

## 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

Detail	Data
School name	Roade Primary School
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	13.27
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	16/11/2021
Date on which it will be reviewed	01/10/2022
Statement authorised by	M Currell
Pupil premium lead	M Currell
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,936
Recovery premium funding allocation this academic year	£4,205
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,152
<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	£68,293

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective for disadvantaged pupils is that they will all make at least expected progress in reading, writing and maths through quality first teaching and increased opportunities for reinforcement of learning at home. We aim for all disadvantaged pupils to have access to a wide range of interventions in school to meet any specific needs identified. It is important for the gap between non and PP/LAC/PLAC pupils to be reducing overtime and for there to be no difference in attainment by the end of the primary phase.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

Our current plan enables us to identify vulnerable pupils and/or those with specific needs and provide pastoral support and additional educational interventions where needed. We aim to increase attendance of all disadvantaged pupils in order to close the gap between them and non-disadvantaged pupils and enable them to embrace the full learning experience here in school.

Our strategy is also integral to wider schools 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.

We also facilitate pupils accessing a wide range of enrichment experiences both in and outside of the school day, which will positively impact on their academic achievement and personal wellbeing.

## Challenges

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

Challenge number	Detail of challenge
1	Progress and outcomes are generally lower amongst disadvantaged pupils than their peers.
2	Increased numbers of pupils with complex needs, including speech and language, social communication, poor memory, attention and concentration difficulties, motor skills and social and emotional health.
3	Social and emotional issues and lack of enrichment opportunities particularly affect disadvantaged children, including their attainment.

4	Limited resources at home to support the learning in school
5	Lower attendance for disadvantaged pupils which negatively impacts progress
6	Engagement with parents with SEND and/or mental health issues.
7	Impact of Covid on all pupils and families in relation to education, social, emotional, and mental health
8	The rise in anxiety and mental health issues in families

## 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 make at least expected progress in reading, writing and maths. In particular those children sitting SATS this year.	Closing of gap between Pupil Premium and non Pupil Premium pupils.
Pupil engagement in lessons is improved due to pastoral work on resilience and confidence	Feedback from pupils and staff show that engagement in lessons has increased
Increased learning and reinforcement of reading, writing and maths both in school and at home.	Increase in reading age and mental maths for Pupil Premium pupils.
Pupils access a wide range of interventions to meet their specific needs.	Pupil Premium pupils make expected progress or exceed their targets in reading, writing and maths.
Intensive pastoral support provided to pupils and/or parents identified as vulnerable or in need.	Parents acknowledge strong links with the school. Pupils provided with pastoral support develop skills of resilience, independence and perseverance. Behaviour incidents reduce in school as a result of behaviour support at home.
Pupil Premium pupils attendance increases.	Attendance increases and narrows the gap between Pupil Premium pupils and non Pupil Premium pupils.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes towards learning. Social skills, independence, perseverance and team work are developed.
Pupil premium pupils are challenged in all curriculum areas to achieve their potential.	Pupil premium progress is increased and is in line with all pupils

## 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: £29,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils.	EEF Guide to Pupil Premium – tiered approach – teaching is the top priority Sutton Trust – quality first teaching has a direct impact of student outcomes.	1,2,3,4,5,6,7,8

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

Budgeted cost: £26,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA CPD is ongoing for Maths and English by subject leads Maths and English are a high priority on the School Development Plan and CPD Plan Pupil progress meetings track progress of Pupil Premium pupil and appropriate and timely interventions are put in place	Training and supporting highly qualified teachers to deliver targeted support.	1,2,3,7

Purchase web based software to be used in school and at home: Purple Mash Timestables Rock Stars	EEF Toolkit – parental engagement. EEF Guide to Pupil Premium – targeted academic support. EEF – Digital Technology – clear evidence technology approaches are beneficial for writing and maths practice.	1,2,4
TA's deliver specific targeted interventions to pupils identified as in need, including speech and language – NELI in EYFS. Play Therapy available for where need is identified. Additional SENCO. ELSA support where needed.	EEF – oral language interventions consistently show positive impact on learning. High quality small group interventions. Specialist therapists will train staff – upskilling and increasing knowledge. Specialists lead CPD sessions with individual pupils and staff. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. EEF – Social and Emotional Learning – improves interaction with others and self management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1,2,3,5,6,7,8
Employ a Teacher to deliver small group tuition as part of the School Led Tutoring Programme	Specific catch up interventions on reading and maths.	1,2,7

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

Budgeted cost: £12,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Pupil Premium Team contact all new families regarding Pupil Premium entitlement and meet to discuss circumstances and needs and offer support. Register of families and level of support required.</p> <p>Pupil Premium families receive an annual personal allowance towards enrichment and support.</p> <p>Signposting for support.</p>	<p>Parent surveys.</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing interventions from school.</p> <p>Dedicated person in the role who builds a relationship where the parents trust them and feel they will listen to them and provide the support they require, leading to improved relationships with school and home for the whole family.</p> <p>EEF Toolkit – parental engagement.</p>	<p>2,3,4,5,6,7,8</p>
<p>Phone call from school to home if child not in school by 9:00am</p>	<p>Attendance data</p> <p>Data shows that pupils with the highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum.</p>	<p>1,5</p>
<p>Access to funding by agreement with school and parents towards:</p> <ul style="list-style-type: none"> <li>Uniform</li> <li>Personal resources</li> <li>Additional tutoring</li> <li>Sports clubs</li> <li>Music lessons,</li> <li>School trips</li> <li>Residential trips</li> </ul>	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p>	<p>3,4,5</p>
<p>Outdoor learning opportunities – Willow Classroom and Courteenhall</p>	<p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	<p>1,2,3</p>

**Total budgeted cost: £68,293**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

During 2020 to 2021 academic year, the school used a combination of summative and formative assessments to show the progress and attainment of the pupils. The school continued to use White Rose Maths, Read Write Inc and Jane Considine writing to ensure standardised assessments were robust. The school uses Target Tracker as the chosen tracking and monitoring system.

Each year group shown here is the CURRENT year group, the assessment period was set at Autumn 2020-Summer 2021 and is accurate for the previous year (so for year 1-read year 2, year 2 read year 3, etc.)

Pupils in EYFS and KS1 were teacher assessed.

These show the following outcomes for Pupil Premium children compared to the whole Cohort

Attendance: last year the Non-PP attendance was 97.34%, PP children were at 92.27%. Although this is a significantly lower %, there are mitigating circumstances (a non-attender due to serious medical conditions amongst others). This is a target for improvement this academic year.

Year 2 49 pupils		Pupils (%) making 5+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	49 (100%)	45 (91.8%)	44 (89.8%)	45 (91.8%)
Males	17 (34.7%)	17 (100%)	17 (100%)	17 (100%)
Females	32 (65.3%)	28 (87.5%)	27 (84.4%)	28 (87.5%)
FSM	3 (6.1%)	2 (66.7%)	2 (66.7%)	2 (66.7%)
Not FSM	46 (93.9%)	43 (93.5%)	42 (91.3%)	43 (93.5%)
Pupil Premium	6 (12.2%)	4 (66.7%)	4 (66.7%)	4 (66.7%)
Not Pupil Premium	43 (87.8%)	41 (95.3%)	40 (93.0%)	41 (95.3%)
SEN Support	6 (12.2%)	5 (83.3%)	5 (83.3%)	5 (83.3%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	43 (87.8%)	40 (93.0%)	39 (90.7%)	40 (93.0%)
Missing Data		4 (8.2%)	4 (8.2%)	4 (8.2%)

Year 3 38 pupils		Pupils (%) making 5+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	38 (100%)	34 (89.5%)	34 (89.5%)	34 (89.5%)
Males	16 (42.1%)	13 (81.3%)	13 (81.3%)	13 (81.3%)
Females	22 (57.9%)	21 (95.5%)	21 (95.5%)	21 (95.5%)
FSM	5 (13.2%)	4 (80.0%)	4 (80.0%)	4 (80.0%)
Not FSM	33 (86.8%)	30 (90.9%)	30 (90.9%)	30 (90.9%)
Pupil Premium	6 (15.8%)	5 (83.3%)	5 (83.3%)	5 (83.3%)
Not Pupil Premium	32 (84.2%)	29 (90.6%)	29 (90.6%)	29 (90.6%)
SEN Support	7 (18.4%)	6 (85.7%)	6 (85.7%)	6 (85.7%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	31 (81.6%)	28 (90.3%)	28 (90.3%)	28 (90.3%)
Missing Data		4 (10.5%)	4 (10.5%)	4 (10.5%)

Year 4 25 pupils		Pupils (%) making 5+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	25 (100%)	23 (92.0%)	23 (92.0%)	24 (96.0%)
Males	12 (48.0%)	12 (100%)	12 (100%)	12 (100%)
Females	13 (52.0%)	11 (84.6%)	11 (84.6%)	12 (92.3%)
FSM	2 (8.0%)	2 (100%)	1 (50.0%)	2 (100%)
Not FSM	23 (92.0%)	21 (91.3%)	22 (95.7%)	22 (95.7%)
Pupil Premium	4 (16.0%)	4 (100%)	3 (75.0%)	4 (100%)
Not Pupil Premium	21 (84.0%)	19 (90.5%)	20 (95.2%)	20 (95.2%)
SEN Support	7 (28.0%)	6 (85.7%)	6 (85.7%)	7 (100%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	18 (72.0%)	17 (94.4%)	17 (94.4%)	17 (94.4%)
Missing Data		1 (4.0%)	1 (4.0%)	1 (4.0%)

Year 5 51 pupils		Pupils (%) making 5+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
All Pupils	51 (100%)	46 (90.2%)	47 (92.2%)	46 (90.2%)
Males	22 (43.1%)	19 (86.4%)	20 (90.9%)	19 (86.4%)
Females	29 (56.9%)	27 (93.1%)	27 (93.1%)	27 (93.1%)
FSM	2 (3.9%)	2 (100%)	2 (100%)	2 (100%)
Not FSM	49 (96.1%)	44 (89.8%)	45 (91.8%)	44 (89.8%)
Pupil Premium	5 (9.8%)	5 (100%)	5 (100%)	5 (100%)
Not Pupil Premium	46 (90.2%)	41 (89.1%)	42 (91.3%)	41 (89.1%)
SEN Support	15 (29.4%)	13 (86.7%)	14 (93.3%)	13 (86.7%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	36 (70.6%)	33 (91.7%)	33 (91.7%)	33 (91.7%)
Missing Data		4 (7.8%)	4 (7.8%)	4 (7.8%)



Year 6 32 pupils		Pupils (%) making 5+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
<b>All Pupils</b>	32 (100%)	23 (71.9%)	28 (87.5%)	25 (78.1%)
<b>Males</b>	15 (46.9%)	12 (80.0%)	14 (93.3%)	13 (86.7%)
<b>Females</b>	17 (53.1%)	11 (64.7%)	14 (82.4%)	12 (70.6%)
<b>FSM</b>	3 (9.4%)	2 (66.7%)	2 (66.7%)	2 (66.7%)
<b>Not FSM</b>	29 (90.6%)	21 (72.4%)	26 (89.7%)	23 (79.3%)
<b>Pupil Premium</b>	4 (12.5%)	2 (50.0%)	3 (75.0%)	2 (50.0%)
<b>Not Pupil Premium</b>	28 (87.5%)	21 (75.0%)	25 (89.3%)	23 (82.1%)
<b>SEN Support</b>	12 (37.5%)	4 (33.3%)	8 (66.7%)	5 (41.7%)
<b>Education, health and care plan</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Not SEN</b>	20 (62.5%)	19 (95.0%)	20 (100%)	20 (100%)

Year 7 45 pupils		Pupils (%) making 5+ steps progress		
	Pupils (%)	Reading	Writing	Mathematics
<b>All Pupils</b>	45 (100%)	41 (91.1%)	37 (82.2%)	42 (93.3%)
<b>Males</b>	23 (51.1%)	20 (87.0%)	18 (78.3%)	21 (91.3%)
<b>Females</b>	22 (48.9%)	21 (95.5%)	19 (86.4%)	21 (95.5%)
<b>FSM</b>	7 (15.6%)	5 (71.4%)	4 (57.1%)	5 (71.4%)
<b>Not FSM</b>	38 (84.4%)	36 (94.7%)	33 (86.8%)	37 (97.4%)
<b>Pupil Premium</b>	9 (20.0%)	7 (77.8%)	6 (66.7%)	7 (77.8%)
<b>Not Pupil Premium</b>	36 (80.0%)	34 (94.4%)	31 (86.1%)	35 (97.2%)
<b>SEN Support</b>	11 (24.4%)	9 (81.8%)	7 (63.6%)	10 (90.9%)
<b>Education, health and care plan</b>	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Not SEN</b>	34 (75.6%)	32 (94.1%)	30 (88.2%)	32 (94.1%)
<b>Missing Data</b>		1 (2.2%)	1 (2.2%)	1 (2.2%)