# Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding for the 2023 - 2024 academic year, 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 | 309 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 - 2026 |
| Date this statement was published | Nov 2023 |
| Date on which it will be reviewed | July 2024  July 2025  July 2026 |
| Statement authorised by | E M Kelly (chair of Govs) |
| Pupil premium lead | J Alexander-Steele |
| Governor | Mark Gutteridge |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £186, 240 |
| Recovery premium funding allocation this academic year | £19,321 |
| 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 | £205,610 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Here at The Roebuck Primary School we are proud to support our families and pupils in the community in which we are based.  Over 54% of our pupils are entitled to pupil premium. We also support other families and  children who face challenging circumstances. We have always stated this as part of our policy for use of pupil premium. Following a challenging period where the local community has  experienced the impact of the pandemic, we see an increased number of families who require support on different levels – whether it be linked to academic attainment, school attendance or wellbeing support.  Our intention is to provide that support to families and pupils, so that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  In our spending we consider the challenges faced by vulnerable pupils and families, such as those who require additional help from school and other services, including pupils who have a social worker.  We make strategic decisions based on a three-tiered approach. Firstly, we provide high-quality teaching for all; we then identify and support those children who require focused, additional support and we adopt a wider range of strategies designed to support pupils and their families so that pupils can focus on learning.  High-quality teaching for all ensures that children, irrespective of their background, are able to make good progress. This is proven to have the greatest impact on closing the  disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.    We will use a range of assessments for diagnostic and planning purposes. This will help us to identify specific needs and common gaps. It will also inform the type of intervention support needed.  We will also identify were non-academic barriers impact negatively on pupils, for example  levels of attendance and persistent absence, behaviour incidences and suspension data,  wellbeing, mental health and safeguarding concerns and access to technology and educational materials. |

## 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. |
| 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 | Writing: internal assessments indicate that writing attainment amongst disadvantaged pupils is below that of non-disadvantaged |
| 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 * Data shows that THRIVE approach is having a positive impact. |
| 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: £85,000

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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 | Writing programmes | 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 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £70,000

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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 THRIVE to enable 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 |
| Funding to support engagement in wider activities |  |  |

**Total budgeted cost: £195,000**

# 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 2022 to 2023 academic year.

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| Success criteria | 22/23 review |
| More children reach GLD at the end of EYFS | 58% achieved GLD (there was high mobility during the year 8 children left and 7 new children started – the majority during 2023) |
| 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. | 72% of children who received NELI intervention improved |
| 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 | Gap remains and standards are not in line with NA.  Restructured curriculum – added extra reading comp sessions. NTP engaged |
| More children pass phonics screening test and by 2024/25 standards are in line, if not above National Average | 72% of Y1 children passed phonics screening  55% 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 65% 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 3 to 5 and there are 28 families being supported at early help.  Attendance remains steadily low despite school being consistent in it’s approach |

## 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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