

Roecliffe CE Primary School

Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2024-27, 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 2024-25

Detail	Data
School name	Roecliffe CE Primary School
Number of pupils in school	76 + nursery (4)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
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	£7010.00
Recovery premium funding allocation this academic year	£0
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	£7010.00

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 has also previously targeted support through the National Tutoring Programme and the Mental Health Lead program.

Personal development opportunities are planned and integrated into our school year and curriculum offer so that all pupils, irrespective of their background, enjoy and benefit from a diverse range of experiences which support emotional / social development, including learning behaviours, whilst at school and beyond.

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 are 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, observations and discussions with pupils and families have identified social and emotional challenges for most of our targeted pupils. External intervention is often delayed due to increased referral times

	resulting from a backlog during the pandemic and pressures on the education and health sectors.
2	Our assessments and observations indicate that pupils' engagement in their learning is affected by emotional wellbeing. Pupils' wellbeing is impacted by factors which are external to their school setting.
3	Our attendance data during 2022-23 was 88.6% and in 2023-24 this increased to 96.7%. The 2023-24 attendance figure for disadvantaged pupils is slightly higher than non disadvantaged pupils which is 96.2%.
4	Previous internal assessments from academic years 2022-23 and 2023-24 indicate that reading, writing and maths attainment among disadvantaged pupils were mostly below that of non-disadvantaged pupils. In order to continue closing the attainment gap for these pupils, further intervention and targeted learning will be prioritised in the 2024-26 PP strategy. Link to data table

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 (with improved social and emotional development) for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 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 both curricular and extra-curricular enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%.
Improved written language skills and numeracy skills among disadvantaged pupils.	Assessments and observations indicate consistently improved written 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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use of summative tests which provide diagnostic information.</p> <p>2024-25: Maths and reading testing takes place each term and provides summative data for reading and maths using NTS papers.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2 and 4</p>
<p>Purchase of further resources and implementation of revised strategies to strengthen phonics teaching for all pupils through our chosen phonics program, Little Wandle.</p> <p>DfE validated Systematic Synthetic Phonics programme</p> <p>2024-25: Additional classroom resources including display material and guided reading/home reading books are purchased to supplement our reading provision and for the school to remain in line with the developing Little Wandle provision.</p> <p>Teacher and TA release time is provided through PP funding to plan and embed key elements of phonics/DfE Reading framework guidance in school.</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>4</p>

<p>The school collaborates with other schools within the trust and with an English hub school which supports planning and implementation of the program to strengthen phonics teaching.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We 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>2024-25: The school is now in its fourth 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>Additional digital maths resources (Numbots and TT Rock Stars) have been purchased by the school to supplement the mastery approach.</p> <p>The school is also strengthening maths teaching through a CPD program with White Rose maths this academic year.</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>4</p>

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

Budgeted cost: £2710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue targeted intervention to support identified pupils in securing their learning through pre-teaching activities and in response to formative assessment which shows gaps in knowledge.</p> <p>2024-25: Small group and 1:1 timely and precise intervention supports pupils to secure learning effectively where gaps, or potential gaps, occur.</p>	<p>EEF Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a</p>	<p>1 and 2 and 4</p>

	stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	
<p>CPD for TAs is provided so that their professional development impacts positively on their effectiveness and pupils outcomes.</p> <p>2024-25: Examples of TA CPD this academic year are:</p> <ul style="list-style-type: none"> • Little Wandle training in phonics delivery, assessment and intervention • White Rose maths training for the use of manipulatives and representations to support maths learning • Safeguarding training throughout the year 	<p>EEF Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	1, 2, and 4

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

Budgeted cost: £2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's advice, Working Together to Improve School Attendance.</p> <p>2024-25: The school's attendance policy has been reviewed in line with the above DfE attendance document.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	3
<p>Staff continue to provide 1:1 and small group pastoral support through Thrive strategies and alongside external agencies to pupils with</p>	<p>https://www.thriveapproach.com/impact-and-research</p>	1, 2, 3

<p>emotional and/or social difficulties on a short term or longer term basis.</p> <p>2024-25: Continue implementing further Thrive CPD and Mental Health Lead CPD into everyday routines and provision in order to support identified pupils.</p> <p>Continue liaising with external agencies to provide bespoke support for targeted individuals.</p>	<p>Independent research conducted on the Thrive approach demonstrates the following outcomes for pupils:</p> <ul style="list-style-type: none"> ● Secure sense of belonging ● Improved emotional resilience ● Better access to and engagement in learning ● Fewer permanent exclusions 	
<p>Providing enrichment activities which develop social interaction skills and emotional resilience. Eg residential visits, outdoor adventurous days</p> <p>Ensure that PP children and their families have full access to these opportunities using available funding/bursaries if available and PP funding to support the cost of these activities.</p> <p>2024-25:</p> <p>The school has developed its curriculum long term planning to include enrichment activities and provides an extensive program of personal development opportunities. 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.</p> <p>Pupil premium funding is used to ensure that all children, including PP children, can access these opportunities.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 3

Total budgeted cost: £7010

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 24 academic year.

School readiness

Our assessments and observations of some younger pupils' social and emotional development demonstrates that this has been impacted by the lockdowns in place during their baby and early childhood years. It has been important to develop school readiness for some of our current Class 1 children for the past two years (2022-23 and 2023-24) and re-establish positive learning behaviours throughout the school ensuring that all children are fully engaging in their learning and developing their resilience. Some of this development is supported through the school's PSHE, behaviour management strategies, links with home and strategies used with pupils for emotional regulation using the Thrive approach. This will continue in 2023-24.

Attendance

Attendance rates in disadvantaged pupils increased significantly in the 2023-24 year (96.7%) compared to the previous academic year (88.6%). This was due to a greater focus on attendance and communicating to parents/ carers the importance of good attendance on attainment. It is anticipated that the attendance rate will improve further in 2024-25 through the implementation of the new DfE attendance guidance (https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf)

Wellbeing

In 2023-24, the school used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This funding provided release time for staff to work with pupils in response to any difficulties and for Thrive training to be completed. There is greater consistency in the approach taken to support pupils with social and emotional difficulties.

Attainment

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. In 2023-24, the school

implemented No Nonsense Spelling, Fluency Bee in maths, Little Wandle Keep Up and Little Wandle Rapid Catch Up.

National Tutoring funding used in 2023-24 to secure learning and close gaps had a significantly positive impact on our older children for whom small group intervention was provided before school twice a week by their class teacher. These Year 4, 5 and 6 pupils who were identified for the NTP input, made more than expected progress and achieved well in their SATs outcomes in July 2024.

The school maintained a robust focus on continuing to strengthen the reading culture throughout the 2023-24 year and 100% of disadvantaged pupils achieved expected standard in reading in the KS2 SATs. In the June 2024 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.

In writing 100% of our pupils in receipt of Pupil Premium funding achieved at least their end of year attainment target with 66.6 % of these same pupils achieving the expected standard in writing for their age.

In maths 100 % of our children in receipt of Pupil Premium funding achieved the expected standard in writing for their age and 100 % of these same pupils achieved their end of year attainment target.

It is important to maintain these outcomes for our disadvantaged pupils and therefore a focus on teaching and targeted support on the core skills of reading, writing and maths is important in the 2024-27 PP strategy.

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
	N/A

Service pupil premium funding (optional)

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

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

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.