# 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

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| Detail | Data |
| School name | The Roebuck School |
| Number of pupils in school | 299 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020 - 2023 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | June 2022 |
| Statement authorised by | E M Kelly (chair of Govs) |
| Pupil premium lead | J Alexander-Steele |
| Governor / Trustee lead | Mark Gutteridge |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £168,125 |
| Recovery premium funding allocation this academic year | £18,560 |
| 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 | £186,685 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At The Roebuck School we want to ensure that all disadvantaged pupils have access to quality first teaching and carefully targeted interventions to help them to become successful learners and high achievers. As not all our Pupil Premium children have lower attainment than their peers, our PP strategy will also be used to help improve the attainment of the children to Greater Depth.  We will also ensure any barriers to learning, including attendance, opportunities to build on learning away from school, and financial support for trips are addressed and that all children in The Roebuck School are given the same opportunity to thrive.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | RBA show that our children enter school significantly lower than the national average with CLL being a significant concern. This year due, we believe, to the impact of Covid, the assessments show that this figure is even lower with 14% being on track. |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Gap between disadvantaged and non-disadvantaged has remained the same, and in some cases widened due to Covid, in reading, writing and maths |
| 4 | Difficulties with phonics |
| 5 | Mental health and Well-being of disadvantaged pupils has been disproportionately impacted during the pandemic.  41 pupils (of whom 22 are disadvantaged) currently require additional support with SEMH |
| 6 | Attendance data for disadvantaged pupils is lower than non-disadvantaged groups. |

## 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.

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| Intended outcome | Success criteria |
| Improved outcomes for EYFS | More children reach GLD at the end of EYFS |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Targeted children have improved outcomes in reading, writing or maths | Gap narrows in reading, writing and maths between disadvantaged and non-disadvantaged in school and moves towards national average  By 2023/24 – KS2 standards are in line with National Average |
| Improve phonics and early reading in EYFS and KS1 | More children pass phonics screening test and by 2024/25 standards are in line, if not above National Average |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| Improve outcomes for PP children by supporting families with barriers to learning | Fewer families are on CP plans, more families are supported at early help  Overall absence rate improves and number of PA children decreases |

## 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: £65,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | 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:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 3 |
| NELI | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will 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). | 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:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 3 |
| CPD for staff |  | 3 & 5 |

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

Budgeted cost: £40,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide a 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:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 3 |
| 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 4 |
| Engaging with the National Tutoring Pro-gramme to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £60,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ a team of pastoral staff to support behaviour, health and well-being of pupils |  | 5 & 6 |
| Employ a FSW to support parental engagement | EEF – parental engagement | 6 |
| Whole staff training on behaviour – understanding issues surrounding behaviour | [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Contingency fund for acute issues? |  |  |

**Total budgeted cost: £165,000**

# 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 2021 to 2022 academic year.

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| Success criteria | 21/22 review |
| More children reach GLD at the end of EYFS | 62% achieved GLD which is in line with NA |
| Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. | Awaiting NELI data |
| Gap narrows in reading, writing and maths between disadvantaged and non-disadvantaged in school and moves towards national average  By 2023/24 – KS2 standards are in line with National Average | This is an area of focus for the 22/23 year as the gap has not narrowed in line with expectations and standards dipped. |
| More children pass phonics screening test and by 2024/25 standards are in line, if not above National Average | 79% of Y1 children passed phonics screening (above the provisional national data)  75% of Y2 resits passed |
| Sustained high levels of wellbeing from 2023/24 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations   a significant increase in participation in enrichment activities, particularly among disadvantaged pupils | Participation in enrichment activities such as clubs has improved to approximately 75% of PP children attending a club.  School has funded attendance at the pantomime for all PP children  School subsidised the residential trip for all y6 children |
| Fewer families are on CP plans, more families are supported at early help  Overall absence rate improves and number of PA children decreases | This year has seen a rise in the number of families on CP: we have moved from 0 to 3 and there are 22 families being supported at early help.  School is in a LA project with other schools to improve attendance – the impact is yet to be seen. |

## 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*

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| Programme | Provider |
| A Confident Me. | Private provider |
| Bounce Back Phonics | Lancashire |
| Fast Track Phonics | Lancashire |

# Further information (optional)

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