



Rochford Primary & Nursery School (Academy)

Pupil Premium Strategy 2021-22



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	Rochford Primary and Nursery School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Shane Owen, Headteacher
Pupil premium lead	Hester Denney, Deputy Headteacher
Governor / Trustee lead	Luke Baker, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,080
Recovery premium funding allocation this academic year	£9,425
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£95,505

Part A: Pupil premium strategy plan

Statement of intent

School Vision Statement: “Inspiring lifelong learning”

Our intention is that all pupils, irrespective of their background or the external factors and challenges they may face, receive the highest quality education, support, and opportunities possible. The focus of this strategy is to support those pupils at a social economic disadvantage to make good progress and to achieve their individual targets, whilst attaining age-related expectations or higher, including those who are high attainers. These pupils will also feel well supported in all aspects of their school life and will achieve and learn in an environment in which they feel safe, valued and fully included.

Our objectives are to:

- *Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils.*
- *Diminish the gap in attainment between disadvantaged and non-disadvantaged pupils, with an aspiration to eradicate this gap completely.*
- *Ensure that all disadvantage pupils feel fully included in all aspect of school life.*
- *Support the Social, Emotional and Mental Health (SEMH) needs of all pupils and, where appropriate, their families.*

In order to achieve this, we plan to:

- *Carry out robust diagnostic assessment (not assumptions) to identify those pupils in need of targeted interventions.*
- *Provide appropriate provision for those pupils identified above and assess the impact of this provision.*
- *Have high quality teaching at the heart of our approach, with targeted interventions in response to assessments.*
- *Provide wider support for pupils and families’ SEMH needs for example helping with payments for clubs, kit, and uniform.*

We have used DfE guidance, EEF research and guidance, Addressing Educational Disadvantage – The Essex Way, school data and a thorough knowledge of our children to help develop our school’s strategy.

Challenges

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

Challenge number	Detail of challenge
1	<i>A significant number (currently around 30%) of pupil premium children are not working at age-related expectations in <u>speech and language</u>.</i>
2	<i>Observations of teaching have shown that our current phonics strategy, whilst effective in terms of overall attainment, does not meet the needs of <u>all pupils</u>, particularly those lower prior attainers who need intervention or those pupils who need additional support to 'keep up' as a result of school closures.</i>
3	<i>Accelerating progress of disadvantaged pupils to achieve age-related expectations or greater depth in reading, writing and maths. Data shows that only 53% of pupil premium pupils are currently 'on track' to meet these expectations.</i>
4	<i>Our club lists and registers show that only 36% of pupil premium children attend any form of extra-curricular clubs or activities.</i>
5	<i>Our assessments, observations, surveys and discussions with pupils and families have identified an increased SEMH need for many of our disadvantaged children. Of the 23 children our pastoral lead meets with regularly, 10 of these children (43%) are pupil premium (61% are SEN/PP).</i>

Intended outcomes

This explains our aspirations for our **3-year strategy plan**, and how we will measure our success.

Intended outcome	Success criteria
<i>Increase the number of pupils working at age related expectations for speech and language.</i>	<p>All pupils identified in EYFS as needing additional support for speech and language will be working at age related by the end of KS1.</p> <p>All pupils in KS1 identified as needing additional support will be at least on track by the time they enter Milestone 3 (Year 5).</p>
<i>Phonics provision for all pupils, particularly those who are disadvantaged, will be such that these children will be equipped to make good or better progress with literacy skills.</i>	A systematic and robust phonics scheme is in place which allows all pupils, particularly disadvantaged, to make necessary progress to be successful, fluent readers.

<i>Increase the percentage of pupil premium pupils working at age-related expectations in RWM combined.</i>	At least 70% of pupil premium pupils will be working at age-related expectations in RWM combined.
<i>To broaden the horizons of disadvantaged pupils by providing wide and enriching experiences through extra-curricular clubs and activities.</i>	A wide range of clubs will be on offer to all pupils in all year groups regardless of their disadvantage. Over 60% of pupil premium children will attend clubs or extra-curricular activities
<i>Improve pupil well-being (SEMH needs) for all pupils in our school, particularly disadvantaged pupils.</i>	The number of pupils needing regular individualised 1:1 support with our pastoral lead will significantly decrease and less than 20% of the total number of these pupils will be pupil premium.

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: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Disadvantaged Champion attending Improving Literacy – EYFS and KS1 training (Research Schools Network)</i>	<p>“It is important for subject and phase leaders to consider the impact of underdeveloped language comprehension on disadvantaged pupils in their areas of responsibility.” <i>Marc Rowland - Addressing educational disadvantage (Pg 68)</i></p> <p>All sessions will be underpinned by key research in each field. Gap tasks will be offered to schools wishing to explore the content of each session in their own context. <i>Research Schools Network.</i></p>	1,3
<i>Identify a rigorous assessment method to identify those pupils needing speech and language intervention in Years R – 3.</i>	<p>“The development of speaking and listening skills requires fuller and more intensive attention to make sure that children acquire a good stock of words, learn to listen attentively, and speak clearly and confidently. ...they are prime communication skills, hugely important in their own right and central to children’s intellectual, social and emotional development.” <i>Rose Review (2006) DfES</i></p> <p>“Assessment, not assumptions, should inform our strategy to address disadvantage. Poorly identified need leads to poorly identified activity, which lead to weaker results and initiative fatigue.” <i>Marc Rowland - Addressing educational disadvantage (Pg 49)</i></p>	1
<i>Develop a whole school strategy</i>	“Every moment in school needs to be a language development and comprehension moment. The	1,3

<i>to support all pupils to keep up with speech and language development</i>	presumption of language can leave pupils isolated in the classroom. Language is key to accessing the curriculum, participating in lessons, and developing relationships with adults and peers. Oral language, in particular, is a key indicator for future academic success.” <i>Marc Rowland - Addressing educational disadvantage (Pg 68)</i>	
<i>Phonics Shed training and implementation</i>	Phonics Shed will be a validated provider (Spring 2022). “Validation will indicate that a programme has been self-assessed by its publisher and assessed by a small panel with relevant expertise, and that both consider it to meet all of the most recent Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme.” <i>DfE Guidance – validation of systematic synthetic phonics programmes: supporting documentation.</i>	1,2,3
<i>Embed revised marking policy and effective ‘in the moment’ feedback strategies</i>	“Providing feedback is well-evidenced and has a high impact on learning outcomes. Feedback appears to have slightly greater effects for primary school age pupils (+7 months)” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3
<i>Continued support for professional development to support all teachers, including ECTs to deliver high quality first teaching</i>	“Effective teaching is the best lever for improving school and pupil outcomes” “Professional development to help teachers implement the core teaching elements (metacognition and self-regulated learning, and language development and comprehension) should be a priority.” <i>Marc Rowland - Addressing educational disadvantage (Pg 65)</i>	1,3

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

Budgeted cost: £60,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>‘Numbers count’ intervention to support pupils identified in Year 2</i>	“The average impact of small group tuition is four additional months’ progress, on average, over the course of a year.”	3
<i>‘Catch-up Numeracy’ intervention to support pupils identified in Year 4</i>	“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

<i>Additional teaching and support staff to continue to deliver bespoke interventions and 1:1 support where needs are identified</i>	<p>“A lot can be achieved with careful thought, planning, and delivery using existing resources and structures. It is about making the implicit explicit, providing clarity and purpose to existing processes.”</p> <p><i>EEF – putting evidence to work.</i></p> <p>Pupil and staff feedback has shown that they feel this supports both teaching and learning and that this has a direct impact on progress.</p>	1,3
<i>Pastoral lead support through 1:1 Check-ins, SEALs groups and in class support</i>	<p>“...this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off class-mates.</p> <p>Evidence...suggests that effective SEL can lead to learning gains of +4 months over the course of a year.”</p> <p><i>EEF – Improving Social and Emotional Learning in primary schools.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5
<i>Improve oracy for those pupils identified during initial assessments</i>	<p>“The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Toolkit studies indicate that language interventions with frequent sessions over a sustained period may have larger impact.”</p> <p><i>EEF – Oral language interventions.</i></p>	1,3
<i>Phonics interventions and daily reading</i>	<p>“Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.” <i>EEF – Phonics toolkit strand</i></p>	2

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

Budgeted cost: £14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for trips, enrichment activities and uniform for pupils receiving pupil premium funding</i>	<p>DFE Guidance Pupil Premium references that Pupil Premium can be used to ‘help with the cost of educational trips or visits’</p> <p>Recent parental survey highlighted the need for additional KS1 and EYFS clubs after school.</p>	4,5
<i>Offer wider support for SEMH needs for example</i>	<p>DFE Guidance Pupil Premium references that Pupil Premium can be used ‘for wider approaches that support non-academic issues that impact success in school.’</p>	4,5

<i>pastoral care, uniform etc.</i>	“Strong pastoral care is a foundation of a successful strategy to address disadvantage.” Marc Rowland - Addressing educational disadvantage (Pg 87)	
<i>Increase clubs and opportunities provided for all pupils especially disadvantaged</i>	<p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Both pupils and parents have expressed the view that they would like more opportunities for their children to attend clubs.</p>	4
<i>Increase parental involvement by achieving the ‘parental partnership award’ and using different initiatives to engage a wide range of parents</i>	“Strong parental involvement is often associated with positive outcomes for pupils...A partnership working towards a common goal should be the focus, rooted in mutual respect and understanding for why some families feel less able to engage with school life.” Marc Rowland - Addressing educational disadvantage (Pg 87)	4,5

Total budgeted cost: £95,505

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The tables below show in school assessment data for the year 2020-21.

KS1	Reading			Writing			Maths		
	PP - 11	<u>Non PP - 19</u>	Gap	PP - 11	<u>Non PP - 19</u>	Gap	PP - 11	<u>Non PP - 19</u>	Gap
Working Below	9%	11%	-2%	18%	17%	+1%	18%	11%	+7%
Expected Standards	91%	89%	+2%	82%	83%	-1%	82%	89%	-7%
Greater Depth	27%	33%	-6%	9%	17%	-8%	9%	17%	-8%

The above data shows results for Year 2 based on teacher assessment at the end of the year 2020-21. This data shows that there are no significant differences between pupil premium and non-pupil premium pupil's achievements with the largest difference being 8%. This assures us that many of the approaches we put in place in our last pupil premium strategy were successful in narrowing the gap between the attainment of pupil premium and non-pupil premium pupils.

KS2	Reading			Writing			Maths		
	PP - 12	<u>Non PP - 19</u>	Gap	PP - 12	<u>Non PP - 19</u>	Gap	PP - 12	<u>Non PP - 19</u>	Gap
Working Below	8%	16%	-8%	17%	21%	-4%	42%	16%	+26%
Expected Standards	92%	84%	+8%	83%	79%	+4%	58%	84%	-26%
Greater Depth	42%	58%	-16%	8%	47%	-39%	17%	37%	-20%

The table above shows the differences in attainment between pupil premium children and non-pupil premium children based on year 6 teacher assessment data from 2020-21. In many cases the gap is not significant and shows that the activities we put in place worked

to address this gap in KS2. However, Greater depth in writing and Maths at all levels is something we will need to monitor closely and address in the next strategy to ensure that this gap reduces for the next 2021-22 cohort.

Due to Covid-19 we were not able to run a full range of clubs and wider opportunities throughout the year due to lockdowns and restrictions. We also saw a reduction in the number of pupils attending our breakfast club and after school 'fun club' during this time.

Pastoral support proved invaluable during periods of school closures and many pupils and families benefited from regular contact from our pastoral team and shared with us how much this had supported them and their children during this time.

RAG grids provided for small group and 1:1 interventions showed that pupils working within the groups made good progress and pupils commented that they had found this very supportive.

Externally provided programmes

Programme	Provider
Numbers Count	Edge Hill University
Catch-up Numeracy	Catch-Up
Espresso and Coding	Discovery Education
Lexia reading package	Lexia UK
Times Table Rock Stars & Numbots	Maths Circle Ltd
Read Write Inc. Spelling Ys 2-6	Oxford University Press
Phonics Play	Phonics Play Ltd
Spelling, Maths and Phonics Sheds	Ed Shed
White Rose Maths	White Rose Maths
French - Language Angels	Nubridge Publishing
Primary Science	STEM
Real PE	Create Development
My Maths	Oxford University Press

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium, further details of which are outlined in our school development plan which is available on request.