# Newlogo1Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding for the 2024 – 2025 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.

This forms part of a 3 year plan; this is year 2/3. This document has been edited to reflect changes based on the outcomes from last year.

## School overview

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| Detail | Data |
| School name | The Roebuck School |
| Number of pupils in school  |  315 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 - 2026 |
| Date this statement was originally published | Nov 2023 – updated Nov 2024 |
| Date on which it will be reviewed | July 2024July 2025July 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 | £187,315 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £187,315 |

# 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 40% of our pupils, in the current year, are entitled to pupil premium, this has been over 50% in recent years. We also support other families and children who face challengingcircumstances. We have always stated this as part of our policy for use of pupil premium. Following 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 – updated 24/25 |
| 1 | RBA continues to show that our children enter school significantly lower than the national average with CLL being a significant concern. This year 24/25 only 5% of the current cohort entered on track to meet standard at the end of the academic year. |
| 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, 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.38 pupils (of whom 25 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 (2026) 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 - To identify and implement strategies to maximise progress for children in EYFS, including increased support for being ‘school-ready’** | More children reach GLD at the end of EYFSEnd of reception assessments show that children (particularly those who are disadvantaged or less ‘school-ready’ make good progress in line with their starting point. |
| **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 averageBy 2026– KS2 standards are nearer to the National Average |
| **Improve phonics and early reading in EYFS and KS1** | More children pass phonics screening test and by 2026 standards are in line, if not above National Average |
| **To achieve and sustain improved attendance and wellbeing for all pupils in our school, particularly our disadvantaged pupils.** | Sustained high levels of wellbeing from 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. (less suspensions)
* the overall absence rate for all pupils being no more than the national average and the attendance gap between dis-advantaged pupils and their non-disadvantaged peers being reduced.
* the percentage of all pupils who are persistently absent being in line with or below the national average and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
* Identify and support any particular issues for younger children who have higher rates of absence
 |
| **Improve outcomes for PP children by supporting families with barriers to learning** | Fewer families are on CP plans, more families are supported at early helpOverall 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 (24/25)** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost**: £36,000**

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| Activity |  | Evidence that supports this approach | Challenge number(s) addressed |
| **Development of subject knowledge -reading comprehension – CPD release time** |  | EEF: Phonics (+5 months) EEF Toolkit: Improving Literacy in KS2 EEF Toolkit: Effective Professional Development | 3**£1000** |
| **NELI – train new staff in its implementation****Early Talk Boost – attend training****Makaton training for use with non-verbal children** |  | 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**£6,500** |
| **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).** |  | [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**£2,000** |
| **CPD for staff** |  | Writing programmesRelease time for staff to observe colleagues Release time for SL to support ECT | 3 & 4**£3,500** |
| **Mentoring and coaching**  |  | CPD and release time for Assistant Headteacher and KS1 TLR teacher to develop their skills and experience in the roles; mentoring and coaching opportunities to support new ECT and student teachers; supporting subject leaders in key curriculum development areas – this year: writing and maths | 2, 3, 4**£23,00** |

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

Budgeted cost: **£100,386**

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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) | 3Costed in previous section |
| **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/) | 4Costed in previous sectionPlus **£12,483** |
| **Additional support staff to support specific high needs SEND in EYFS and throughout school** | There is an increased number of pupils who are entering into school with complex learning and behaviour needs – these require specific training and supportEEF: Teaching Assistant Interventions (+4 months) EEF Toolkit: Making the Best Use of Teaching Assistants EEF Toolkit: Effective Professional Development | 1, 2, 3, 5, 6**£100,386** |

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

Budgeted cost: **£46,140**

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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 & 6Costed above |
| Employ a FSW to support parental engagement | EEF – parental engagement | 6**£37,640** |
| Whole staff training on THRIVE to enable understanding issues surrounding behaviour – continued access to CPD | [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5**£ 1,500** |
| 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**£1,000** |
| Funding to support engagement in wider activities |  | **£6000** |

**Total budgeted cost: £182,526**

# 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 **2023 – 2024** academic year.

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| Success criteria | 2023 – 2024 review |
| More children reach GLD at the end of EYFS | 53% of children achieved GLD compared to 58% last year – only 5% of children were assessed as being on track at the beginning of the academic year (RBA) |
| 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. | 74% 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 averageBy 2023/24 – KS2 standards are in line with National Average | Gap remains and standards are not in line with NA. Restructured curriculum for English (24/25 academic year) |
| More children pass phonics screening test and by 2024/25 standards are in line, if not above National Average | 66% of Y1 children passed phonics screening 52% of Y2 resits passed This is lower than previous year, however is in line with best possible achievement based on starting point, mobility, SEND and EAL |
| 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 68% of PP children attending a club.School has funded attendance at the pantomime for all PP childrenSchool subsidised the residential trip for all y6 children |
| Fewer families are on CP plans, more families are supported at early helpOverall absence rate improves and number of PA children decreases  | This year has seen a decline in the number of families on CP, however this is mainly due to referrals not going through and the thresholds risingAttendance remains steadily low despite school being consistent in it’s approach. School has been supported by a LA attendance consultant who agrees that we have many strategies in place to support good attendance. |

## 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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