

Pupil premium strategy statement (2021 – 2022)

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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	267
Proportion (%) of pupil premium eligible pupils	21.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	10 th December 2021
Date on which it will be reviewed	15 th July 2022
Statement authorised by	Sarah Bradford, Headteacher
Pupil Premium Lead	Dawn Stannard, Deputy Headteacher
Governor Lead	Dawn Stannard, Governors responsible for data

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,595
Recovery premium funding allocation this academic year	£3,843
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,090
Total budget for this academic year	£111,528

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 achieve 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. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

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.
Implementation of the Little Wandle Letters and Sounds Revised shows an increase in pupils passing the Y1 Phonics Screening Test, and that all pupils without other complicating factors are confident readers by the end of Y2.	Increase in the Y1 phonic pass rate with pupils achieving above national expectations by the third year of implementation. In house tracking data indicates that pupils are successfully moving through the book bands in preparation for KS2.
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: £2,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online training modules for all classroom staff on the delivery of the Little Wandle phonics programme and use of resources.	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
One week of supply for Infant Phase Lead to develop teaching and learning in phonics, including engagement of families.	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. The average impact of the parental engagement approach is about an additional four months' progress over the course of a year.	2, 3, 6
One week of supply for English Curriculum Leader to develop teaching and learning in reading, including engagement of families.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. The average impact of the parental engagement approach is about an additional four months' progress over the course of a year.	2, 3, 6

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

Budgeted cost: £36,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional KS2 TA support for pre-teaching and follow up afternoon sessions.	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.	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.	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
Purchase of all Little Wandle resources to support teaching and learning of phonics up to Year 4.	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
Daily phonic support (½ hour) for Keep Up sessions.	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: £8,445 + climbing equipment

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.	The average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year.	7
Additional five hours each week PSA support for families in need of advice, parenting guidance, attendance and punctuality, etc. including working with children in school.	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
Advanced Drawing & Talking qualification for TA, plus an afternoon each week to work with children.	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
Three half-termly Reading Challenges to encourage parents to read with their children.	The average impact of the parental engagement approach is about an additional four months' progress over the course of a year.	1, 2, 3, 6
Reward scheme to promote 100% attendance each week.	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.	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.	5
Chinese dance workshops	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	1, 5
Outdoor play equipment	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	1, 5

Total budgeted cost: £47,865 + up to £63,663 for outdoor play equipment

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.

In 2020-21, there was no official published data due to the disrupted schooling caused by Covid. In school assessments were made at the beginning of the year, as well as towards the end of each subsequent term.

- In KS1 and KS2, all pupil premium children made expected progress or better in writing within the year 2020-21.
- In reading, 100% of pupil premium children in years 3 and 6 made expected progress or better within the year, and pupil premium children in year 4 exceeded the progress of those who were not pupil premium.
- In years 1, 4 and 5, all pupil premium children made expected progress in maths within the year, whilst a greater percentage of pupil premium children than non-pupil premium children achieved the expected progress in year 3.

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
3D PSHE Whole School Primary Programme	Dimensions Curriculum