# 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

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| Detail | Data |
| School name | Rowley Park Academy |
| Number of pupils in school | 200 |
| Proportion (%) of pupil premium eligible pupils | 36.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023, 2024, 2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Autumn term 2024 |
| Statement authorised by | Annika Beaumont Headteacher |
| Pupil premium lead | Annika Beaumont Headteacher |
| Governor / Trustee lead | Kelly Weir |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £109,125 |
| Recovery premium funding allocation this academic year | £13,050 |
| 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 | £ 122,175 |

# 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.  First-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 is evident. 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 lowest of the school with low progress data in subjects especially maths since pandemic return. |
| 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 which links to writing outcomes. |
| 3 | 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. |
| 4 | Data 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%). |
| 5 | 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. |
| 6 | Homework participation/Parent participation and support |

## 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 including of those achieving GDS at end points. | 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 and an increase in those reaching GDS.  GAP between disadvantaged and others shows a decrease. |
| Improved reading including phonics attainment amongst disadvantaged pupils including of those achieving GDS at end points. | 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 and an increase in those reaching GDS.  GAP between disadvantaged and others shows a decrease. |
| Improved maths attainment amongst disadvantaged pupils including of those achieving GDS at end points. | 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 and an increase in those reaching GDS.  GAP between disadvantaged and others shows a decrease. |
| Improved knowledge and increased confidence within speaking and listening strand of the english curriculum through a consistent high quality Oracy approach. | Observations and monitoring shows that Oracy is taught consistently and is an integral part of the teaching and learning policy resulting in high quality speaking and listening opportunities and shows a positive link to writing attainment and outcomes  EYFS data for communication and language is comparable to national data. High quality speech and language programme is embedded. |
| 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. |
| 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. |
| The cost of the school day continues to be considered and opportunities present equally to all children regardless of their background. | 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.  An equal representation of Pupil premium children vs others are seen in wider life of school opportunities – leadership groups, clubs, roles and responsibilities. |
| A timetable of workshops and parental events ‘learn together’ sessions are held across the year to support parents with support learning at home and increase homework participation. | Parental involvement at school events with an academic focus increases.  Key resources are provided to parents including of tech through the tech loan scheme which shows an increase in homework participation. |

## 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: £ 72,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum focused Professional Development to support high quality teaching |  |  |
| Whole school Read, Write, Inc training, senior leadership support, coaching and key resources. | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | 1 |
| *Mastering Early Number* | 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  Fresh Start   * 1. tutoring   Shine Intervention programme | 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 gaps and trends in core subjects | 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 |

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

Budgeted cost: £ 23,500

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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 |
| 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 inclusive of tutoring sessions. | 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.* | 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 |
| *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 |
| *In response to the school’s Poverty Proofing audit continue to poverty proof the school day throughout the year by minimising the cost for disadvantaged families.* | <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 |
| *Continue to run 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 |
| *Hold Parental Workshops and support sessions to enable parents to upskill and support children’s learning at home.* | Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. | 1,2,6 |

**Total budgeted cost: £**

# 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.

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| Our published data during 2022/23 show an increase in attainment and narrowed gaps in some subjects and year groups. GLD was 60% and there continues to be a gap between disadvantaged and others,  Monitoring has shown that the partnership and training from RWI ensured high quality and consistent teaching of phonics is taking place and resulted in attainment for the phonics screening check being 80% which is in line with national and 78% for disadvantaged pupils vs 81% for others. Year 2 outcomes show that attainment for core subjects are in-line with national apart from writing. disadvantaged pupils out performed that of others in all core subjects. Reading – 75%/72% Writing – 62%/50% Maths – 75%/72%. Year 6 – There remains a considerable gap in attainment between pupil premium and others across all subjects.  We continued to engage in the national tutoring programme through the school led approach – data showed that 52 children took part in the tutoring programme. Children that accessed tutoring made progress against their starting points with some making rapid progress.  The well-being team continued to address attendance consisting of Head, Deputy, Family Support, SENCO and EWO - attendance continues to be a barrier to learning with the majority of persistent absence being disadvantaged pupils. Attendance is a historical issue at the school and continue to be. Rowley Park took part in the laurel trust attendance project and have taken on key findings to try and improve attendance. We have now increased hours of our family support worker from 4 to 5 days and trust EWO to guide the school is supporting children and our families.  We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions– the HOPE programme – Records show that 35(63% PP) children accessed hope support across the academic year and this impacted positively. Identified children received emotional support internally and externally to enable them to access schooling. We also continued to manage wellbeing and behaviour with a restorative approach. Pupil voice and OFSTED report shows that children are happy at our school, they feel safe and know who to go to for support.  Again, a full range of school trips and experiences were able to run again last year resulting in 30 hooks or experience taking place across the year groups as well as a full range of extra-curricular activities which was recognised positively in our stakeholder voices. Attendance registers and clubs lists show that 70% of children in attendance were pupil premium. |

## 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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