

# Pupil premium strategy statement – Rollesby Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	1/10/23
Date on which it will be reviewed	1/10/24
Statement authorised by	Jonathan Rice
Pupil premium lead	Cat Barnard
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,325
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 32,325

## Part A: Pupil premium strategy plan

### Statement of intent

The focus of our strategy is to give every pupil in our school the opportunity to succeed. By promoting an ethos of attainment for all pupils, we aim to ensure that every child makes good progress in their learning regardless of their background or current situation.

As a school, we want to address the underlying inequalities between pupils, as far as possible. A focus on high-quality teaching is central to our strategy. We monitor the progress and attainment of each pupil closely and discuss the best way forward to support them to make good progress. Teachers use data from assessments to identify pupils' learning needs and review progress. Individual support is provided for specific learning needs and group support for pupils with similar needs. Well-trained staff are deployed to support disadvantaged pupils. We plan targeted support, in the form of tutoring, for small groups of children.

Children's wellbeing is given a high priority and a nurture worker is employed to support children to work through situations in their life, which may affect their learning. We provide strong social and emotional support, including working in partnership with families to collectively ensure pupils' success.

We believe that all pupils should experience a range of enrichment and extra-curricular activities, including residential visits. Pupil premium funding is used to enable disadvantaged pupils to take part in valuable learning opportunities that they may otherwise not have, including learning to play an instrument.

Our ultimate aim is that our use of the Pupil Premium Grant will make a significant impact on the education and lives of these pupils.

## 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 Pupil Premium have compound vulnerabilities such as SEND (Speech and Language delay, dyslexia, ADHD, autism and dyspraxia), 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 and educational hesitance.
3	Understanding of key concepts in Maths and Literacy for Pupil Premium (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
Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	Parents know how to access support. Fewer records of concern completed. Homework is completed. PP pupils benefit from additional practise and progress is maintained
Interventions will impact upon pupil progress	Rapid progress in Reading (Catch Up 1-1 tutoring) - Rapid progress in Maths (1st Class & Catch Up) - Marked improvement in oracy skills (Speech and Language)

## 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: £12.930

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA time scheduled daily 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: £12,930

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
Phonics intervention 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: £6465

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: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Data for pupil premium children in the Key Stage Two was significantly above national data.

#### Key Stage One

	Pupil Premium Exp+	National PP Exp +
Reading	100%	54%
Writing	100%	45%
Maths	100%	56%
Combined	100%	61%

#### Key Stage Two

	Pupil Pre- mium Exp+	National PP Exp+
Reading	50%	61%
Writing	75%	58%
Maths	75%	59.6%
GPS	75%	
Combined	50%	45%

Our nurture staff worked closely with families and parents who approach school for additional support by regular communication at the gates, via email, telephone call, regular check-ins by staff. We have seen a significant increase in parental engagement and positive relationships between home and school through their ongoing work with children and families.

Children are offered a wide range of extra-curricular clubs such as sports, drama, art, music and gardening. P[ercentage of children attending are increasing and now at 50%.

High percentage attended trips and residential. Trips were fully funded for pupils to enable wider participation. 100% of pupil premium children attended trips.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Pixl	Read Write Inc
TT Rockstars	Kapow
Jigsaw	Neli Speech and language
First Class at Number	White Rose

