

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	Roberttown CE (vc) Junior and Infant School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Samantha Laycock-Smith (Headteacher)
Pupil premium lead	Emma Baker (SENDCo)
Governor / Trustee lead	Helen Wells

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,292
Recovery premium funding allocation this academic year	£3,620.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£25,912

Part A: Pupil premium strategy plan

Statement of intent

At Roberttown CE (vc) Junior and Infant School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and enable them to go forward and become successful and responsible adults who flourish in life.

The challenges that disadvantaged pupils face are varied and there is no one size fits all approach. The activities outlined in this statement are intended to support needs, regardless of whether pupils are disadvantaged or not. Our approach is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate emotional well-being support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations evidence that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils (this is supported by national studies). This has resulted in gaps in learning (behind age-related expectations).
2	Our assessments and observations evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils (this is supported by national studies). This has resulted in additional wellbeing / pastoral and mental health needs.
3	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition and aspiration.
5	Observations and discussions with pupils, evidence that the majority of our pupils have limited experiences beyond their immediate environment with few cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication.
6	Our attendance data over the last 2 years shows that attendance of 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 % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupils.	In school tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing / mental health from 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced through pupil progress/vulnerable meetings, Safeguarding meetings and behaviour tracking. • Observations of children's engagement in learning.
To improve oral language and communication skills.	Assessments (speech and language therapist reports, early years language screener, Neli, teacher assessments) and observations indicate significantly improved communication and oral language skills
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life.
Improve cultural and childhood experience for all pupils across school.	Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.
Disadvantaged pupils' attendance meets the school's target of 97% at the end of the academic year.	The attendance of disadvantaged learners meets the school target of 97%. SLT/PP Lead regularly reviews

	attendance and clear plans are put in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.
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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: £17,193.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x HLTA and 1 x Cover Supervisor cover 1 day per half term across all classes so teachers meet with SLT to discuss progress and attainment, identifying target children and interventions to diminish differences.	The DFE found that more successful schools use data to identify the learning needs of disadvantaged pupils at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.	1,3
Inclusion lead to attend Spen Trust multi-agency hub meetings each half term.	Pupils with emotional and behavioural barriers to learning are supported well so that they can access learning more effectively and appropriate support strategies are implemented.	1,2,3,4,5
ECTs are supported effectively to ensure good quality teaching and learning is taking place in all classrooms.	The Sutton Trust's report states: 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers'.	1,2,3
HLTAs to attend staff meetings to ensure they are well equipped and trained.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. Skilled teachers and teaching assistants deployed effectively to challenge and support pupil premium children https://www.gov.uk/government/publicati	1,3

	ons/the-pupil-premium-how-schools-are-spend-the-funding-successfully	
Rocketing Readers sessions which will Provide further opportunities for pupils to develop their reading skills and continue to develop strong home school links.	Progress in reading is a target area for development within school, for all pupils especially those who are disadvantaged. We aspire to continue to create a love for reading and encourage true reading for pleasure across the school. Promote strong home-school links,	1,3,4
Additional ETA support within classes.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.	1,2,3
ETA half termly training.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children.	1,2,3,5
Updated phonics training and resources	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. 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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Alex Timpson ELSA training - To ensure staff are well trained in supporting emotional development of children and young people in school	Pupils improve emotional well-being and emotional and behavioural barriers to learning are supported well so that they can access learning more effectively. EEF toolkit identifies that the following all have a positive impact: <ul style="list-style-type: none"> • Behaviour intervention (+ 3months) • Social and emotional learning (+ 4 months) • Metacognition and Self-regulation strategies (+ 7 months) 	2
Increased parental confidence and capacity to support eligible pupils with their learning. Parents interact more regularly with school.	Parental involvement is consistently associated with pupils’ success at school including the active engagement of parents in supporting their children’s learning at school. Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children [Nfer] reported outcomes of increased parental engagement include: improved academic performance; improved relationships with parents, teachers and	4,5

	<p>schools; and increased parental involvement in schools. It also found that interventions focusing on both academic outcomes and parenting skills are more effective than working on either aspect in isolation.</p> <p>After previous lockdowns parental engagement is now more important than ever to ensure we rebuild those relationships and open-door policy.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8,439.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Support	<p>Language and Oracy are key for making progress and developing understanding in all curriculum areas.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	3
Lexonik intervention	<p>Pupils identified make progress in english and reading reaching age related expectations.</p> <p>Progress in reading is a target area for development within school, for all pupils especially those who are disadvantaged.</p>	1
Inclusion lead monitoring within school	The DFE found that more successful schools use data to identify the learning needs of disadvantaged pupils at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.	1,2,3,4,5,6
Small group intervention	<p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/small-group-tuition/</p> <p>EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	1,2,3
Emotional Well-being resources	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2
Run 2 x nurture sessions a week for	EEF Toolkit Predicted Impact: Social and Emotional Learning (+ 4 months)	1,2,5

identified pupils.	EEF Toolkit Predicted Impact: Outdoor Adventure Learning (+ 4 months) E EF Toolkit Predicted Impact: Behaviour Interventions (+ 3 months)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1,783.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra – Curricular Activities 1 paid for places for each PP child.	To ensure that all pupil premium children can gain access to a wide range of opportunities and enrichment activities beyond the school setting enhancing life experiences and supporting their chances of meeting curriculum expectations.	2,5
Subsidy for breakfast club	Children who are hungry do not perform as well https://educationendowmentfoundation.org.uk/news/breakfast-clubsfound-to-boost-primary-pupilsreading-writing-and-maths-res/ Maslow	1,2,6
Provide free milk and fruit for PP within KS2	Maslow Hierarchy of need provide milk and fruit for pupil premium pupils to support a nutritious diet.	1,2,6
To support pupil premium families through funding school trips in order to open access to opportunities for pupil premium children	To ensure that all pupil premium children can gain access to a wide range of opportunities and enrichment activities beyond the school setting Enhancing life experiences and supporting their chances of meeting curriculum expectations.	5

Total budgeted cost: £ 27,417.38

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.

Please see Pupil Premium strategy report 2020-2021 on the website.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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 impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

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
TT Rockstars	Maths Circle Ltd
Lexonik Leap	Lexonik

Further information (optional)

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.
- 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.