

Ropery Walk Primary School Pupil Premium Strategy Statement 2021- 2022

School Overview

| | |
|---|--------------|
| Number of pupils in school (inc) Nursery) | 259 |
| Proportion of disadvantaged pupils (inc) Nursery) | 35% |
| Pupil premium allocation this academic year | £107,600 |
| Academic year or years covered by statement | 21-22 |
| Publish date | Dec 2021 |
| Review date | September 22 |
| Statement authorised by | |
| Pupil premium lead | A. Bell |
| Governor lead | V. Barnes |

Rationale

At Ropery Walk Primary School, we believe that teaching and learning opportunities should meet the needs of all pupils. We strive to ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and support is put in place. Our work with Pupil Premium children is aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non Pupil Premium children.

Funding (per eligible pupil)

| | 2020 - 2021 |
|--|--------------------|
| Early Years Pupil Premium | £0.53 / hour |
| Pupil Premium Reception – Y6 | £1,345 |
| Pupil Premium Y7 – Y11 | £955 |
| *Pupil Premium + Looked after children (LAC) | £1,700 |
| Pupil Premium + Post Looked after children (PLAC) | £2,345 |

*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

Early years Pupil Premium funding

| | |
|---|--|
| Pupils eligible for Early Years funding | |
| Number of eligible boys | |
| Number of eligible girls | |
| Total funding allocation | |

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

| | |
|--|----------|
| Pupils eligible for PP funding | 82 |
| Number of eligible boys | |
| Number of eligible girls | |
| Number of looked/ Post looked after pupils | 1 |
| Total funding allocation | £107,600 |

Pupil attainment 2019

| | | | | | | |
|--|----------------------|-----------------------------------|--|---|---|---|
| Reception class pupils disadvantaged pupils | School all pupils | School FSM pupils | National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | | |
| GLD | 75% | 38% | -19% | -37% | | |
| | All pupils school | School disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | | |
| Phonics | 85% | 63% | -13% | 22% | | |
| Key stage 1 pupils disadvantaged pupils | All pupils school | School disadvantaged pupils | Expected standard | | Greater depth standard | |
| | | | National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |
| Reading | 74% | 60% | -16% | -18% | -14% | -21% |
| Writing | 71% | 60% | -18% | -13% | -10% | -17% |
| Maths | 79% | 60% | -16% | -19% | -12% | -11% |
| Key stage 2 pupils disadvantaged pupils | All pupils school | School disadvantaged pupils | Expected standard | | Higher standard | |
| | | | National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils | National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils | Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils |
| Reading | 75% | 58% | -16% | -20% | -14% | -14% |
| Writing | 82% | 67% | -15% | -16% | -13% | -16% |
| Maths | 86% | 75% | -17% | -9% | -16% | +1% |

| | | | | | | |
|-----------------------------------|-----|-----|------|------|-----|-----|
| Reading, writing & Maths combined | 71% | 50% | -20% | -21% | -8% | -5% |
|-----------------------------------|-----|-----|------|------|-----|-----|

Pupil progress scores for 2019

| | School all pupils | School disadvantaged | National non-disadvantaged |
|---------|-------------------|----------------------|----------------------------|
| Reading | 1.28 | 0.24 | 0.3 |
| Writing | 1.71 | 0.32 | 0.3 |
| Maths | 2.97 | 1.92 | 0.3 |

Barriers to future attainment

| | Barrier | Desired outcome | |
|---------------------------|---------|---|--|
| Teaching priorities | A | Two years of disruption to teaching has meant that there are gaps in curriculum coverage and that teachers need to accelerate learning to help children 'catch up' as quickly as possible. | Taking part in the Great Teaching Toolkit Project will improve teacher subject knowledge and pedagogy leading to better learning for children. |
| | B | Disadvantaged children may have less general knowledge, vocabulary and experiences which may make it difficult for them to acquire more knowledge or access books and curriculum. | Broad and balanced curriculum with clear sequence of learning and progression in knowledge and skills ensures that all children have valuable subject specific knowledge. This can help those students who may otherwise not have a high cultural capital and, in doing so, help reduce social inequalities. |
| | C | | |
| | D | | |
| Targeted academic support | E | Continued lockdowns have meant that the large gaps between advantaged and disadvantaged children have not been closed. Without support, some of these children will not be prepared for the next phase of their education and unable to access a KS2 curriculum | Extra teacher in Y2 will ensure that some of the gaps are closed and that all children will make effective progress from their starting points. |

| | | | |
|-------------------------|----------|---|---|
| | F | Continued lockdowns have meant that the large gaps between advantaged and disadvantaged children have not been closed. Without support, some of these children will not be prepared for the next phase of their education and unable to access a KS3 curriculum | Extra teacher in Y6 will ensure that some of the gaps are closed and that all children will make effective progress from their starting points. |
| | G | | |
| | H | | |
| Wider strategies | I | Emotional and social challenges can interfere with learning. | Access to Place 2 Be ensures that SMEH needs are effectively supported with improved well being |
| | J | Gaps between attendance of advantaged and disadvantaged children. | Employment of EWO for 1 day a week ensures gaps are closed |
| | K | Huge increase in the use of devices over lockdown could lead to more inappropriate use and a rise in cyber bullying | Working towards the online safety award will ensure that we raise the profile in school and all are aware of the risks and how to keep themselves safe. |
| | L | | |

Teaching priorities for current academic year i.e. Professional development, recruitment and retention, support for early career teachers

| Barrier | Desired outcome | Evidence source | Cost | Baseline data | Person responsible | Impact/ evaluation (autumn, spring, summer) |
|--|---|------------------------|-------------|----------------------|---------------------------|--|
| Two years of disruption to teaching has meant that there | Professional development from Great Teacher Toolkit | EEF CPD for staff | £2624.00 | | Angela Bell | Starts January 2022 |

| | | | | | | |
|---|--|-------------------|-------|--|-------------|--|
| are gaps in curriculum coverage and that teachers need to accelerate learning to help children 'catch up' as quickly as possible. | Project will support SLT and teachers to improve teaching and learning in school | | | | | All staff have completed foundation module and the module on structuring learning and lessons. Observations show that teaching & learning is at least good over time in all classrooms. |
| Disadvantaged children may have less general knowledge, vocabulary and experiences which may make it difficult for them to acquire more knowledge or access books and curriculum. | CPD and support from LA means subject leaders will be clear about the standards in their subjects across the whole school. | EEF CPD for staff | £1317 | | Angela Bell | Starts Spring term All subject leaders have had support to judge standards in their subjects through support with book/work from the LA. |

Targeted academic support i.e. Structured interventions, small group tuition, 1:1 support

| Barrier | Desired outcome | Evidence source | Cost | Baseline data | Person responsible | Impact/ evaluation (autumn, spring, summer) | | | | | | | | | | | | |
|---|--|--|---------------------------------------|---------------|--------------------|---|---------|-------------|-----------------|-------|-----|-----|---------|-----|-----|---------|-----|-----|
| Continued lockdowns have meant that the large gaps between advantaged and disadvantaged children have not been closed. Without support, some of these children will not | An extra teacher and smaller classes in Y2 will enable gaps to become smaller and ensure that all children make effective progress from their starting points. | Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (+4) Feedback (+8) | £49,778 (teacher wages plus on costs) | | Maria Devlin | <p>Autumn 89.66% Y2 children passed the phonics check in December 2021.</p> <p>Summer</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>PP expected</th> <th>Not PP expected</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>70%</td> <td>81%</td> </tr> <tr> <td>Reading</td> <td>70%</td> <td>81%</td> </tr> <tr> <td>writing</td> <td>60%</td> <td>57%</td> </tr> </tbody> </table> | Subject | PP expected | Not PP expected | Maths | 70% | 81% | Reading | 70% | 81% | writing | 60% | 57% |
| Subject | PP expected | Not PP expected | | | | | | | | | | | | | | | | |
| Maths | 70% | 81% | | | | | | | | | | | | | | | | |
| Reading | 70% | 81% | | | | | | | | | | | | | | | | |
| writing | 60% | 57% | | | | | | | | | | | | | | | | |

| be prepared for the next phase of their education and unable to access a KS2 curriculum | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---------------------------------------|--|---------------|---|---------|-------------|-----------------|-----|-----|-----|-------|-----|-----|---------|-----|-----|---------|-----|-----|
| Continued lockdowns have meant that the large gaps between advantaged and disadvantaged children have not been closed. Without support, some of these children will not be prepared for the next phase of their education and unable to access a KS3 curriculum | An extra teacher and smaller classes in Y6 will enable gaps to become smaller and ensure that all children make effective progress from their starting points. | Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (+4) Feedback (+8) | £49,778 (teacher wages plus on costs) | | Sheryl Storey | <p>Summer</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>PP expected</th> <th>Not PP expected</th> </tr> </thead> <tbody> <tr> <td>GPS</td> <td>54%</td> <td>84%</td> </tr> <tr> <td>Maths</td> <td>69%</td> <td>84%</td> </tr> <tr> <td>Reading</td> <td>62%</td> <td>88%</td> </tr> <tr> <td>Writing</td> <td>54%</td> <td>84%</td> </tr> </tbody> </table> <p>Value added for PP children</p> <p>Reading 1.4 Writing 3.6 Maths 3.7</p> <p>Progress in school is in the top 20% of all schools.</p> | Subject | PP expected | Not PP expected | GPS | 54% | 84% | Maths | 69% | 84% | Reading | 62% | 88% | Writing | 54% | 84% |
| Subject | PP expected | Not PP expected | | | | | | | | | | | | | | | | | | | |
| GPS | 54% | 84% | | | | | | | | | | | | | | | | | | | |
| Maths | 69% | 84% | | | | | | | | | | | | | | | | | | | |
| Reading | 62% | 88% | | | | | | | | | | | | | | | | | | | |
| Writing | 54% | 84% | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

| Barrier | Desired outcome | Evidence source | Cost | Baseline data | Person responsible | Impact/ evaluation (autumn, spring, summer) |
|---|--|---|---------|---------------|---------------------------|---|
| Continuous lockdown have been particularly difficult for our more disadvantaged | Access to Place 2 Be will help children to feel comfortable and safe in school and to be able to | Education Endowment Fund Teaching and Learning Toolkit: | £31,027 | | Angela Bell Place 2 Be | <p>Summer</p> <p><u>Place2Be Annual Outcomes Report</u></p> <p>One-to-one counselling service</p> |

| | | | | | | |
|--|---|---|--|--|--|--|
| <p>children. They were the first to isolate before the first national lockdown and have been least likely to engage in learning or come back into school as not 'key worker' children.</p> | <p>express themselves safely in a therapeutic play environment.</p> | <p>Social and Emotional learning (+4)</p> | | | | <p>Socio-Demographics</p> <p>Children / young people in receipt of Pupil Premium / Pupil Deprivation Grant (Wales) 14</p> <p>Children / young people who are Looked After 1</p> <p>Children / young people who are subject to a Child Protection Plan 2</p> <p>Children / young people with SEND 4</p> <p>Improvement SDQ</p> <p>% of children / young people have improved</p> <p>mental health according to their teachers: 67%</p> <p>% of children / young people have improved</p> <p>mental health according to their parents: 100%</p> <p>Teachers say:</p> <p>11 of 15 children / young people were better after coming to Place2Be</p> <p>10 children / young people had difficulties that caused an impact on their classroom learning,</p> <p>4 improved*</p> |
|--|---|---|--|--|--|--|

| | | | | | | |
|---|--|--|----------|--|--|--|
| | | | | | | <p>6 children / young people had difficulties that caused problems for the teacher or class, 2</p> <p>improved*</p> <p>Parents think:</p> <p>13 of 13 children / young people were better after coming to Place2Be</p> <p>*these outcomes include only those children whose difficulties had 'Quite a lot' / 'A great deal' of</p> <p>impact on the areas in question at the start of counselling, and their subsequent improvement to the</p> <p>'Not at all' / 'Only a little' responses, at the end of counselling.</p> |
| Gaps between attendance of advantaged and disadvantaged children. | Use of P/T EWO will support disadvantaged children and help close gaps | DfE: The Link between absence and attainment at KS2 and KS4. 2013 to 2014 | £6244.00 | First week back PP 94.74 NPP 97.81 | | <p>Autumn PP 94.12 NPP 94.89</p> <p>Summer PP 92.79% NPP 94.68%</p> |
| Huge increase in the use of devices over lockdown could lead to more inappropriate use and a rise in cyber bullying | Children will be aware of the risks of using the internet and will know how to keep themselves safe. | Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional learning (+4 | £1317 | | | <p>Starts Spring Term</p> <p>Summer Carried out online safety review with LA No online issues reported in school or from parents.</p> |
| | | | | | | |
| | | | | | | |

| | | | | | | |
|--|--|--|----------|--|--|--|
| | | | | | | |
| | | | £142.080 | | | |

Additional funding supporting provision

Additional funding is taken from the school budget.

Governance – monitoring the effectiveness of the Pupil Premium Strategy

| | | |
|---|--|--|
| Governors involved: Vicky Barnes, Angela Bell, Sheryl Storey | | |
| Committee meeting dates | | |
| Autumn: 6 th Oct 2021 | Spring: 9 th March 2022 | Summer: 15 th June 2022 |
| Autumn summary | | |
| Spring summary | | |
| Summer summary | | |

