

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 338 plus 26 in the 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 2023 |
| Statement authorised by | Jennie Henson |
| Pupil premium lead | Jennie Henson |
| Governor / Trustee lead | Deb Swan |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £138,115 |
| Recovery premium funding allocation this academic year | £14,355 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £760 |
| 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 | £153,230 |

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 | Assessment and observation and discussion shows 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 | Assessment and observation shows low attainment on entry to the EYFS in all areas. |
| 3 | Assessment (internal data), observation and discussion shows pupil premium pupils have a greater loss of core skills in phonics, reading comprehension writing and maths due to interruption of learning linked to lockdown and partial closures of the school due to COVID. This has increased the difference in progress and attainment between pupil premium and non pupil premium pupils. |
| 4 | Discussion and surveys have highlighted poor access to digital devices during the first lockdown made accessing remote learning difficult and pupils unable to access learning apps used in school to consolidate learning at home has again widened the gap between pupil premium and non pupil premium pupils. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, which were notably exacerbated by a lack of enrichment opportunities during school closures and more widely through extended lockdowns in Leicester. These challenges particularly affected disadvantaged pupils, which have had a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies. |
| 5 | Monitoring and discussion has highlighted attendance and punctuality difficulties for pupil premium pupils which impacts on progress and attainment. Pupil premium pupils attendance over the last 3 years is 1-2% behind non pupil premium pupils and below national expectations. Pupil premium PA is currently 4% higher than non pupil premium pupils. |
| 6 | Observation and discussion shows that those unable to afford/access first-hand experiences feeds into lack of knowledge and language making accessing the full curriculum more difficult and widening the attainment gap. A lack of diverse lived experiences outside of school limit the cultural capital of our many pupils and hinder children's development |

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 | <ol style="list-style-type: none"> 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 |
|---|---|-------------------------------|
| <p>Speech and Language Therapist To screen EYFS and KS1 children and bespoke programmes are put in place.</p> <p>2.0 days/week £22,500</p> | <p>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.</p> <p>Oral language interventions - EEF +6 Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1,2,3</p> |
| <p>Additional HLTA in Yr 4 £30,970</p> | <p>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 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 Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>Phonics and reading strategies – focus on; Read Write Inc training £3630 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 £970</p> <p>Total cost £10,521</p> <p>Above costs at 31% £3,261</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>Continued Covid disruption to school has had a negative impact on progress and attainment, especially in EYFS, KS1 and Year 3/4, 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> | <p>1,2,3</p> |

| | | |
|---|--|--------|
| | Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) | |
| <p>Focussed staffing and staff CPD including NPQ £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 Effective Professional Development EEF (educationendowmentfoundation.org.uk)</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 (AS) £49,593 Addition LSA for intervention (YR 2) (JO) £20,096</p> <p>Small group interventions across year groups including school led tutoring £42,173</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 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 One to one tuition - EEF +5 Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1,2,3,4 |

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. Rowllatts has a Fantastic 50 activities that pupils will experience from FS to year 6 this is similar to the Activity Passport.</p> <p>My activity passport: foreword from the Secretary of State and how to use the activity checklist - GOV.UK (www.gov.uk)</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> | <p>6</p> |
| <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>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>It is hoped for an increase in parental engagement within school.</p> | <p>5</p> |

| | | |
|---|---|-----------|
| | <p>Parental engagement – EEF +4 Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | |
| <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 Parental engagement EEF (educationendowmentfoundation.org.uk)</p> | 1,2,3,4,5 |
| <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 Homework – EEF +5</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Digital Technology Summary of Recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> | 4 |

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 2021 to 2022 academic year.

KS2 pupil attainment score for last academic year

| Subject | Meeting expected standard KS2 | | |
|---------|-------------------------------|-------------------|------------|
| | Disadvantaged | Not-disadvantaged | All pupils |
| Reading | 68.4% | 84.6% | 78% |
| Writing | 89.5% | 96.2% | 93% |
| Maths | 73.7% | 92.3% | 84% |

| Subject | Achieving higher standard at KS2 | | |
|---------|----------------------------------|-------------------|------------|
| | Disadvantaged | Not-disadvantaged | All pupils |
| Reading | 10.5% | 38.5% | 27% |
| Writing | 21.1% | 30.8% | 27% |
| Maths | 31.6% | 34.6% | 33% |

| Subject | Points progress | | |
|---------|-----------------|-------------------|------------|
| | Disadvantaged | Not-disadvantaged | All pupils |
| Reading | 6.5 | 6.8 | 6.7 |
| Writing | 7.1 | 7 | 7 |
| Maths | 7 | 6.7 | 6.8 |

42% of the cohort identified as disadvantaged. Expected or 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 reading, internal data for year groups 1-5 also showed that reading and writing had been impacted negatively.

Rowlatts will continue to address the gaps identified throughout the school with our pupil premium strategy over the next 3 years with a continued focus on increasing attainment in reading and writing.

As of 30-06-2022 - Pupil Premium 92.7%; school attendance 94.2%. Clear breakdown of categorisations and coding. Bespoke support for identified pupils. Working closely and developing professional relationship between the school and Education Welfare Service Maintained attendance percentages for

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 |