

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | Rollsby Primary School |
| Number of pupils in school | 167 |
| Proportion (%) of pupil premium eligible pupils | 10.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 |
| Date this statement was published | 1/10/2021 |
| Date on which it will be reviewed | 1/10/2022 |
| Statement authorised by | J. Rice |
| Pupil premium lead | Cat Barnard |
| Governor / Trustee lead | Mike O'Reilly |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 29,245 |
| Recovery premium funding allocation this academic year | £12,090 |
| 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 | £41,335 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Many of the pupils supported by PP have compound vulnerabilities such as SEND (Speech and Language delay, dyslexia, global developmental delay, autistic traits and hearing impairment), mental health, self-esteem, attachment needs and social and emotional needs which impacts on their academic progress and attainment. |
| 2 | Lack of parental engagement and support with learning, low aspirations. Safeguarding and welfare issues which may lead to Social Services involvement, family stress, low resilience, mental health issues, educationally hesitant. |
| 3 | Understanding of key concepts in Maths and Literacy for PP (and PP/SEN) need consistent re-enforcing. |
| 4 | Poor Speech and language skills. |
| 5 | Lower reading and phonics attainment can negatively impact access to the wider curriculum |

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 |
|--|---|
| Pupils with SEND are effectively supported in managing their barriers to learning. | Pupils are well supported in all areas of their needs and work in a fully inclusive environment. |
| Improved social and emotional skills displayed by PP children and others. | Pupils better able and equipped with skills to change their behaviours / respond to situations and engage in learning |

| | |
|---|---|
| <p>Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.</p> | <p>Parents know how to access support. Fewer records of concern completed. Homework is completed. PP pupils benefit from additional practise and progress is maintained</p> |
| <p>Interventions will impact upon pupil progress</p> | <p>Rapid progress in Reading (Catch Up) - Rapid progress in Maths (1st Class & Catch Up) - Marked improvement in oracy skills (Speech and Language)</p> |

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: £16,534

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| TA time scheduled daily – Covid catch up TA For speech and language intervention, phonics, maths skills. | EEF highlights small group, individual and digital intervention all have moderate impact. Attainment at ks1 could indicate significant disruption for these pupils with only 33% achieving the expected standard in the combined Reading Writing and Maths (compared to 65% nationally in 2019) | 3,4,5 |

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

Budgeted cost: £16,534

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>One to one group work with dedicated TA</i> | EEF highlights small group, individual and digital intervention all have moderate impact. Catch Up Programme – double the progress of typically developing learners. 1st Class @ Number - three times expected progress and 93% showed more confidence and interest. | 3,4,5 |
| Sounds discovery groups | EEF highlights small group, individual and digital intervention all have moderate impact. Catch Up Programme – double the progress of typically developing learners. | 5 |

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

Budgeted cost: £8,267

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Termly meetings between staff and educational psychologist. | Teaching is most effective when staff have an understanding of how conditions, circumstances and needs may affect learning and behaviour. | 1 |
| Support from school SENCo | Teaching is most effective when staff have an understanding of how conditions, circumstances and needs may affect learning and behaviour. | 1 |
| Daily PATHS in class. | Education Endowment Foundation (EEF) research on Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) | 1 |
| To introduce a new curriculum for Relationships Education, Relationships and Sex Education and Health Education. | Today's children are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. | 2 |
| Access to after school and before school provision funded by the school. | Pupil Premium Conference highlighted a personal experience whereby being nurtured, cared for and having a feeling of belonging had the greatest impact on that pupil's experience of school. | 2 |
| Access to school clubs funded by the school. | Education Endowment Foundation (EEF) identifies that pupils participating in the Arts could make an additional 2 months of progress in a year | 2 |
| Attending curriculum enrichment activities – e.g. trips and residential funded by the school | Where a parent is reluctant to get involved in helping their child with additional study or extra opportunities, the school must fulfil this role. Pupils' learning is enhanced by enrichment activities and the opportunity for language development is increased. | 2 |
| School uniform and PE kit | Pupil Premium Conference highlighted a personal experience whereby being nurtured, cared for and having a feeling of belonging had the greatest impact on that pupil's experience of school. | 2 |

Total budgeted cost: £ 41,335

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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 |
|-----------------------|---------------|
| Timestables Rockstars | TT Rockstars |
| Pixl | The Pixl Club |

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.