

Rode Heath Primary 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	Rode Heath Primary
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	12.1% (26chn)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	John Frankland Headteacher
Pupil premium lead	John Frankland Headteacher
Governor / Trustee lead	Tara Sanchez

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34785
Recovery premium funding allocation this academic year	£1074
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	£ 35859

Part A: Pupil premium strategy plan - Statement of intent

At Rode Heath we passionately believe individual circumstance should not prohibit any pupils from receiving the best possible education or accessing any activity our school has to offer, either as part of the curriculum, or as part of our wider opportunities through extra-curricular tuition and clubs. We also want to ensure that all pupils make good progress and achieve high attainment across all subject areas.

The targeted and strategic use of Pupil Premium funding will ensure that there is no significant gap between the achievement and opportunities of pupils eligible for Pupil Premium and other pupils in the school.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy is also integral to wider school plans for education recovery and will be responsive to common challenges and individual needs.

We will ensure the following:

- Disadvantaged pupils are challenged in the work that they're set
- Act early 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

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions suggest disadvantaged pupils generally have greater difficulties with English and maths.
2	The education of some of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils
3	Observations indicate that some of our disadvantaged pupils and families have social and emotional issues.
4	Attendance
5	Disadvantaged children don't also get the same life experiences and opportunities as their peers

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
Improved oral language skills and vocabulary among disadvantaged pupils	Significant improvement in oral language among disadvantaged pupils. This will be evident during lesson, books and curriculum journal reflections
Improve early reading amongst disadvantaged pupils.	The year one phonics screening check will show at 2/3 (2 out of 3) of disadvantaged pupils meet the expected standard
Improved reading attainment amongst disadvantaged pupils at the end of KS1 <i>With small numbers, statistical comparisons are sometimes mis-leading. See further information in the school self-evaluation summary</i>	KS1 reading outcome in 2023/24 will show that at least 100% (4 out of 4) of disadvantaged pupils meet the expected standard and for 2 pupils to achieve the GDS standard
Improved maths attainment for disadvantaged pupils at the end of KS1 <i>With small numbers, statistical comparisons are sometimes mis-leading. See further information in the school self-evaluation summary</i>	KS1 maths outcome in 2023/24 will show that 100% (4 out of 4) of disadvantaged pupils meet the expected standard and for 2 pupils to achieve the GDS standard
Improved reading attainment amongst disadvantaged pupils at the end of KS2 <i>With small numbers, statistical comparisons are sometimes mis-leading. See further information in the school self-evaluation summary</i>	KS2 reading outcome in 2023/24 will show that 100% (3 out of 3) of disadvantaged pupils meet the expected standard
Improved maths attainment for disadvantaged pupils at the end of KS2 <i>With small numbers, statistical comparisons are sometimes mis-leading. See further information in the school self-evaluation summary</i>	KS2 maths outcome in 2023/24 will show that 100% (3 out of 3) of disadvantaged pupils meet the expected standard
Improve the percentage of pupils achieving the expected standards in reading, writing and maths at the end of KS2 <i>With small numbers, statistical comparisons are sometimes mis-leading. See further information in the school self-evaluation summary</i>	KS2 outcome in 2023/24 will show that 100% of disadvantaged pupils meet the expected standard in reading, writing and maths
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing: <ul style="list-style-type: none"> • A low level of child-on-child related incidents • Qualitative data from student voice, student and parent surveys and teacher observations
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance: <ul style="list-style-type: none"> • The overall attendance rate for all pupils being no less than 95%, and ensure disadvantaged pupils don't fall below this threshold, and if do, actions are put in-place to rectify this

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 £26,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastery Number EYFS and KS1 and Sustaining Mastery)	The EEF Attainment Gap Report 2018 states that “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.” The National Centre for Excellence in the Teaching of Mathematics draws upon evidence-based approaches to the teaching of mathematics.	1, 2
Ensure children have access to quality social and emotional learning Social and emotional learning will be embedded into routine educational practices and supported by professional development and training for staff Introduce the My Happy Minds scheme into our Hearts and Minds curriculum	EEF ‘Social and Emotional Learning’ says SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment. There is evidence to suggest that there is a correlation between children social and emotional skills and their outcomes at school and in later life.	3, 4
Ensure we have consistent and progressive phonics and spelling programmes to ensure the strong	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. Research suggests that phonics is particularly	1, 2

teaching of phonics and spellings for all pupils	beneficial for younger learners (4–7 year olds) as they begin to read. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils	
Ensure the vast majority of classes has a teaching assistant for every morning, for in-class academic support.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4months' progress (EEF, Making The Best Use of TAs). Ensuring in-class academic support is paramount to supporting the progress and attainment of all pupils	1, 2, 3, 4, 5

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

Budgeted cost: £4720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly phonics, reading and writing intervention groups or one-to-one support ran by class teachers outside of normal curriculum provision (see class intervention timetables)	<p>Evidence suggests that small group work and bespoke one-to-one learning opportunities can ensure children make good, if not accelerated progress.</p> <p>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. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>'We (should) use high-quality, structured interventions to support struggling students. Knowing the underlying components of reading, how they build on one another, along with how they must come together to enable reading comprehension, is a critical first step.' EEF Primary Literacy Guidance Report (recommendation 7).</p>	1, 2
Weekly maths intervention groups ran by class teachers outside of normal curriculum provision (see class	Evidence suggests that small group work and bespoke one-to-one learning opportunities can ensure children make good, if not accelerated progress.	1, 2

intervention timetables)		
Phonics: small group personalised and structured support. A small group of children in Y1 will work with a teacher four time a week, alongside in-class support	Evidence suggests that small group work and bespoke one-to-one learning opportunities can ensure children make good, if not accelerated progress.	1, 2
Reading one-to-one. A group of children in Y3 will read to a teacher daily, alongside in-class support	Evidence suggests that small group work and bespoke one-to-one learning opportunities can ensure children make good, if not accelerated progress.	1, 2

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

Budgeted cost: £4521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer weekly instrumental tuition to all pupils eligible for pupil premium funds in order to widen their curriculum and experiences further which in turn will improve wellbeing and self-esteem	Disadvantaged children should be given the same opportunities to participate in extracurricular activities	2, 3, 5
Offer an after-school club, paid for by the school in order to promote social interaction and support	Research from European Commission states, “The weight of the evidence also suggests that disadvantaged and vulnerable children may benefit more from participation in Extra Curricular Activities than more advantaged and less vulnerable children. Being from a disadvantaged background, however, or belonging to a vulnerable group is associated with less participation in ECAs as these children face barriers to accessing ECAs compared to their more advantaged and less vulnerable peers. Reasons for this include children not feeling like they fit in, ECAs not being offered at schools with access to fewer resources and not being able to afford to access ECAs.”	2, 3, 5

	<p>Benefits of extracurricular activities for Children 2021.</p> <p>Disadvantaged children should be given the same opportunities to participate in extracurricular activities</p>	
Contribute a level of funding towards the cost of school uniform that require a logo	Children are more likely to feel part of school and will be more willing to participate if they have a sense of belonging. Having a uniform which is the same as their peers helps with this	4, 5
Ensure disadvantaged children have access to electronic devices and the internet to ensure they can access home learning,	Children who have access to electronic devices are more likely to engage with home learning activities and thus less likely to fall behind their peers	1, 2
Ensure disadvantaged children have direct access to our mental health team and our safeguarding team if requires	Children who have access to people they can talk to can help them to raise their self-esteem and can also be used to identify areas of concern	4
Whole staff training on behaviour management and anti-bullying approaches, in-light of our reviewed policy	Ensuring consistency in our approaches can have a positive overall effect on behaviour	3, 4
Ensure each class has a teaching assistant for one morning a week or equivalent, for in-class well-being support.	Ensuring in-class well being support is paramount to supporting the mental health and well-being of all pupils	2, 3, 4
Continuously track and monitor children's attendance and progress	<p>By rigorously tracking attendance and attainment of children on a regular basis can ensure negative trends are actioned swiftly and effectively thus improving attendance and progress</p> <p>Embed principles of good practice as set out in the DfE's Working together to improve school attendance. NfER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools". 'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds.' DfE 2012</p>	1, 4

Total budgeted cost: £ 35556

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 to 2023 academic year.

The intended outcomes were successfully met and this is how I have come to this conclusion:

- Extra tutoring sessions were implemented across school to ensure vulnerable and disadvantaged pupils had the opportunities to catch up with their peers
- Upper KS2 tutoring sessions were used effectively to ensure missed learning opportunities due to the COVID and long-term absences were addressed
- In 2022/23:
 - 100% of disadvantaged pupils (4/4) achieved the expected standard in the phonics screening check
 - 80% of disadvantaged pupils (4/5) achieved the expected standard in reading, writing and maths by the end of KS1
 - 75% of disadvantaged pupils (3/4) achieved the expected standard in reading, writing and maths by the end of KS2

** With small numbers, statistical comparisons are sometimes mis-leading. See further information in the school self-evaluation summary*

Behaviour in our school has remained consistently high and there hasn't been any recorded incidences of poor behaviour or of bullying from or to disadvantaged pupils.

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
Times Tables Rockstars	Maths circle
Nessy	Nessy Learning
Spelling Shed	Ed Shed
Education City	Education City
Phonics Plays	Phonics Play
Maths No Problem on-line platform	Maths No Problem
Kapow foundation subjects planning	Kapow

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	One-to-one support in maths and English. Small group intervention group.
What was the impact of that spending on service pupil premium eligible pupils?	100% achieved the expected standard in maths, reading and writing in their respected year groups. 100% achieved the phonics screening checkP

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Although not dependant on pupil premium funding directly, the pupil premium lead has a flexible timetable that will ensure any immediate intervention or support can happen almost immediately. The progress and welfare of our children and in this case our disadvantaged children is paramount. Creating the capacity to have the pupil premium lead overseeing the strategy and delivering support and interventions is something we consider to be a strength.