schools. 40% of these disadvantaged pupils of the 7% of pupils at Roecliffe were working at the expected standard for their age in reading and writing and 60% of these disadvantaged pupils were working at the expected standard for their age.

The school maintained a robust focus on improving the reading culture throughout the 2021-22 year. This drive to improve our reading culture at Roecliffe was supported by the school's participation in our local English Hub's 'Transforming School Reading Culture' program. With a robust reading provision in place and a focus on progression of vocabulary, we aim to support the rapid progress of these pupils.

The school implemented a new spelling program (No Nonsense spelling) which has raised the profile and importance of spelling. The school has also undertaken a new approach (the three Cs) to support pupils to plan and construct their writing pieces with more confidence. With a more rigorous and consistent approach to creative writing across the school, we aim to improve outcomes in writing for these pupils.

The school has participated in the first year of the mastery program with our local maths hub and is now implementing and embedding mastery maths across the whole school. The school will now embed the principles of the mastery approach throughout school in the second year of the program in 2022-23 and will deliver the White Rose maths scheme of maths work.

One disadvantaged pupil was supported to consolidate knowledge and skills in reading and maths through the NTP program and this increased this pupil's confidence, particularly in preparation for the statutory end of KS2 assessments.

Attendance in disadvantaged pupils at Roecliffe 2021-22 was 86.54% compared to non-disadvantaged pupils which was 93.94%

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
No Nonsense Spelling programme	Raintree Publishers

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected has focussed on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.