

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	Roe Farm Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – July 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	H Weston
Pupil premium lead	M Davenport
Governor / Trustee lead	D Weston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,680
Recovery premium funding allocation this academic year	£20,880
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	£214,560
<i>Figures based on an October 2020 census of 144 eligible pupils.</i>	

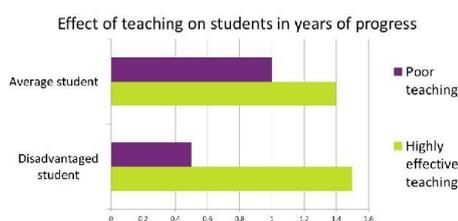
Part A: Pupil premium strategy plan

Statement of intent

At Roe Farm Primary School, we believe that ‘together we make a difference’. Our pupil premium strategy is a fundamental aspect of this mantra as we work hard with our community to increase opportunities, develop cultural capital and provide everyone with skills and knowledge they need to achieve.

We have adopted the tiered approach as recommended by the Education Endowment Foundation (EEF). The primary focus of this is to ensure that all teaching is of a high standard as this will make the biggest difference to our disadvantaged pupils whilst also benefitting the wider school population. Through really getting to know our pupils, we are able to ensure that they receive the best targeted support where necessary.

Why focus on teaching?



Source: Sutton Trust (2011)

A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.

Education Endowment Foundation 2019

Our aims are:

- To ensure that teaching and learning opportunities meet the needs of all the pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this means that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To identify the priority classes, groups or individuals, through careful needs analysis, so that funding and resources can be most effectively deployed.

This may be achieved by (and not limited to):

- Ensuring all teaching is good or better.
- To allocate an experienced enhanced teaching assistant to each class to provide small group work focussed on overcoming gaps or barriers to learning.
- 1:1 support
- Specific intervention work.
- Support payment for activities so that all pupils gain the cultural capital they require for continued success.
- Behaviour support.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills on entry specifically early reading and phonics. Vocabulary gap remains wide throughout school.
2	Many pupils are deprived of a rich cultural capital and therefore lack understanding of the world around them and opportunities available to them. This means they have a weaker context to draw on to further their understanding.
3	Attendance of deprived pupils is lower than that of their peers. Without pupils been in school they will miss out on all other opportunities.
4	Pupils have low self-esteem with a fixed mind set on not being able to be an achiever.
5	Attainment and progress of Pupil Premium pupils is lower across all subjects when compared to 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
<p>Attainment of deprived pupils to be more broadly in line with their peers across the core subjects.</p>	<p>Percentage increase in pupils making progress towards and achieving the expected standard in reading, writing and maths.</p> <p>Increased presence on TT-Rockstars.</p> <p>Regular reading at home (reading diaries) and in school (reading tracking grids).</p>
<p>Improved attendance of deprived pupils.</p>	<p>Overall percentage in line with the national average and fewer persistent absentees.</p> <p>Parents will be fully aware of the importance of attendance and school will keep them regularly updated on how well we are doing.</p> <p>An effective tracking and monitoring system will be in place enabling early intervention where attendance becomes a concern.</p> <p>Pupils with good attendance will be celebrated with weekly class winners and termly individual prizes.</p> <p>Half termly meetings between attendance officer and HT where attendance has dropped below 95%.</p> <p>Regular meetings between school and EWO to discuss problem families.</p>
<p>Implementation of a DfE approved phonics programme.</p>	<p>Selection of appropriate programme (Little Wondle).</p> <p>Staff trained in its delivery.</p> <p>Programme implemented across school.</p> <p>Programme shared with parents.</p>
<p>Development of pupils mindsets so that they want to achieve and are determined to improve.</p>	<p>School values will be embedded within all aspects of school life and pupils will have a good, practical understanding of what these mean.</p> <p>Pupils with lower self-esteem, or behaviours damaging to others', will receive interventions to help address this.</p> <p>The curriculum will provide opportunities for all pupils to grow, thrive and reflect.</p>

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 cost: £ 48 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a modern curriculum that engages pupils with opportunities for enrichment and builds on prior learning.</p>	<p>EEF +5</p> <p>“Mastery Learning should be distinguished from a related approach sometimes known as “teaching for mastery”. This term is often used to describe the approach to maths teaching found in high-performing places in East Asia, such as Shanghai and Singapore. Like “mastery learning”, “teaching for mastery” aims to support all pupils to achieve deep understanding and competence in the relevant topic. However, “teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. Although some aspects of “teaching for mastery” are informed by research, relatively few interventions of this nature have been evaluated for impact. Most of the studies in this strand, should be distinguished from this related approach.”</p>	<p>1, 2, 4, 5</p>
<p>Proactively teach for fluency in core skills, such as pupil word level, language, reading comprehension and numeracy skills.</p>	<p>EEF +5</p> <p>“Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling</p>	<p>1, 5</p>

	<p>patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns."</p>	
<p>To ensure effective leadership in all areas through regular release time whilst maintaining teaching standards in class.</p>	<p>OFSTED "Sir Michael Wilshaw said that leadership in schools, in colleges and in local authorities was key to driving up standards and ensuring all young people get the good education they deserve."</p>	<p>1, 4</p>
<p>CPD for deployment of Teaching assistants to support with teaching and learning. We will audit our current practice and better align deployment with our core priorities, focusing on teacher and ta collaborative work, teaching assistant pedagogy and subject knowledge and clarifying the role of the TA for all.</p>	<p>EEF +4 "Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants."</p>	<p>1, 5</p>
<p>Employment of an experienced teacher to support catch up and booster classes in upper KS2.</p>	<p>EEF +4 "Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills."</p>	<p>1, 5</p>

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

Budgeted cost: £ 113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of interventions to meet the academic needs of pupils including:</p> <ul style="list-style-type: none"> • 1:1 reading opportunities • Small group maths intervention/times tables support • Phonics interventions • Precision teaching opportunities <p>By providing a full time TA in each class.</p>	<p>EEF +4</p> <p>“Teaching assistants (also known as TAs, classroom support assistants or teachers’ aides) are adults who support teachers in the classroom. Teaching assistants’ duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class. The role can also include administrative support. “</p>	1, 4, 5

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

Budgeted cost: £ £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Employ an attendance worker so there is a consistent point of contact within school for our families – she will work with our families to support them in ensuring pupils are in school by working in partnership</p>	<p>Attendance for this group is low so ensuring pupils are in school is a priority otherwise all other activities and interventions become obsolete.</p>	3, 5	
<p>Increased capacity of and subsidised the cost of our Breakfast Club for PP pupils</p>			<p>Extension to the school day (10minutes daily equating to over 6 more days’ worth of teaching over a school year).</p>
<p>Extension to the school day (10minutes daily equating to over 6 more days’ worth of teaching over a school year).</p>	<p>EEF +3</p> <p>“Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of</p>	2, 5	

	targeted before and after school programmes (including additional small group or one to one tuition). It also includes revisions to the school calendar to extend the total number of days in the school year.”	
<p>Delivery of interventions to meet the social and emotional needs of pupils including:</p> <p>Lego Therapy SUMO Physical Literacy Girls/Boys Clubs Friends for Life</p> <p>Subsidising cost of school mini bus to run out of school experiences linked to the above.</p>	<p>EEF +7</p> <p>“Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition – the mental process involved in knowing, understanding, and learning • metacognition – often defined as ‘learning to learn’; and <p>motivation – willingness to engage our metacognitive and cognitive skills.”</p>	2, 4
<p>Development of cultural capital through enhanced curricular provision such as with trips and visitors.</p>	<p>OFSTED</p> <p>“A great curriculum builds cultural capital.”</p> <p>Cultural capital, when used in relation to education, promotes the idea that schools should support the modern definition of what ‘cultural capital’ means. That is an individual who is knowledgeable about a wide range of culture, is comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.</p>	2, 4
<p>Learning mentor to support families and pupils who are struggling due to social and emotional issues.</p>	<p>EEF+4</p> <p>“Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The</p>	4, 5

	<p>interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p> <p>Other approaches, such as Parental engagement and Social and emotional learning programmes, are often associated with reported improvements in school ethos or discipline, but are not included in this summary, which is limited to interventions that focus directly on behaviour.”</p>	
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Total budgeted cost: £ 216000

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.

Percentage Increase in Attainment (Baseline to End of Summer)

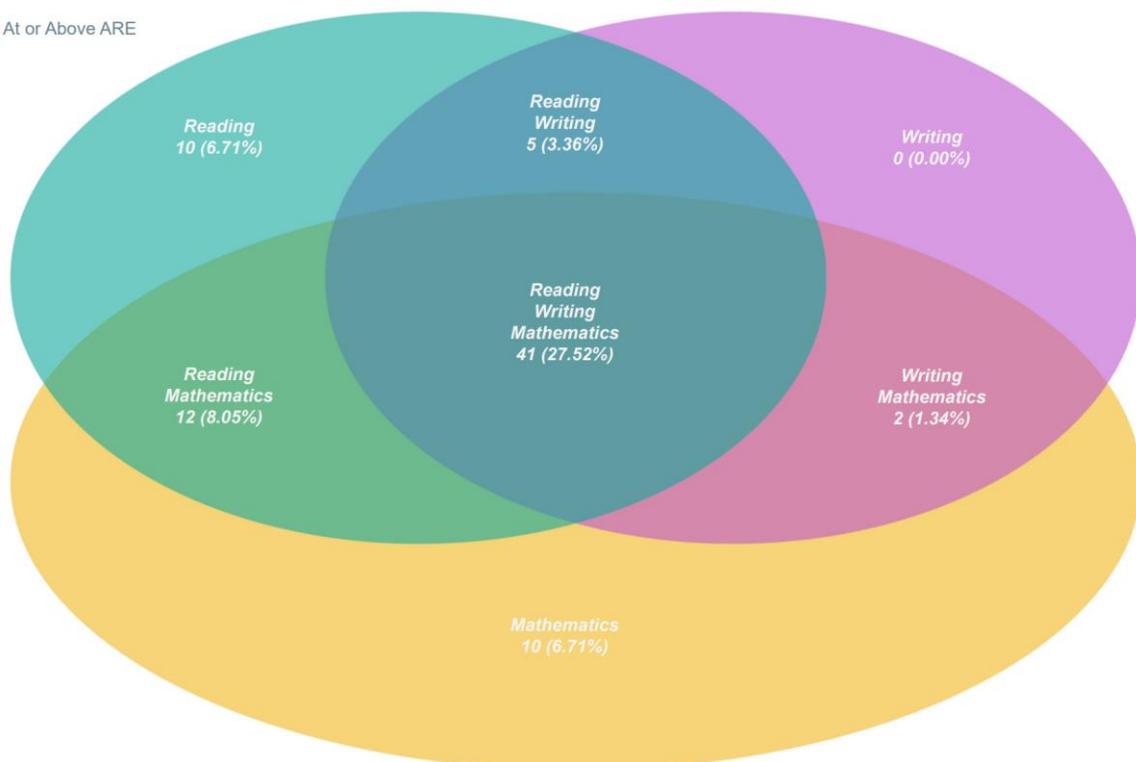
Reading: +24%

Writing: +21%

Maths: +26%

Combined: +19.25%

Pupils At or Above ARE



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
Maths No Problem	
Chris Quigley Curriculum	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A