

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 to 2022) 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 2023-24

Detail	Data
School name	Roecliffe CE Primary School
Number of pupils in school	69 + nursery (10)
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2023
Statement authorised by	Lesley Briggs, Headteacher
Pupil premium lead	Lesley Briggs, Headteacher
Governor / Trustee lead	Nick Baird, Chair Of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4444.17
Recovery premium funding allocation this academic year	£2000
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	£6444.17

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 during 2021-22 and 2022-23 indicated 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 below that of non-disadvantaged pupils.

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"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.
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: £3244

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	4

	<p>correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Chosen SSP - Little Wandle - implemented in Sept 2021 and has been developed and updated throughout 2021-24 across EYFS and KS1.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>2023 - 24: Additional guided reading and home reading books are now needed to supplement our reading provision and for the school to remain in line with the developing Little Wandle provision.</p> <p>The school has also purchased Little Wandle Rapid Catch up intervention resources to support the Year 2 pupils, and possibly year 3 pupils.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>2023 - 24: The school is now in its third year as a Mastery Maths school in collaboration with the local Maths Ridings Hub. The development and embedding of the mastery approach across school provides a consistent approach to maths teaching and learning. This develops children's fluency, reasoning skills and their confidence to talk articulately about maths.</p> <p>An additional maths program and a digital maths resource has been purchased by the school to supplement the mastery approach. These are Numbots and TT Rock Stars.</p>	4
<p>We will fund teacher release time to embed key elements of phonics/DfE</p>	<p>2021-22: Outwood English Hub 'Developing a reading culture' program</p> <p>Little Wandle phonics program</p>	4

Reading framework guidance in school	DfE Reading framework 2023 - 24: Purchase of additional reading material to develop reading provision further - First News and additional reading books for class and library use.	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and daily Collective Worships supported by Picture News material.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) 2023-24: Enquiry Based Learning approach adopted in EYFS/KS1 to support appropriate challenge in the provision and to promote and develop positive learning behaviours in very young children who were babies/toddlers in Covid lockdowns. The school has invested in Early Excellence training and in resources to further develop our provision which supports the Enquiry Based Learning approach.	4
Curriculum development	2023-24: Curriculum development which has taken place throughout the 2021-22, 2022-23 and 2023-24 academic years has ensured that resources have been incorporated effectively to include digital learning, enrichment, robust planning and assessment of learning. CPD has also been provided to staff to support their understanding of the curriculum subjects and successful implementation of pedagogical strategies.	

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

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and	2021-22: 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:	4

school-led tutoring for pupils whose education has been most impacted by the pandemic. The pupils who receive tutoring are disadvantaged.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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 2022-23 Thrive training completed by Lead Practitioner and Thrive Lead in school. 2023-24: Thrive approach adopted by all staff and targeted support provided to pupils where it is needed.	1, 2, 3

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to research and develop new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
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):	1, 2

	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>2023-24: The school has developed its curriculum long term planning to include enrichment activities. The school's curriculum offer now includes trips to France and London and curricular and extracurricular activities include trips to relevant off-site places and also visitors and events at school. Pupil premium funding is used to ensure that all children including PP children can access these opportunities.</p>	
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Total budgeted cost: £6444

Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

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

Our assessments and observations in 2021-22 indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues but also the return to a new norm. Families adjusted to changes brought about by Covid and learning which had been negatively impacted by lockdowns was becoming evident in 2022-23. It was also important to re-establish positive learning behaviours and to engage children in their learning and promote and develop resilience.

The impact was particularly acute for disadvantaged pupils and our internal assessments during 2020-21 suggest that the performance of disadvantaged pupils was lower than in the previous two years in key areas of the curriculum. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions

where required. We are building on that approach with the activities detailed in this current PP strategy plan.

During 2021-22 and 2022-23, however, attainment has improved in disadvantaged pupils due to higher attendance rates and the effective implementation of whole school schemes and targeted interventions for individuals and groups in spelling, maths and phonics. The school has implemented No Nonsense Spelling, Steps to Progress in maths, Little Wandle Keep Up and Little Wandle Rapid Catch Up.

The school maintained a robust focus on improving the reading culture throughout the 2022-23 year and 100% of pupils achieved expected standard in reading in the KS2 SATs. In the June 2023 data capture, the school's internal summative data shows that 100% of pupils in receipt of Pupil Premium funding met the expected standard in reading. The 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 in 2021-22.

In writing 100% of our disadvantaged pupils achieved at least their end of year attainment target with 75% of our disadvantaged pupils achieving the expected standard in writing for their age. 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 and understanding.

In maths 75% of our disadvantaged pupils achieved the expected standard in writing for their age and 100% of disadvantaged pupils achieved their end of year attainment target. The school implemented the second year of the maths mastery program with our local maths hub in 2022-23 which has supported a consistent and robust approach to maths teaching across our school.

One pupil was supported through the NTP program in 2021-22 and this increased this pupil's confidence, particularly in preparation for the statutory end of KS2 assessments.

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

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Our Feedback policy was reviewed and updated in Oct 2021 by staff and governors.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus 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.
- Thrive - a staff member has trained as a Thrive Lead Practitioner and the school has a Thrive lead. The school supports identified pupils at appropriate times with the Thrive intervention.