

Pupil premium strategy statement (2023 - 2024)

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Roydon Primary School
Number of pupils in school	258
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2024/2025
Date this statement was published	11 th September 2023
Date on which it will be reviewed	12 th July 2024
Statement authorised by	Sarah Bradford, Headteacher
Pupil Premium Lead	Cassie Davies, Assistant Headteacher
Governor Lead	Paul Thompson, Governor responsible for data

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,795
Recovery premium funding allocation this academic year	£7,252
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,692
Total budget for this academic year	£117,739

Part A: Pupil premium strategy plan

Statement of intent

At Roydon Primary School, we value the abilities and achievements of all our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs that may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to set and reach challenging goals.

We believe in maximising the use of the Pupil Premium Grant (PPG) by developing a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, wider school improvements, and improve readiness to learn.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and enjoy high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and/or additional needs and the activities we have outlined in this statement are also intended to support their needs.

High-quality, first class teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention delivered by school staff for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act promptly to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not

automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities, including physical activity
6	Parental engagement
7	Pupils arrive at school unprepared for learning

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
Reduce the gap between non-PP and PP pupils achieving in line with national data in reading, writing and maths in all year groups.	End of year data (in-house and statutory) show an upward trend of PP pupils achieving in line with national averages in all subjects.
Children's well-being does not negatively affect their readiness to learn, their attainment or their achievement.	Children are reported to be attentive in lessons, and emotional and social challenges are resolved outside learning time.
Pupils' participation and achievement in the wider curriculum and extra-curricular activities is in line with non-PP pupils.	Pupil voice shows an understanding of the wider curriculum available to them, and a level of involvement comparable with non-PP pupils.
Parents engage with their children's learning and understand the importance and value of it.	Parents of PP children have high aspirations for their futures.
Attendance for pupil premium children improves and persistent absence reduces.	Attendance data indicates that the gap between school and national is reducing.

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. Evidence is drawn from the Teaching and Learning Toolkit compiled by the Education Endowment Foundation.

Teaching (for example: CPD, recruitment and retention)

Budgeted cost: £40,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistant support in class to allow for phonics to be taught with fidelity to Little Wandle across mixed-age classes. (£14,286)	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress over the course of a year.	2, 3
Increased teaching assistant hours to provide small group tuition in the classroom during lessons in all classes across the school. (£24,540)	Evidence shows that small group tuition that is closely matched to learners' needs and includes detailed feedback, such as is the case in guided reading activities, can contribute an additional four months' progress over the course of a year.	2, 3
Subscriptions to phonic, writing and SPaG scheme to maintain access to online CPD for new staff and as refreshers for existing staff. (£1,280)		

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

Budgeted cost: £45,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional KS2 TA support for pre-teaching and follow up afternoon sessions. (£17,545)	Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2, 3
Additional TA support to deliver specific interventions from Reception to Year 6. (£17,839)	Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2, 3
Part-time staff trained and paid to hear children read daily. (£5,106)	Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	2, 3
Daily phonic support (½ hour) for Keep Up sessions. (£5,201)	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.	2, 3

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

Budgeted cost: £30,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mid-morning toast, free for all infant children and junior FSM children, and at a nominal cost for others. (£11,401)	Studies have shown that a mid-morning snack can increase alertness, contentment and sociability, and can decrease levels of anxiety	7
A total of eight hours each week PSA support for families in need of advice, parenting guidance, attendance and punctuality, etc. including working with children in school. (£12,616)	The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year.	1, 4, 6, 7
Increase from one to two afternoons of pastoral support each week to work with children through sand play, ELSA, Drawing & Talking, and Advanced Drawing & Talking. (£1,423)	The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year.	1, 3, 7
Reward scheme to promote 100% attendance each week. (£380)	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.	4, 6
Financial support for PP families whose children are due to take part in residential visits. (£2,052)	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.	5
MSA support at lunchtime to lead children in playing games, buddying up and providing pastoral support as required. (£3,059)	The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year.	1, 5

Total budgeted cost: £116,728

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 - 2023 academic year.

Assessments were carried out in the Summer Term 2023 through teacher assessment and standardised tests. The following comparisons can be drawn:

- In writing, the percentage of Pupil Premium children attaining above the expected standard matched the percentage of non-Pupil Premium children in Years 2 and 4, and exceeded that of non-Pupil Premium children in Year 1;
- In reading, the percentage of Pupil Premium children attaining above the expected standard exceeded the percentage of non-Pupil Premium children in Years 1 and 3;
- In maths, the percentage of Pupil Premium children attaining the expected standard exceeded the percentage of non-Pupil Premium children in Year 2, and the percentage of children attaining above the expected standard exceeded that of non-Pupil Premium children in Years 1 and 3.

Our pastoral TA is working at capacity for her two afternoons of well-being support each week through ELSA, Drawing and Talking, Advanced Drawing and Talking and sand play. Our PSA is still working at capacity with children in school and their families at home.

Around 60% of children have toast each day.

Daily use and anecdotal feedback from children confirms the popularity of Stannard Park, the climbing equipment. It provides purposeful physical activity during break and lunchtimes.

Attendance data and uptake for residential visits does not provide a clear picture of the impact of measures put in place due to the continuing after-effects of lockdowns.

The Jigsaw Puzzle was opened in the Summer Term for those who had secured a place in Reception at Roydon for September 2023. The intention is to open it for all pre-schoolers in the area in the coming academic year.

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.

Programme	Provider
Little Wandle Letters and Sounds	Wandle Learning Trust
The Write Stuff	Jane Considine Education
Kapow Primary	Dimensions Curriculum