

Pupil premium strategy statement – Roade Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jo Michel
Pupil premium lead	Martin Taylor
Governor / Trustee lead	Kirk Hopkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,265
Recovery premium funding allocation this academic year	£5219
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£62,484

Part A: Pupil premium strategy plan

Statement of intent

As a school, our focus is always to ensure the children from disadvantaged backgrounds are given the support that they need to succeed within school and beyond.

Our strategy going forward is to further close the gap for attainment within the core subjects and develop the children's self-esteem within the different areas of the curriculum and increase the level of opportunity made available to them.

Within our strategy outline, there is a clear emphasis on how children will be supported, focusing on their needs as an individual. Our strategy will focus on the following:

- Adaptive teaching strategies to cater for the needs of the individuals.
- Mentoring approach to allow children to have a support within a key member of staff, other than the adults within their classroom.
- Nurture support targeted towards disadvantaged children who would benefit from it.
- Support for extra-curricular activities and school trips, including residential.

Challenges

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

Challenge number	Detail of challenge
1	Results for the targeted children fluctuate across the school. This leads to anomalies within their results. It does not seem to be the academic ability of the children, but more the adaptive teaching taking place within different lessons. For disadvantaged children this can become more significant, than with those who do not come under this umbrella.
2	Writing and reading is an area within the curriculum that disadvantaged children are underperforming compared to their peers. This could still be a side effect of the COVID-19 pandemic, particularly as writing was highlighted as an area of concern nationally.
3	A number of children on the register have been highlighted as needing nurture-based support. There are challenges around these children accessing all areas of their learning as the nurture barriers can occasionally impact their progress.
4	Previously we have used PP funding to support with children's attendance to out of hours clubs and participation in school trips. Removing this support may reduce children's participation in the wider school life.
5	Overall KS2 mathematics results were low, which also impacted the disadvantaged children.

6	Overall KS1 writing results were low, which also impacted the disadvantaged children.
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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
Closing the gap between pupils within writing results.	All disadvantaged children within EYFS, KS1 and KS2 to make at least expected progress within writing.
Closing the gap within reading results.	All disadvantaged children within EYFS, KS1 and KS2 to make at least expected progress within reading.
Improving mathematics results for all, including closing the gap for disadvantaged children.	All disadvantaged children within EYFS, KS1 and KS2 to make at least expected progress within mathematics.
Improved SEMH support for those from a disadvantaged background.	For those children who receive SEMH support, a Strengths and Difficulties Questionnaire (SDQ) is to be completed initially and then revisited at an agreed later point (depending on need). Voice of the child explored to address their understanding of coping strategies with SEMH needs. Disadvantaged children can be accelerated through the ELSA waiting list to engage with the programme of support within a faster timeframe.
Disadvantaged children participating in extra-curricular clubs and trips.	All disadvantaged children to have one extra-curricular club paid for within the academic year. All disadvantaged children to be given advanced notice of extra-curricular clubs on offer. All disadvantaged children to participate in school trips.

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: £21,994.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Adaptive teaching CPDL	Adapting to the need of different children, particular with our increasing needs of ADHD and ASD, is a clear focus for this year - particularly with the emphasis on retrieval practice and cognitive load. Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 6
Purchase of summative assessments to be used across the school.	The evidence on formative assessment suggests that summative assessment can be used, but to inform practice. Using a whole school approach to the end of term assessments will increase the support staff are able to deliver to children. Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	1, 2, 5, 6
Pre and post block formative assessments within maths to enable more targeted teaching.	These are to be used at the beginning and end of each White Rose Maths block to help target the needs within the different steps. It will also then allow teachers to address the learning that has not had the impact throughout the block which has just been completed. Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £22,084.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for year 6 pupils to ensure greater success within reading and mathematics.	The evidence suggests that the use of small group interventions will support the progress of children, after they have not fully developed their skills through QFT. Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 5, 6
Mentor scheme for those children who need support within school, away from their classroom	This is to be used to support academically and will also feed into the wider strategies nurture element below. Mentoring EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6

adults. This will increase motivation and self-esteem.	One to one tuition EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,541.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children to be given advanced notice of upcoming school clubs	Involvement in extra-curricular clubs is described as having a positive impact on academic outcomes. Arts participation EEF (educationendowmentfoundation.org.uk)	4
Disadvantaged children to be entitled to one paid club per academic year.	As above, the allocation of this funding is aimed to support the children's academic outcomes through exposing them to the wider extra-curricular activities. Arts participation EEF (educationendowmentfoundation.org.uk)	4
Disadvantaged children to be entitled to 100% of a residential trip of other school trip to be paid for.	The access to various trips, will allow the children to gain a richer learning experience. Arts participation EEF (educationendowmentfoundation.org.uk)	4
Disadvantaged children to have first access to the ELSA provision within school, as well as any other nurture opportunities.	Expanding children's understanding of their emotional learning is critical and something that should be focused on explicitly for those children who need it, whilst also being embedded in the curriculum for all children. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3

Total budgeted cost: £ 62,621.03

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022/23, pupils identified as being supported by the pupil premium grant (including that for LAC, PLAC and SGO) were achieving the following in the core areas of the curriculum from EYFS to year 6. 71% were achieving ARE within reading, 61.3% were achieving ARE within writing and 64.5% were achieving ARE within mathematics.

The end of KS1 assessment data was as follows:

	Complete cohort	PP Grant Children	Difference
Reading	72.1%	50%	-22.1%
Writing	48.8%	50%	+1.2%
Mathematics	78%	50%	-28%

Note that there were 6 children under the PP grant in 2022/23.

The end of KS2 assessment data was as follows:

	Complete cohort	PP Grant Children	Difference
Reading	78%	100%	+22%
Writing	73%	50%	-23%
Mathematics	67%	0%	-67%

Note that there were 2 children under the PP grant in 2022/23.

Compared to the end of key stage 2 assessment data for the whole of the school cohort in 2022/23, this group were underperforming in reading by 7%, under in writing by 11.7% and under in maths by 2.5%.