

PUPIL PREMIUM STRATEGY FOR  
ROXETH PRIMARY SCHOOL



December 2023

*OUR MISSION STATEMENT*

*learning together, making progress, achieving goals*

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Roxeth Primary School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Steven Deanus, Headteacher
Pupil premium lead	Suzanne Gibson, Deputy Headteacher
Governor lead	Graham Dunbar lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,040
Recovery premium funding allocation this academic year	£2791.25
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,081.25

## Part A: Pupil premium strategy plan

### Statement of intent

#### ***Objectives for Pupil Premium Spending***

A number of factors have to be taken into consideration when taking the decisions of when and how to allocate the spending of the Pupil Premium. The most important for the school to consider is the context of the school. This is followed by a number of other factors such as the common barriers the Ever6 children face, the extent to which they receive parental support at home for their learning simultaneously accounting for the complexity of family unit, the access to the resources pupils have both at school and home and the historic levels of attainment and progress to date.

Data from the Fisher Family Trust, Sutton Trust Toolkit, Arbor Assessment and other assessment sources are analysed regularly where children are identified and for their progress/underachievement as well as those who are high performers.

We ensure all staff are aware of who pupil premium and vulnerable children are in their classes. We ensure that each child's individual needs are considered with care so that the correct intervention is in place for him/her where needed.

#### ***Improving Day to Day Teaching***

Roxeth Primary School strives to ensure that **all** children receive high quality teaching, with increasing numbers of outstanding teaching achieved by all teachers. This is achieved with termly observations with the possibility of more observations should the Senior Leadership Team deem necessary, providing access to high quality CPD, termly tracking meetings and improved assessment through joint levelling and moderation.

#### ***Individualising Support***

We recognise that 'one size fits all' method does not work for all children and the fact that PP pupils are not a homogeneous group and cover a wide range of needs. Therefore, we understand that work and teaching has to be tailored to each child in order to help raise their attainment and we will take these group and individual needs fully into account: We will use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way. We ensure there is a Teaching Assistant available in classrooms; volunteers are deployed to classrooms to assist children with their reading and other areas. We employ external agencies to assist those children who require additional support and purchase any resources that will help further aid/boost teaching and learning.

#### ***Key Principles***

We believe achievement for all students, including those from disadvantaged backgrounds, is best fostered in a school with an ethos of high expectations, where high quality teaching and learning is at the heart of all we do.

We design, tailored and regularly review our curriculum to ensure it meets the needs of all students.

We believe teaching and learning in the classroom is the main focus for raising achievement.

We believe additional targeted interventions support and complement class based provision.

We believe students from disadvantaged backgrounds benefit fully from school wide opportunities to develop the cultural and social capital needed to support transition to their next stage of education, training or employment.

## Challenges

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

Challenge number	Detail of challenge
1	Children begin school with attainment below the national average
2	High ability learners may not fulfil their potential
3	Fewer enrichment opportunities outside of school
4	Increased risk of social and emotional difficulties
5	Gaps in learning have widened as a result of school closures

## 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
The attainment of disadvantaged pupils is in line with the overall achievements of the school	Close tracking of our PP pupils will show that they are making at least expected points progress in an academic year.  Subject specific case study tracking follows the journey of PP and non PP pupils.  Achievement of speech and language targets with SALT supported groups.
More pupils from a disadvantaged background are achieving Greater Depth in their core subject learning.	Targeted interventions identify and challenge pupils who are capable of achieving GD in writing, reading and maths.

Disadvantaged pupils engage in enrichment opportunities	Disadvantaged pupils engage in enrichment opportunities Increased participation in new experiences developed within the curriculum, and attendance at a range of extra-curricular activities, through an enhanced club offer and sports coaching package.
Disadvantaged pupils develop healthy relationships and have a positive view of their mental health	Children understand and access the school's counselling service and can discuss how their wellbeing has been supported through class wellbeing sessions. Children have strategies for mindfulness and positive mental health which have improved outcomes personally and socially, and in learning, as a result of experiences in interventions such as building self-esteem, social skills group, Art Therapy etc.
Reduction in the gap between disadvantaged and non-disadvantaged pupils that has widened during school closures	Close tracking of our PP pupils shows that they are making at least expected points progress in an academic year. Outcomes for those who have fallen behind during school closures improve more quickly

### 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: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLR English: School Development priorities include wider engagement in reading, with a focus on GD writers in KS1, and developing writing stamina across KS1 and KS2	EEF Preparing for Literacy (2021) EEF Improving Literacy in KS1 (2020) and Improving Literacy in KS2 (2017)	1, 2, 5
TLR Maths: Implementation of Maths Mastery programme and targeting increased fluency in mental maths skills	NCTEM Teaching for Mastery (2019)	1, 2, 5
TLR Science: Development of subject knowledge amongst staff, and opportunities for STEM learning experiences and Science Fairs Visits from scientists, engineers and mathematicians to enhance experiences	DfE Science Research Review (2021) emphasises importance of subject knowledge	1,2,3, 5
TLR EYFS: Embedding the new EYFS curriculum and ensure smooth transition into year 1	EEF Preparing for Literacy (2021) EYFS Statutory Framework (2021)	1,2,5
Additional Year 5/6 Group Teacher: Classes in the core skills in Year 5/6 are split into 3 groups instead of 2	Sutton Trust 2011 report – effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds	1, 2, 5
Gap analysis and planning: Curriculum and progress gaps have been identified and Phase and Subject Leaders are clear on what needs to be caught up	Sutton Trust Fairness First (2021)	5

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

Budgeted cost: £48,081.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Maths and English tuition: Disadvantaged pupils in Years 2, 5 and 6 receive tuition to support their class learning. Class teachers work to identify those pupils at risk of falling below the expected standard and work with the tutor to plan sessions to support them. EEF tuition (+5 months) 1, 5	Maths and English tuition: Disadvantaged pupils in Years 2, 5 and 6 receive tuition to support their class learning. Class teachers work to identify those pupils at risk of falling below the expected standard and work with the tutor to plan sessions to support them. EEF tuition (+5 months)	1, 5
TA group interventions: Teaching assistants provide support for vulnerable and disadvantaged pupils including those with SEND needs. They are timetabled daily to support small groups	EEF One to one tuition (+5 months)	1,5
Art Therapy: Support for vulnerable pupils with social, emotional and educational needs	Primary School based art therapy review (2017)	4

Teaching Assistant delivered speech and language intervention: Support for those identified vulnerable pupils who have social, emotional and communication needs	EEF Oral Language interventions (+5 months)	1,5
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling drop-in service: Support for pupils who are struggling with their own wellbeing – promoting good mental health	EEF Social and emotional learning (+4 months)	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. Attendance/support officer to monitor improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,4,5
Educational trips and visits: Develop a programme with arrange of workshops, trips and experiences, providing subsidies to ensure no children is precluded for financial reasons	Sutton Trust Life Lessons Report (2017)	3, 4
Subsidised instrument tuition: targeted pupils receive subsidised instrument lessons	Sutton Trust Life Lessons Report (2017)	3, 4
Breakfast and after school clubs run daily	DfE: wraparound care: responding to requests (2016) 3, 4	3, 4
Clubs: a wide offer of school clubs, with a focus on competitive sport and new experiences. Places prioritised for PP children	Sutton Trust Life Lessons Report (2017) 3, 4	3, 4
Clubs: an offer of access to holiday clubs, with a focus on competitive sport and new experiences. Places prioritised for PP children	Sutton Trust Life Lessons Report (2017) 3, 4	3, 4



Family School Partnerships 2023-24 – review of our engagements with families, resulting in an action plan to shape our next steps.	Prioritising parental workshops in core subjects, promoting good mental health and wellbeing and E-safety (PP families targeted) EEF Parental Engagement (+4 months)	1, 2, 3, 4, 5
Educational Psychology support: Cognitive testing and diagnosis of specific learning difficulties, with priority to our PP pupils	EEF Early Language report	1, 2, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost:** £138,081.25

## 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 2022 to 2023 academic year.

Our school continues to prioritise social, emotional and mental health, and strong relationships throughout the School Community as the foundation for making the biggest difference to children.

We offered a range of clubs and Educational Visits throughout the year to ensure children are in receipt of the best opportunities. This included a residential experience in Year 6. The focus on high quality teaching and targeted work has benefited many pupils. We have also committed to staff CPD to improve the quality of teaching for all and extensive curriculum development, which makes a broad a balanced offer. This also informs our approach to targeted interventions, and our priorities lie in phonic and language interventions and we continue to use Little Wandle for our Phonics teaching, investing in additional adult resources for these areas. We ran a successful programme of tuition sessions to contribute to the catch up of children and are refining this delivery to ensure maximum impact this year. We continue to see the benefits of our counselling partnership support and additional EP capacity to making a difference for those with more targeted needs. Our data for 22-23 was well above the national average in EYFS with 83% meeting their Early Learning Goals. KS1 data was below national average as we had an exceptionally large proportion of SEN intake, with 26% of the cohort in this year group having an identified SEN. Our KS2 data was above national average in all areas:

#### Year 2 SATs

Teacher Assessment (Percentage of 60 children)

Criteria	Reading	Writing	Maths
Expected	50%	55%	55%
Greater Depth	3%	0%	0%
Expected plus Greater Depth	53% NA 67%	55% NA 58%	55% NA 68%

#### Year 6 SATs

Teacher Assessment (Percentage of 57 children took part for writing and 56 for reading, SPAG and Maths)  
(NA) National average 2023

Criteria	Reading	Writing (TA)	Maths	GPS
Expected	42%	59%	46%	46%
Greater Depth	36%	15%	40%	40%
Expected plus Greater Depth	78% 73% NA	74% 71% NA	86% 71% NA	86% 72% NA

TA – Teacher assessed

This has also helped us to shape our interventions moving forwards into this year.

Externally provided programmes

Programme	Provider
White Rose Maths	
Wellbeing drop-in service	Schools Counselling Partnership

