

Pupil Premium

Strategy 2022-23

Rochford Primary and Nursery School





Rochford Primary & Nursery School (Academy)

Pupil Premium Strategy 2022-23



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 | Rochford Primary and Nursery School |
| Number of pupils in school | 218 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/22 – 2023/24 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Shane Owen, Headteacher |
| Pupil premium lead | Sarah-Jane Bagnall, Assistant Headteacher |
| Governor / Trustee lead | Luke Baker, Governor |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £95,565 |
| Recovery premium funding allocation this academic year | £9,425 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £104,990 |

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 disadvantaged 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 at end of 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. |

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| <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>Complete NELI baseline assessments for all reception starters to identify those pupils' needing speech and language intervention.</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 to support all pupils to keep up with speech and language development</i> | <p>"Every moment in school needs to be a language development and comprehension moment. The 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></p> | 1,3 |

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| <p><i>Implementation of Phonics Shed and Go Read</i></p> | <p>Phonics Shed is a complete explicit and systematic phonics program that aligns with the Science of Reading. The program covers sound awareness in pre-school and leads into a core phonics curriculum that integrates into Spelling Shed's complementary spelling system. www.phonicsshed.com</p> | <p>1,2,3</p> |
| <p><i>All staff to use new feedback policy and effective 'in the moment' feedback strategies. New staff to be supported in this.</i></p> | <p>"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</p> | <p>3</p> |
| <p><i>To mentor and support all Year 1 and 2 ECTs across the school using new ECF framework.</i></p> | <p>It is...hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | <p>1,2,3</p> |
| <p><i>Continued support for professional development to support all teachers, including ECTs to deliver high quality first teaching</i></p> | <p>"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> The early career framework (ECF) sets out what early career teachers are entitled to learn about and learn how to do when they start their careers. It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits. <i>DfE Policy Paper.</i></p> | <p>1,3</p> |
| <p><i>Selected Teaching Assistants attending Outstanding Teaching Assistant Programme</i></p> | <p>The preparedness of TAs also relates to their ongoing training and professional development. If a specific pedagogy is being used.... TAs should be trained so they fully understand the principles of the approach and the techniques required to apply it. TA-led interventions typically produce better outcomes than volunteers when delivering interventions (typically one to two months' additional progress), although both these groups benefit significantly from training and ongoing coaching. <i>EEF – Making best use of teaching assistants</i></p> | <p>1,3</p> |
| <p><i>Second year ECTs attending Developing Teacher Programme at</i></p> | <p>Teachers who have completed this programme previously have feedback that they found it very helpful and supportive and a direct impact was noted in their practice. The programme provides opportunities for delegates to observe good and outstanding practice in the host school and their</p> | <p>1,3</p> |

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| <i>Lyons Hall Primary School</i> | own school, reflect on and adapt their own practice and develop their understanding of effective teaching and learning through collaborating with others | |
| <i>Staff meeting time allocated to refreshing key teaching and learning strategies with all staff</i> | Of course, at the centre of any effective professional development programme there is likely to be the delivery of well-thought out, clear, and guided instruction, which supports teachers in developing effective techniques. PD programmes that incorporate clear and considered instruction on techniques are more likely to positively impact pupil attainment. <i>EEF - Effective Professional Development Guidance report</i> | 1,3 |

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

Budgeted cost: £67,595 (including £9,425 recovery premium funding)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>2 additional qualified teachers to deliver bespoke interventions and 1:1 tutoring/small group 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: £16,895

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Support for trips, enrichment activities and uniform for pupils receiving pupil premium funding</i></p> | <p>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'help with the cost of educational trips or visits'</p> <p>Parental surveys highlighted the need for additional KS1 and EYFS clubs after school.</p> <p>Children in a low-income household are 5.6 times more likely to have had to wear old or poorly fitting clothes or shoes and 6.7 times more likely to pretend to their friends that they don't want to do something that cost money. https://theconversation.com/parents-and-children-living-in-poverty-have-the-same-aspirations-as-those-who-are-better-off-103897</p> | <p>4,5</p> |
| <p><i>Offer wider support for SEMH needs for example pastoral care, uniform etc.</i></p> | <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> <p>"Strong pastoral care is a foundation of a successful strategy to address disadvantage." <i>Marc Rowland - Addressing educational disadvantage (Pg 87)</i></p> | <p>4,5</p> |
| <p><i>Send out and encourage pupils and parents to complete a survey regarding interest in current and new clubs</i></p> | <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> | <p>4</p> |
| <p><i>Increase parental involvement by achieving the 'parental partnership award' and using different initiatives to engage a wide range of parents</i></p> | <p>Increasing parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour. The framework encourages parents to be involved in their children's learning leading to improved outcomes in all aspects of school life.</p> <p><i>Leading Parent Partnership award.</i></p> <p>"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." <i>Marc Rowland - Addressing educational disadvantage (Pg 87)</i></p> | <p>4,5</p> |

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|--|---|------------------|
| <p><i>Office to highlight significant reductions in attendance and liaise with the inclusion team to support these pupils and families</i></p> | <p>There are four categories identified by the British Psychological Society that need to be identified and addressed: Mental-health related, Physical-health related, Attitudinal/systemic, School behaviour-related. Further issues to consider are the importance of school culture, of adult-pupil relationships, and how inclusive teaching practices support this.</p> <p><i>Marc Rowland - Addressing educational disadvantage (Pg 89)</i></p> | <p>1,3,5</p> |
| <p><i>Send out additional information to parents about how they can register for FSM and signpost to additional financial support</i></p> | <p>Parentkind, the largest network of PTA fundraisers in the UK, found that 38% of parents in 2021 said school uniforms were their top financial concern when sending their child to school. The Children's Society estimates 780,000 children have to wear uniforms that do not fit because their parents cannot afford to keep buying new items. https://www.nationalworld.com/education/cost-of-living-crisis-impacting-uk-schools-parents-3831889</p> <p>The cost of living crisis is causing families to cut their budgets – many of which were already small to begin with. We're also seeing that families who've never needed financial support before are desperate for it now. One small change can leave a family completely vulnerable. www.actionforchildren.org.uk</p> | <p>1,2,3,4,5</p> |

Total budgeted cost: £104,990

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 2021 to 2022 academic year.

The tables below show assessment data for the year 2021-22.

EYFS – Good Level of Development (GLD)

| GLD | TARGET 2023 | RPS 2022 | NATIONAL 2022 | ESSEX 2022 |
|-----|-------------|----------|---------------|------------|
| | 80% | 67% | TBC% | TBC% |

78% of PP children achieved a GLD. IN comparison 62% of non-pupil premium children achieved a GLD. This is a significant increase as only 46% of pupil premium children achieved a GLD in the year 2020-21.

Year 1 – Phonic Screening Check

| PHONIC SCREENING CHECK | TARGET 2023 | RPS 2022 | NATIONAL 2022 | ESSEX 2022 |
|------------------------|-------------|----------|---------------|------------|
| | 87% | 68% | 75% | TBC% |

46% of pupil premium children passed the phonics screening check in Year 1. However, 3 pupil premium children also have EHCPs and were unable to access the test. Of those pupil premium children who took the test, 63% passed.

Key Stage 1

| KS1 | TARGET 2023 | | RPS 2022 | | Pupil Premium 22 | | NATIONAL 2022 | |
|--------------------------------|-------------|---------------|------------|---------------|------------------|---------------|---------------|---------------|
| | Expected + | Greater Depth | Expected + | Greater Depth | Expected + | Greater Depth | Expected + | Greater Depth |
| PP – R (81%), W (73%), M (73%) | | | | | | | | |
| Reading | 76% | 28% | 83% ↑ | 27% ↑ | 70% | 20% | 67% | 18% |
| Writing | 72% | 21% | 70% ↑ | 20% ↑ | 50% | 10% | 58% | 8% |
| Maths | 79% | 24% | 77% ↑ | 20% ↑ | 70% | 10% | 68% | 15% |

Key Stage 2

| KS2 | TARGET 2023 | | RPS 2022 | | Pupil Premium 22 | | NATIONAL 2022 | |
|--------------------------------|-------------|---------------|------------|---------------|------------------|---------------|---------------|---------------|
| | Expected + | Greater Depth | Expected + | Greater Depth | Expected + | Greater Depth | Expected + | Greater Depth |
| PP – R (81%), W (73%), M (73%) | | | | | | | | |
| Reading | 76% | 33% | 87% ↑ | 40% | 82% | 45% | 74% | TBC |
| Writing | 69% | 23% | 80% ↑ | 20% | 73% | 0% | 69% | TBC |
| Maths | 72% | 27% | 87% ↑ | 10% | 82% | 0% | 71% | TBC |
| GPS | 72% | 27% | 80% ↑ | 27% | 73% | 18% | 72% | TBC |

| | | | | | | | | |
|------------|------------|-----|--------------|--------------|-----|----|-----|-----|
| RWM | 65% | 16% | 70% ↑ | 10% ↑ | 73% | 0% | TBC | TBC |
|------------|------------|-----|--------------|--------------|-----|----|-----|-----|

| Pupil premium 2022 | Year 3 | | Year 4 | | Year 5 | |
|---------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Expected + | Greater Depth | Expected + | Greater Depth | Expected + | Greater Depth |
| Reading | 92% | 8% | 77% | 0% | 46% | 0% |
| Writing | 67% | 0% | 69% | 0% | 27% | 0% |
| Maths | 92% | 8% | 77% | 15% | 36% | 9% |

65% of pupil premium children are currently working at age-related expectations for speaking and listening across the school. This is a significant improvement from the 30% of pupil premium children working at this level when this strategy was original written.

Our Pastoral lead continues to work with children and families to support their SCMH needs and records of this are kept within our CPOMs system. She is currently carrying out regular check-ins with 30 pupils across the school 15 of these are pupil premium children.

£1,062.61 was spent to support disadvantaged families to pay for trips and uniforms throughout the year 2021-2022.

The school was awarded the gold school games mark in September 2022 which recognises the provision we have in place for school games. This includes the wide range of clubs that we offer for the size of school.

Externally provided programmes

| Programme | Provider |
|-----------------------------------|-------------------------|
| 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 |

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|----------------------------|-------------------------|
| Get Set 4 PE | Get Set 4 Education |
| My Maths | Oxford University Press |
| Charanga Music | Essex County Council |
| Go Read/Boom reader | Squirrel Learning |
| 3D PSHE | Dimensions curriculum |
| Tapestry Learning Journeys | Tapestry |

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.