# 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

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| Detail | Data |
| School name | Rowley Park Academy |
| Number of pupils in school | 202 (inclusive of Nursery) |
| Proportion (%) of pupil premium eligible pupils | 42.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020, 2021, 2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Annika Beaumont Headteacher |
| Pupil premium lead | Annika Beaumont Headteacher |
| Governor / Trustee lead | Laura Crouziere |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 115, 670 |
| Recovery premium funding allocation this academic year | £ 12, 470 |
| 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 | £ 128,140 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Rowley Park Primary Academy, 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 be the best that they can be, academically and emotionally, and meet targets set, inclusive of children of all abilities.  We consider the challenges and barriers faced by pupil premium and vulnerable pupils, such as those who have a social worker and young carers and ensure that the targeted activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality 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.  Our strategy is also runs alongside and is complementary to wider school plans for education recovery, through targeted support through the National Tutoring Programme, providing quality intervention support and proven strategies. Our approach will be responsive to whole school common challenges and the individual needs of the whole child.  To ensure they are effective and have maximum impact, we will regularly review our strategy, assessment data and stakeholder voices. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Internal and external data (where available - academic and attendance) shows that the gap between disadvantaged and other pupils has widened due to lost learning during the pandemic. There continues to be gaps in learning across all core subjects with data showing that children are working below age expected expectations as a as a result.  Writing data continues to be the |
| 2 | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many dis-advantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Observations, discussions and monitoring records show that access to Technology in school and during times of remote learning are During lockdown 30% of families accessed loaned tech support. |
| 4 | Observations, discussions and monitoring records show that children’s well-being has been impacted negatively as a result of missed learning, changes in family circumstances and adverse childhood trauma with safeguarding records showing an increase in monitored children, those open to investigations and those on a CIN/CP/early help plan has increased.  Number of teacher referrals for the Hope programme has increased as well as the number of referrals to outside agencies however access to these takes longer than pre-pandemic wait times. A high proportion of these are for our disadvantaged pupils and their families. The level of pastoral care for required children and families outside of the classroom has increased significantly. |
| 5 | Date shows that attendance is still an on-going issue at Rowley Park. Data shows that PA absence continues to be above national figures with a majority being our disadvantaged pupils. Our data shows that pupils at risk of becoming persistent absences (90%-93%)  Since returning from the pandemic, school refusal or increased anxiety levels has risen. |
| 6 | Stakeholder voice shows that disadvantaged children have limited access to enriching, life experiences due to financial impact of these activities. This impacts on children’s health and personal and social development. Income shows that contributions from parents for these activities is low. |

## 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.

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| Intended outcome | Success criteria |
| Improved writing attainment amongst disadvantaged pupils. | Gap analysis and access to high quality teaching and intervention programmes means that Internal and external data at all critical end-points (EYFS, KS1, KS2) shows and increase in disadvantaged pupils achieving the expected standard in writing.  GAP between disadvantaged and others shows a decrease. |
| Improved reading including phonics attainment amongst disadvantaged pupils. | Gap analysis and access to high quality teaching and intervention programmes means that Internal and external data at all critical end-points (EYFS, KS1, Year phonics, KS2) shows and increase in disadvantaged pupils achieving the expected standard in mathematics.  GAP between disadvantaged and others shows a decrease. |
| Improved maths attainment amongst disadvantaged pupils. | Gap analysis and access to high quality teaching and intervention programmes means that Internal and external data at all critical end-points (EYFS, KS1, KS2) shows and increase in disadvantaged pupils achieving the expected standard in reading.  GAP between disadvantaged and others shows a decrease. |
| To achieve and sustain improved attendance  for all pupils, particularly our dis-advantaged pupils. | Reviewed attendance plan is in place and is impacting positively on attendance.  The overall absence rate for all pupils being shows an increase based on historical data and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.  The percentage of all pupils who are persistently absent being below 93% with the figure among disadvantaged pupils and their peers is decreasing. |
| Increased access to high quality technology during the school day and to support remote learning where required. | Clear digital strategy in place across the school with classes having increased access to ipads and devices to work on  A loan scheme is in place for disadvantaged pupils to access remote learning and online homework from home more easily which is backed up by engagement levels. |
| The family support worker role ensures that children are gaining access to services that supports their wellbeing having a positive impact on their emotional wellbeing. | Monitoring and safeguarding records show that services are being accessed by families that require it.  Stakeholder voice demonstrates that the level of pastoral support available to the children is highly valued making children feeling happy and safe at school.  Tracking of the hope programme shows impact on social and emotional development of the child in identified areas, positively impacting on attendance and engagement in school. |
| A robust timetable of hooks and experiences is available to all pupils throughout the school year, inclusive of curriculum experiences and beyond the school day (after school activities). | Tracking shows a high level of uptake by pupil premium children.  Pupil voice and parent voice shows that the trips and hooks provided are highly valued and support the development of the children as a whole. |
| Poverty Proofing Audit will have taken place and actions taken. | The cost of the school day has been reduced based on findings of the audit or stakeholder voice.  Reduced incidents where children are missing school for barriers. Pupil voice shows that children feel happy, safe and supported in school. |

## 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: £ 66,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum focused Professional Development to support high quality teaching  £2000 + cover costs |  | 1, |
| *Mastering Early Number*  *(£1000)* | Studies involving primary school pupils have tended to be more effective (+8 months) than for secondary school pupils (+ 3 months).  Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).  [Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) | 1 |
| *TAs to deliver quality interventions* | The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months).  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1 |
| Purchasing of Mark assessments software to identify | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF | 1 |
| Purchasing of quality technology to fulfil the schools digital approach and support the remote learning of disadvantaged pupils. |  | 1,2,3,6 |

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

Budgeted cost: £ 14,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  Oral language interventions | EEF (educationendowmentfoundation.org.uk) | 1, 2 |
| Engaging with the National Tutoring Programme. | Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.  One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Educa-tion Endowment Foundation | EEF | 1, 4 |
| Organise and deliverafter school booster group sessions for identified children. | The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months).  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 1, 4 |
| Deliver high quality intervention sessions for those children identified as stalled. | 1, 4 |

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

Budgeted cost: £ *£48,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Continue to fund the salary of a school based Family support worker to support the wellbeing of pupils and our families through the HOPE programme and family support (4 days)* | Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.  [Social and emotional learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 1, 4, 5 |
| *To purchase high quality CPD in trauma informed practice and restorative practice to support children’s wellbeing.* | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) | 1, 4, 5 |
| *Pay for EWO support from the Trust to enable us to improve attendance by reviewing current policies and practice to reduce PA especially with our disadvantage families.* | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1, 4, 5 |
| *Work with Children North East charity to poverty proof our school day to remove barriers of education to our disadvantaged pupils.* | <https://neu.org.uk/turning-page-guide> | 1, 4, 5 |
| *Provide an enriching timetable of hooks, trips and experiences across the curriculum and beyond including activities that raise awareness/aspirations amongst our disadvantaged pupils.* | <https://neu.org.uk/turning-page-guide>  [Aspiration interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions) | 1, 4, 5 |
| *Introduce and embed the National Breakfast Programme across the school.* | The National School Breakfast Programme (NSBP) is funded by the Department for Education and delivered by Family Action to support schools in England to provide children with a healthy breakfast at the start of the school day.  Family Action is committed to supporting child development, and we believe a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn | 4, 5 |

**Total budgeted cost: £ 128,500**

# 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.

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| Our assessment of the reasons for the barriers and growth in gaps between their peers points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. This continued to be the case during remote learning with tech being required by families to access learning whilst isolating.  Our internal assessments during 2020/21 suggested that the performance of dis-advantaged pupils was lower than in the previous year’s pre pandemic and the gap between dis-advantaged and other pupils had increased across core subjects but especially writing so we trained staff and implemented a new writing approach across the school. This is now evident in books, learning walks and is being taught consistently. Quality texts were purchased for each class and libraries to extend their access to a range of books. Replacement of texts and reading books was also required due to lost/non-returned books from school closure.  Although overall attendance in 2020/21 was in line with the national figure related to pandemic since re-opening of schools, attendance has been a barrier to learning with the majority of persistent absence being disadvantaged pupils which is why attendance was last year a focus and continues to be part of our current plan. We employed a family support worker and an EWO(1 day a week) to support children and our families.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly impactful for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions– the HOPE programme. Identified children received emotional support internally and externally to enable them to access schooling. We are continuing to build on that approach with the activities detailed in this plan.  When schools were opening, we provided quality hooks, experiences and wraparound – an increased participation of disadvantage pupils were attending enrichment activities with pupil voice being very positive.  Pupil premium funding was also used to purchase and provide physical resources to aid remote learning technology, stationary, books, food etc… |

## 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*

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| Programme | Provider |
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