

# 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	Roberts Primary School
Number of pupils in school	697
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	31 <sup>st</sup> December 2022
Reviewed and updated	November 2023
Reviewed by	November 2024
Statement authorised by	Dawn Hunt
Pupil premium lead	Dawn Hunt
Governor / Trustee lead	Sue Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,266.00
Early Years pupil premium funding allocation this academic year	£11,900.00
Pupil premium LAC	£1,600
Recovery premium funding allocation this academic year	£25,232
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£260,998</b> (updated October 2023)

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good or better progress across all subject areas. The ultimate aim is that disadvantaged pupils achieve as well as, or better than, non-disadvantaged pupils. It is also our intent that these disadvantaged learners who are high attainers continue to perform at the level they are capable of.

Whilst disadvantaged pupils remain the main priority, non-disadvantaged pupils who have a particular need or who have fallen behind their peers for whatever reason will also be targeted for support within this plan in line with education recovery.

High quality teaching throughout the school alongside focussed intervention groups have formed the basis of our current pupil premium strategy. Opportunities for a wider curriculum will run alongside the academic stream of support.

Our approaches are designed to support the school ethos around the Roberts Charter. For example, building pupil learning behaviours in cooperating, communicating and reasoning, as well as being curious, resilient and reflective about their own learning.

Our ultimate aims are to:

- ensure disadvantaged pupils attend school regularly and move towards national expectations of attendance e.g. 96%
- have quality first teaching within all classrooms, ensuring that all children make progress within lessons and across lessons. Lessons are well planned to ensure that all pupils make the most of the learning time available
- have a rigorous approach towards interventions, small groups, pairs and one to one. Interventions to be monitored regularly by SLT.
- To develop further a wider range of nurture and pastoral support.
- include a wide range of cultural, sporting and creative activities across the school.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance remains below Government expectations of 96%. Current national data stands at 95.0%. Current disadvantage data stands at 93.2%.
2	Internal data/assessments show that disadvantaged pupils perform less well than non-disadvantaged pupils in Reading at KS1 and KS2. This has been shown in the Summer and Autumn data.
3	Internal data/assessments show that disadvantaged pupils perform less well than non-disadvantaged pupils in Writing at KS1 and KS2. This has been shown in the Summer and Autumn data.
4	Internal data/assessments show that disadvantaged pupils perform less well than non-disadvantaged pupils in Maths at KS1 and KS2. This has been shown in the Summer and Autumn data.
5	Internal assessment of pupils on entry into Nursery and Reception demonstrate that children particularly disadvantaged children are well below attainment on entry in areas relating to communication language and literacy and also in maths.
6	All pupil's attainment is below national expectations for Reading, Writing and Maths at KS2.
7	Well-being/anxiety are an influence on the performance of some pupils
8	Some children have limited opportunities to engage in wider experiences that may influence the raising of aspirations

## 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 Reading attainment among all pupils, particularly disadvantaged pupils.	KS2 Reading outcomes in 2024/25 are in line with national expectations of 74% <i>(latest national figures)</i> 58.6% <i>(school data 2023)</i> and more than 48.3% <i>(school data 2023)</i> of disadvantaged pupils met the expected standard, increase by at least 10%.
Improved Writing attainment among all pupils, particularly disadvantaged pupils.	KS2 Writing outcomes in 2024/25 to exceed or remain in line with national expectations of 69% <i>(latest national figures)</i> 73.6% <i>(school data 2023)</i> and more than 62.1% <i>(school data 2023)</i> of disadvantaged pupils met the expected standard, increase by at least 10%.
Improved Maths attainment among all pupils, particularly disadvantaged pupils.	KS2 Maths outcomes in 2024/25 are in line with national expectations of 71% <i>(latest national figures)</i> 66.7% <i>(school data 2023)</i> and more than 55.2% <i>(school data 2023)</i> of disadvantaged pupils met the expected standard, increase by at least 10%.
All children who have not passed their phonic test in Year 2 supported to do so in KS2.	For more than 85% of pupils to pass the phonics screening in Year 1. For more than 96% of pupils to pass the phonics screening in Year 2. As a combined outcome, more than 90% of pupils to pass the phonics screening check by the end of KS1.
Improved oral language skills and vocabulary among all pupils in EYFS and KS1, particularly disadvantaged pupils.	On-going interactions, observations and assessments indicate significantly improved oral language among all pupils particularly disadvantaged pupils. This is supported through other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
All pupils identified as in need, either by school, other professionals or parents/carers, provided with appropriate support to improve and maintain their emotional and/or mental well-being.	Data analysis from pupil interviews, parent and teacher questionnaires shows that identified children present as happy in school, they are coping with work set and feel confident about talking to others There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Sustained and improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. (22/23 all pupils 6.88% Disadvantage 9%) The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 0% lower than their peers. (22/23 All Pupils 21.0%)
To provide a variety of enriching experiences so that pupils gain the essential knowledge that they need to prepare for future success in addition to enabling pupils to develop their vocabulary skills, communication skills and interaction skills.	All children to have had access to at least one external trip annually in relation to their current curriculum, one cultural visit to theatre or museum/music event. A variety of theatre /dance performers/visiting speakers in school to support cultural experiences
For children to develop their language skills across the curriculum.	At least 50% of the disadvantage pupils are achieving age expected standards in communication language and literacy.
Improved retrieval skills for all children through the development of metacognition.	All staff to implement agreed strategies as a result of CPD to promote independent learning and retrieval of knowledge.

## 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: £6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systemic Synthetic Phonics programme</a> (Little Wandle) to secure stronger phonics teaching for all pupils. <b>£6,000</b>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 5, 6
Additional staff recruited to support the teaching of Maths in KS2. <b>Costed in intervention</b>	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. <a href="#">Small group tuition</a>	2, 4
Additional staff to support the teaching in FS. <b>Costed in intervention</b>		5

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

Budgeted cost: £135,950.00

	Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths	KS2 Small Maths group year 3-5 RK: 15 hours weekly.	<p>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><a href="#">Small group tuition</a></p>	4, 5, 6
	KS2 Star Maths (Freckle) £5,643 HB: 10 hours weekly.		4, 5, 6
	Year 6 Booster Maths HO: 15 hours weekly.		4, 6
Reading	Years 3, 4 and 5 Accelerated Reader HW: 8 hours weekly. AR Program cost £5,812		2, 5, 6
	Guided Reading Extra Support LW/AC:15 hours weekly		2, 5, 6
	Little Wandle 7.5 hours 5 hours 5 hours 5 hours		2, 5, 6
Speaking and Listening	Key Skill Group 30 hours	2, 5, 6	
	Talk Boost 3 hours	2, 5, 6	
	Early Talk Boost 3 hours	2, 5, 6	
Reading	Daily Reading 1:1 Year 5: 6 hours weekly Year 3/4: 10 hours weekly Year 2: 6 hours weekly Year 1: 6 hours weekly	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching or as a replacement for other lessons.</p> <p><a href="#">One to one tuition</a></p>	2, 5, 6
	Little Wandle IKUs 1:1 Year 1: 8 hours weekly		2, 5, 6
Individual R/W/M	Precision Teaching 1:1 Year 5: 10 hours weekly Year 4: 10 hours weekly Year 3: 10 hours weekly Year 2: 10 hours weekly	2, 3, 4, 5, 6	
	PEP Target Support 1:1 2 hours weekly	2, 3, 4, 5, 6	
Speech & Language	Speech and Language 1:1 17.5 hours	2, 3, 5	
<p>217 hours x £13.47 total = £2,922.99 x 38 weeks =£111,073.62            Program AR £5,812, Star Maths £5,643            Contingency £1,200            Total £123,729</p>			

Feedback	<p>Leaders to be provided with time to talk with pupils.</p> <p>£720.00</p>	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p><u>Feedback</u></p>	5
Resources	<p>Provision of resources to support homework tasks in Year 6 and to support whole school and interventions</p> <p>Cost of homework books</p> <p>£11,501.50</p>	<p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.</p> <p><u>Homework</u></p>	2, 3, 4, 6
<p>Total cost £12,222.00</p>			

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

Predicted budget cost: £119,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Groups set up across the school along with individual counselling sessions to address any social and mental health needs.</p> <p>MP: 10 hours <b>£10,000</b></p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="#">Social and Emotional Learning (SEL)</a></p>	1, 6, 7
<p>Regular allocated time for DSL/attendance officer to monitor and support parents with children who have an attendance issue.</p> <p><b>£ 8,000</b></p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning including general approaches which encourage parents to support their children.</p> <p><a href="#">Parental Engagement</a></p>	1, 2, 3, 4, 5, 6
<p>Family Support Worker/SENDco to provide individual support to children or parents.</p> <p><b>FS 30 hours £30,000</b> <b>SENDCo £20,000</b></p>	<p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p><a href="#">Social and Emotional Learning (SEL)</a></p>	5, 7
<p>Lunchtime/after school Sports Clubs funded for a range of sporting activities across different year groups.</p> <p>(See Sports Premium)</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, as they can impact on core academic attainment.</p> <p><a href="#">Physical Activity</a></p>	1, 6, 8
<p>Whole class, small group and individual music sessions provided on a weekly basis:</p> <p>Whole class - Year 1/2 singing, Year 2/3 recorder, Year 4/5 clarinets.</p> <p><b>Costs £14,050</b> <b>+£5,000 contingency</b></p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as music. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science.</p> <p><a href="#">Arts Participation</a></p>	7,8
<p>A range of experiences provide for children to enhance their cultural capital (e.g. theatre visits, educational trips, etc.)</p> <p><b>Costs £32,000</b></p>	<p>The things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p> <p><a href="#">Aspiration Interventions</a></p>	7, 8



## 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.

There was an increase in standards shown in school statutory data at the end of 2023 in Writing and Maths. Writing at expected was 73.6% in 2023 compared to 64.5% in 2022, meaning an improvement of 9.1%. There was also an increase in the percentage of children exceeding the standard, 12.6% in 2023 compared to 11.8% in 2022.

In 2023, 66.7% of children achieved expected in 2023 compared to 64.7% in 2022 in Maths. There was also an increase in the percentage of children exceeding the standard, 14.9% in 2023 compared to 8.9% in 2022 - a 6% improvement.

The percentage of children achieving expected standards at Reading in 2023 dipped slightly. However, the number of children exceeding standards increased by 8.8%.

National data for KS1 shows that children are working broadly in line with national standards. For Reading, school had 71.1% of pupils at expected or above compared to the national figure of 67%.

In Writing, school data for expected or above was 72.2% whereas national data was 58%.

In Maths, school achieved 73.3% of pupils achieving expected or above compared to 68% at national level.

It can therefore be seen that the Pupil Premium Strategy for all pupils is having some impact.

However, despite the increase in school data for all pupils, across the school, there still remains a gap in attainment between disadvantaged pupils and all pupils which remains a concern. Closing this gap continues to be the main driver for our school improvement, particularly with Reading as this is significantly below National Standards. Interventions to improve Reading determine the intentions of our pupil premium strategy. Closing the gap by 10% should bring disadvantaged pupils broadly in line with all pupils.

Good Level of Development in the Foundation Stage in 2023, 67%, resulted in a slight decrease on attainment compared to 2022.

Interventions across the school have continued throughout 2022-2023 and, on the whole, have had impact. A focussed and precise intervention programme is clearly necessary to support those children who remain behind.

Good behaviour is evident across the school for the majority of pupils. Those pupils with particular social and emotional difficulties have continued to be supported through nurture/counselling and well-being activities: there has been some impact for some pupils by pupils being more engaged in lessons. This support is essential and needs to continue for targeted pupils throughout 2023-2024.

Children have benefitted from the wide range of extra-curricular activities that have been provided this year. (Theatre trips, visits, guest speakers and workshops etc)

Overall attendance in 2022/23 for all pupils was 93%, (Absence and persistent absence improved on the previous year).

### Externally provided programmes

Programme	Provider
Testbase	Doublestruck Limited
Accelerated Reader	Renaissance
Star maths	Renaissance
Little Wandle Revised Letters and Sounds	Wandle Learning Trust
Talk Boost	I Can
WellComm (Speech and Language Programme)	GL Assessment
Boxall Profile (nurture)	Boxall Profile