

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Rowley Park Academy
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	30.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025, 2026, 2027
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	Tapiwa Kandengwa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106, 511
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	£106, 511

Part A: Pupil premium strategy plan

Statement of intent

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 and pupil groups.

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 also runs alongside and is complementary to wider school plans for education recovery, through targeted support, 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.

Challenge number	Detail of challenge
1	Internal and external data (where available - academic and attendance) shows that the gap between disadvantaged and there is a gap between PP and others in some year groups although there is no consistent pattern across the school. Progress data across all subjects has been below national. Writing data continues to be the lowest of the school for others and disadvantaged pupils. The gap between PP children and others achieving GDS is significant especially in Writing.
2	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

3	Through observation and baseline testing it is evident that children entering Early Years enter with speech/language, self-care and PSED barriers which has an impact on core area achievements with some needed targeted support to meet GLD. GLD has been below national for the last 3 years.
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 and parent enquiries for the Hope programme continues to be in demand 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	Data shows that attendance is still an on-going issue at Rowley Park. Data shows that PA absence and those at risk of becoming PA consists mainly of our disadvantaged pupils. Although attendance for academic year 2023-2024 improved, we are yet to establish a trend of positive attendance data.
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. With the cost-of-living crisis, parents are identifying financial issues as a barrier to contributing to trips and as well as lack of school uniform and equipment.

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 writing attainment amongst disadvantaged pupils including those achieving GDS.	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 and GDS 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 reading including GDS. GAP between disadvantaged continues to be in line with others.
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 and GDS in mathematics and the Year 4 MTC. 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 present 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 have reduced. The gap between disadvantaged pupils and their peers is decreasing. Lates have reduced through key targeting and support given.
Improved GLD data for Reception end point.	Targeted interventions and high-quality teaching and interaction has ensured that the gap between GLD data and national has decreased and is moving towards being in-line with national.
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.
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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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum focused Professional Development to support high quality teaching		All
Whole school Read, Write, Inc training platform access and assessment tool.	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
<i>Mastering Early Number</i>	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)	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
Wellbeing/safeguarding/family support focused training and supervision for staff.		1,2,4,5
To employ and induct a a cover teacher to enable consistency is school policy and high-quality teaching.		1,2,3,4, 5

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

Budgeted cost: £ 45,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic language 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
<i>TAs to deliver quality interventions (Shine, precision teaching, 1-1 phonics, Pupil progress interventions and</i>	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)	1
Organise and deliver after 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)	1, 4
Deliver high quality intervention sessions for those children identified as stalled.		1, 4
Purchase and Implement interventions to support progress towards Early learning goal and GLD. (Scribble/drawing club/story dough/Time 4 talk)	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)	1, 2

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

Budgeted cost: £ £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>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)</i>	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)	1, 4, 5
<i>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.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 4, 5
<i>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.</i>	https://neu.org.uk/turning-page-guide	1, 4, 5
<i>Provide an enriching timetable of hooks, trips and experiences across the curriculum and beyond including activities that raise awareness/aspirations amongst our disadvantaged pupils.</i>	https://neu.org.uk/turning-page-guide Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1, 4, 5
<i>Introduce and embed the National Breakfast Programme across the school.</i>	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

<i>Hold Parental Workshops and support sessions to enable parents to upskill and support children's learning at home.</i>	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
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Total budgeted cost: £ 143, 965

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 2023 to 2024 academic year.

Our 2023/24 data (external and internal) shows that pupil premium children outperformed non-pupil premium children in all subjects and combined at end of Keystage 1,2 and within the Year 1 phonics check data. Keystage 1 performance was in-line with national expectations as was phonics. Our Year 4 multiplication score improved with an average score of 21.3, and we were above national for those children gaining full marks(29%N Vs 43%RPA).

The introduction of the Oracy strategy has ensured a consistent approach to speaking and listening across the school. In our trust peer school visit, it was noted that the physical strand of the strategy was well embedded, that children were actively listening and participation in class discussions had increased. Children are confident in the talk tactics and they use this to move learning on and challenge each other.

The role of the family support worker continues to be a vital role for our school. Having that role in school has ensured that children that require mental health and/or well-being support access early intervention. Over the year, 30 have received HOPE support. The family support worker continues to support families who are experiencing difficulties and as a result has formed good relationships with our harder to reach parents.

This role has also been an important part of the attendance team. Attendance has improved and was in line with national at 94.4% with persistent absence reducing significantly from 25% to 14.2%. Supported families and children made good progress.

Children continued to access quality hooks and experiences across the year to compliment their learning as well as accessing a robust timetable of after school clubs and activities. Pupil voice shows that children are positive about opportunities on offer.67% of children attending our clubs are 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

Programme	Provider