

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	Rowlatts Mead Primary Academy
Number of pupils in school	315 plus 26 nursery
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	2.11.2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Deb Swann
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,880
Recovery premium funding allocation this academic year	£15,080
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	£154,960

Part A: Pupil premium strategy plan

Statement of intent

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils. For the year 2021-22 they will also receive the Recovery Premium Grant.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Objective

- To narrow the gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.
- Disadvantaged and vulnerable pupils to have access to their own digital device at home to enable them to complete homework and remote learning if required.
- Disadvantaged and vulnerable pupils to access first-hand experiences in line with their peers.

To do this we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils.
- ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- ensure disadvantaged and vulnerable pupils access enrichment activities free of charge.
- Identify and address other barriers to learning such as attendance and lack of digital devices.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills. Pupils entering school with little or no English in many year groups means pupils need support with the development of language and communication skills this had been aggravated by lockdown and partial closures of the school due to COVID. Pupils need language skills to access the whole curriculum.
2	Low attainment on entry to the EYFS in all areas.
3	Loss of skills in reading comprehension and writing due to interruption of learning linked to lockdown and partial closures of the school due to COVID.
4	Poor access to digital devices made accessing remote learning difficult and pupils are unable to access learning apps used in school to consolidate learning at home.
5	Attendance and punctuality difficulties
6	Unable to afford/access first-hand experiences feed into lack of knowledge and language making accessing the full curriculum more difficult and widening the attainment gap.

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
Accelerated progress in reading	<ol style="list-style-type: none"> 1.PP pupils achieve above national average progress scores in KS2 Reading. 2. Internal data shows all pupils achieve at least 6 steps progress in reading in all year groups. 3. Higher percentage of pupils achieve at least expected standard.
Accelerated progress in writing	<ol style="list-style-type: none"> 1.PP pupils achieve above national average progress scores in KS2 writing. 2. Internal data shows all pupils achieve at least 6 steps progress in writing in all year groups. 3. Higher percentage of pupils achieve at least expected standard.

Accelerated progress in mathematics	1. PP pupils achieve above national average progress scores in KS2 math. 2. Internal data shows all pupils achieve at least 6 steps progress in math in all year groups. 3. Higher percentage of pupils achieve at least expected standard.
Increase in PP pupils passing phonics screening check	PP pupils achieve national average expected standard in PSC
Increase in PP pupil's attendance and decrease in PA	Attendance of PP pupils is above 95% Decrease in PA for PP 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.

EEF = Education Endowment Foundation – they aim to raise attainment in pupils particularly those identified as disadvantaged. One part of this summarising the best available evidence in plain language for teachers and senior leaders of what works to improve teaching and learning. The +score is how many months the strategy could accelerate learning e.g. +4 is plus 4 months.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 58,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist To screen EYFS and KS1 children and bespoke programmes are put in place. 2.0 days/week £22,500	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions - EEF +6	1,2,3
Additional HLTA in Yr 3 £30,970	This has enabled the teaching to focus exclusively on a small number of learners in a separate intervention space. Year 3 was identified as needing additional support to	

	<p>support pupil premium and vulnerable pupils who are lower attainers or those who are falling behind especially after the disruption to school caused by the pandemic.</p> <p>EEF - Evidence shows that small group tuition is effective</p> <p>Small group tuition - EEF +4</p>	
<p>Phonics and reading strategies – focus on; Read Write Inc £210 RWI training £192 Better Reading and Writing Partners £0 Inference and comprehension £0 Accelerated Reader and MyOn £5729 Nessy in small groups or 1:1 £560</p> <p>Total cost £6,691</p> <p>Above costs at 31% £2,074</p>	<p>Supporting struggling readers requires a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches in class and small groups. School has a focus on phonics and reading in all year groups. Pupils have access to apps such as Nessy, Accelerated Reader and MyOn to access in school and at home. Pupils need to be able to read to access the rest of the curriculum and to be ready for the next phase of their education.</p> <p>Covid disruption to school has had a negative impact on progress and attainment, especially in EYFS, KS1 and Year 3, for reading and writing. School needs to support those struggling giving them the foundations for reading and writing.</p> <p>Reading Comprehension strategies – EEF +6 Phonics – EEF +5</p>	1,2,3
<p>Focussed staffing and staff CPD £10,000 allocated At 31% £3,100</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. EEF research tells us that high quality teaching can narrow the disadvantage gap. We ensure all teachers have access to CPD and this is followed up during Masterclasses and INSET.</p> <p>CPD is personalised as well as whole school approaches such as Voice 21, RWI, Big Maths</p>	1,2,3,

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

Budgeted cost: £110,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention Zone teacher – catch up across EYFS and KS1 (JG) £49,593</p>	<p>This arrangement enables the teaching to focus exclusively on a small number of learners or individuals in a separate classroom or intervention space. This is being provided this year to support pupil</p>	1,2,3,4

<p>Addition LSA for intervention (YR 2) (JA) £18,484</p> <p>Small group interventions across year groups £42,173</p>	<p>premium and vulnerable pupils who are lower attainers or those who are falling behind especially after the disruption to school caused by the pandemic.</p> <p>EEF - Evidence shows that one to one tuition and small group tuition are both effective interventions.</p> <p>Small group tuition - EEF +4</p> <p>One to one tuition - EEF +5</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Free breakfast toast £500 (expected)</p> <p>Lunchtime skipping £9,880</p> <p>Free enrichment activities e.g. trips £3,000</p> <p>Swimming lessons – free for PP pupils £2,000</p> <p>Music – recorders £60</p> <p>Total £15,440</p> <p>31% of above £4,786</p>	<p>UK research has shown that breakfast provision has a positive impact on attendance and concentration but its effect on attainment is not known.</p> <p>Physical activity has important benefits in terms of health, wellbeing, and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs, physical activities, trips and music clubs due to the associated financial costs (e.g. equipment). By providing club and trips free of charge, we give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	6
<p>EWO – additional hours £4,000</p>	<p>School will continue to work closely with the EWO and persistent absence families to increase overall attendance and decrease PA percentages.</p> <p>It is hoped for an increase in parental engagement within school.</p> <p>Parental engagement – EEF +4</p>	5

<p>Parental engagement – free reading cafes, adult learning on site, in school support for filling forms etc, videos showing how to support pupils with phonics and reading and the use of IT</p>	<p>It is essential to engage with all parents to stop the attainment gap widening. School will take approaches and use programmes which aim to develop parental skills such as literacy or IT skills; Also general approaches which encourage parents to support their children with reading or homework; the involvement of parents in their children’s learning activities for example reading cafes</p> <p>Parental engagement – EEF +4</p>	<p>1,2,3,4,5</p>
<p>Free loan of digital devices to ensure PP pupils have access to homework and remote learning</p>	<p>High number of pupils were unable to access learning during first lockdown this increased as access to devices grew. Pupils require devices to access homework to consolidate learning in the classroom.</p> <p>IT – EEF - Ensuring access to technology is key, especially for disadvantaged pupils Parental engagement +3 Digital technology +4</p> <p>Homework – EEF +5</p>	<p>4</p>

Total budgeted cost: £177,680

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.

KS2 pupil attainment score for last academic year (Teacher Assessment)

Subject	Meeting expected standard KS2		
	Disadvantaged	Not-disadvantaged	All pupils
Reading	78.2%	90.5%	84.1%
Writing	60.9%	85.7%	72.7%
Maths	86.9%	80.9%	84.1%

Subject	Achieving higher standard at KS2		
	Disadvantaged	Not-disadvantaged	All pupils
Reading	30.4%	52.4%	40.9%
Writing	26.1%	52.4%	38.6%
Maths	21.7%	47.6%	34.1%

Subject	Points progress		
	Disadvantaged	Not-disadvantaged	All pupils
Reading	8.5	8.8	8.5
Writing	7.4	7.9	7.6
Maths	7.8	8.6	8.2

52% of the cohort identified as disadvantaged. Accelerated progress made by all pupils including disadvantaged with very little difference between disadvantaged and non-disadvantaged.

Attainment scores showed that disruption to school due to the pandemic had most effect on disadvantaged pupil in writing and reading, internal data for year groups 1-5 also showed that writing especially had been impacted negatively. Rowlatts will continue to address the gaps throughout the school with our pupil premium strategy over the next 3 years.

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
X table rockstars	TT Rockstars
Nessy – reading and spelling	Nessy Learning
Accelerated Reader	Renaissance Learning
MyOn	Renaissance Learning
SALT – Lisa Chenery	NHS - additional paid for service
EWO – Pam Haines	Leicester Local Authority - additional paid for service