

Roperly Walk Primary Pupil premium strategy statement 2022

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	36.18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Angela Bell
Pupil premium lead	Angela Bell
Governor / Trustee lead	Karen Field

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,290
Recovery premium funding allocation this academic year	£13,050
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£138,340

Part A: Pupil premium strategy plan

Statement of intent

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 addressed and support is put in place. Our work with children in receipt of Pupil Premium 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.

Challenges

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

Challenge number	Detail of challenge
1	Pupils who are eligible for Pupil Premium tend not to enter EYFS at age-related expectations and communication and language is exceptionally poor. This means there is already a gap between Pupil Premium and non-Pupil Premium children on entry to school. We need to ensure they make more progress than their peers to catch up.
2	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
3	During lockdown and since, there has been a lack of engagement and support from families at home which means staff have to ensure there are opportunities in school to support and value learning and in particular more opportunities to read.
4	Some Pupil Premium children may have emotional and social challenges which can interfere with learning.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.

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
PP children are fully supported and make at least good progress.	Progress of PP pupils remains above national.
Provide a broad and balanced curriculum with clear sequence of learning and progression in knowledge and skills which ensures that all children have valuable subject specific knowledge. This can help those students who may otherwise not have a high cultural capital and, doing so, help reduce social inequalities.	All children have access to a broad and balanced curriculum and are supported to learn /remember more
Provide increased opportunities in school to support and enthuse a love of reading	The proportions of PP children reaching age related expectations in reading will be sustained and built upon.
Improve the emotional well being and mental health for children, including building resilience, through the use of Place 2 Be.	Children will be able to express themselves therapeutically in a safe environment. Lesson observations will demonstrate children's positive attitudes to learning.
Improve the attendance of PP pupils	There are increased attendance rates for PP pupils.

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: £ 92,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teachers in KS1 to ensure smaller classes and no mixed age classes	Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (+4) Feedback (+8) Reduce class sizes (+2) However, research indicates that where the class size is below 20, and where	1, 2, 3

	the children are disadvantaged, progress can be greater.	
Extra teachers in KS2 to ensure smaller classes and no mixed age classes	Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (+4) Feedback (+8) Reduce class sizes (+2) However, research indicates that where the class size is below 20, and where the children are disadvantaged, progress can be greater.	1, 2, 3

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

Budgeted cost: £ 41,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated KS1 TA to support phonics 1:1 support & structured interventions	Education Endowment Fund Teaching and Learning Toolkit: TA interventions (+4) Research which focuses on TAs who provide 1:1 or small group targeted interventions shows a stronger positive benefit of between 4 and 6 additional months on average. There is also evidence that working with TAs can lead to improvements in pupils' attitudes.	1, 3
Extra teacher (supply) to work in KS1 & KS2 to support teachers to provide small, targeted interventions to help close gaps	Education Endowment Fund Teaching and Learning Toolkit: Small group tuition (+4) Feedback (+8)	1, 3

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

Budgeted cost: £ 37,633

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ an Attendance Officer to monitor and implement strategies to improve attendance	DfE: The Link between absence and attainment at KS2 and KS4. 2013 to 2014 Education Endowment Fund Teaching and Learning Toolkit: Parental engagement (+4)	5
Continue to fund Place to Be service in school	Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional learning (+4)	4

Total budgeted cost: £171,506

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see the impact/evaluation from the 21 – 22 strategy statement

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

We spend far more than our allocated funding on our disadvantaged pupils as can be seen in this report. This is to ensure that those children reach their full potential and we close gaps as much as possible. The extra money needed comes from the school budget.