

Rowsley C of E Primary School

Pupil premium strategy statement 2022/23



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	Rowsley C of E Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	£33,545
Date this statement was published	11/7/22
Date on which it will be reviewed	11/7/23
Statement authorised by	Alexia Wyer
Pupil premium lead	Alexia Wyer
Governor / Trustee lead	Claire Hewitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,545
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36, 545

Part A: Pupil premium strategy plan

Statement of intent

At Rowsley Primary School we ensure that all of our pupils can thrive and 'Live life in all its fullness' (John 10:10) and recognise that in order to achieve this some pupils will need extra support and guidance.

Principles:

- We ensure pupils leave us at the end of KS2 with the attitudes, knowledge, skills and confidence to succeed.
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- We inspire and enable our school community to be great learners and great people.
- We would like to bridge the gap in accelerating academic results in Literacy and Numeracy, allowing more individual tailoring of resources to suit their academic needs.
- We would also like to give them opportunities to explore their creativity and interests within our nurturing school ethos and extra opportunities. We notice and celebrate uniqueness and individuality.
- We want to provide the ability to become more independent and improve their social skills.
- We aim to increase their employability skills within a careers program. We equip pupils and families with the knowledge, skills, independence and resilience to face future challenges.
- We create nurturing, challenging and empowering learning opportunities for all pupils.
- We foster positive working relationships with parents and pupils.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills, especially in EYFS.
2	Continue with catch up strategy to ensure all pupils, including PP pupils reach their full potential.
3	Increase pupils confidence and mental health
4	Supporting parent with issues at home
5	Financial and other home issues

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
Children in receipt of the Early Years PPG will make good or better progress in Communication and Language	Increase in verbal comprehension. Increased vocabulary used Increased use of verbal description. Increased understanding of simple tasks set. Use of appropriate vocabulary for self-help requests.
Improved outcomes in Reading for PP Pupils	Children in receipt of the PPG will do as well (or better) than non-disadvantaged children and will reach at least the expected level in Reading in KS1 and KS2
Improved outcomes in Writing for PP Pupils	Children in receipt of the PPG will do as well (or better) than non-disadvantaged children and will reach at least the expected level in writing in KS1 and KS2
Improved outcomes in Maths for PP Pupils	Children in receipt of the PPG will do as well (or better) than non-disadvantaged children and will reach at least the expected level in maths in KS1 and KS2
Ensure no child is disadvantaged due to financial difficulties at home	Children will access all clubs, trips and have access to resources free or at a heavily discounted rate.

<p>The families of disadvantaged children will be well supported with targeted assistance as required.</p>	<p>Parents will be supported by the Wellbeing and Behaviour Support Lead and the Family Support Worker to access opportunities that will improve outcomes for their families</p>
<p>Opportunities to increase exposure to Cultural Capital will be created and disadvantaged children will be proactively selected to engage with these.</p>	<p>Careful consideration will have provided many and varied opportunities for children, this will include financial support to ensure that they are able to actively participate</p>

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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5, 047.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD to improve writing across the school.</p> <p>£500</p>	<p>CH & CL to attend Talk for Writing Training.</p>	<p>1</p>
<p>Professional development on evidence based approaches for developing metacognition in pupils</p> <p>£500</p>	<p>EEF highly recommends developing metacognition in pupils to help with not only attainment but with the mental health and resilience of pupils.</p>	<p>1</p>
<p>To ensure EYFS children are supported effectively to develop speech and language skills.</p> <p>Hire and train an additional member of staff to coordinate the NELI approach and other SP&lan interventions.</p> <p>To ensure Oracy and vocabulary is promoted across the school to develop children's language skills this</p>	<p>Engagement in the Nuffield Early Language Intervention (NELI) Programme for highlighted pupils.</p> <p><i>The EEF advocate the use of the NELI programme. It has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. NELI children made an average of 3 ADDITIONAL months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale. The cost of NELI is £58 per child (where the programme is used over 3 years with 5 children per year).</i></p> <p>A language rich environment is provided; all staff are trained to support acquisition of key skills. High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for</p>	<p>1</p>

<p>£3,000- cost for TA intervention x 3 per week for approx. 6 pupils.</p>	<p>children to access when writing independently. PP pupils to have their own copy of class texts to keep.</p> <p>High quality texts also available for access through reading schemes and school library.</p> <p>Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this Library and reading scheme constantly updated to develop a love for reading to allow greater access to a rich range of vocabulary.</p> <p>Reading challenge introduced the help develop the range of texts read and further develop the love for reading of the children</p>	
<p>Whole class music lessons for the whole of KS2 for 14 weeks.</p> <p>£747.26</p>	<p>Learning something new as a whole group, being part of something collaborative. Awe and wonder for something they may not have had an opportunity to access before.</p> <p>EEF State: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p>	3
<p>Individual music lessons</p> <p>£450(£132) X 4 pupils (KS1)</p>	<p>1:1 music lessons in guitars, keyboards and drums. PP pupils signed up for individual or group music lessons. Their enthusiasm for lessons and dedication to learning has been noticeable.</p>	3

	<p>EEF State: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p>	
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Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21, 398.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tutor hired through the School Led Tutoring Grant and NTP programmes.</i></p> <p>£15, 395-</p>	<p>Small groups allow for targeted teaching to address gaps in learning, misconceptions and to boost confidence</p> <p>EEF State: Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

ELSA training £575	ELSAs are emotional literacy support assistants . They are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people in school.	3
Social, Emotional, Mental, Health (SEMH) interventions £5, 428.80- cost for SEMH intervention x 3 afternoons per week.	School is able to provide support to children with SEMH needs and liaise with outside professionals and parents to ensure that children are correctly signposted to the correct professionals needed to support them. School will provide lego therapy and nurture by a trained professional.	3

Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for parents that signposts relevant and helpful professionals and organisations	Parent voice tells us that they often do not know where to turn to find advice and support. Offering suggestions via school can be supportive and also ensures that recommendations are up-to-date and offer quality services to the local community 5	3, 5
Children will engage in varied opportunities that promote cultural capital £500 – Inviting a guest speaker/skilled personal i.e. art day.	We know that our disadvantaged children often miss out on extracurricular opportunities that add breadth to their life experience. By providing these through school and subsidising them financially for our PPG pupils we can ensure that all children are offered the same rich provision	5
Ensuring our disadvantaged pupils can access all our extracurricular		3, 5

<p>activities including residential and after school clubs</p> <p>£2000 (£939)</p>		
<p>Purchase class text for pupil premium pupils so they can read along with the class teacher and take the book home to engage with text at home.</p> <p>£500 (£430)</p>		2
<p>Early Help Practitioner 2x days per week</p> <p>£8, 000</p>		

Total budgeted cost: £37, 446.06

Part B:

Review of outcomes in the previous academic year

Pupil premium strategy outcome

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

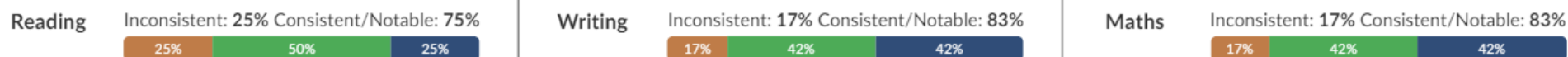
The academic year 2021-22 was the first since 2019-2020 to be uninterrupted by the Covid-19 pandemic and lockdown. This allowed the school to provide tailored support to our disadvantaged children; accounting for their learning and needs.

Children were able to access tailored small group support via the catch-up NTP programme and the School Led Tutoring Grant. Positive Play programme along with lego therapy was set up to support disadvantaged pupils with emotional mental health support. Children greatly benefitted from this, however our end of year internal data showed that disadvantaged children continue to be out performed by the non-disadvantaged; an inevitable consequence of school interruption and closures in the previous years.

We have analysed the performance of our school's disadvantaged pupils during the 2021-22 academic year using key stage 1 and 2 performance data, phonics-check results and our own internal assessments.

The table below shows our pupil premium results for the 21/22 academic year:

Pupil Premium Progress 2021/22



Pupil Premium Progress 2021/22 (without SEND)



Pupil Premium Progress 2021/22 (with SEND)



Pupil Premium Attainment 2021/22

Reading

Year 1 Year 2 Year 3 Year 4 Year 5

Simple (Calculated)

50% On track (6 pupils)
50% Not on track (6 pupils)

Detailed (Recorded)

8% Above (1 pupil)
33% Within (4 pupils)
8% Just within (1 pupil)
8% Borderline (1 pupil)
42% Below - Working around 12 months below expected (5 pupils)

Y2 National (Calculated)

8% GDS - Working at greater depth (1 pupil)
42% EXS - Working at expected standard (5 pupils)
33% WTS - Working towards expected standard (4 pupils)
8% PK1 - (Y2) Pre-key stage standard 1 (1 pupil)
8% EM - (Y2) Not yet engaged in subject - specific study (1 pupil)

Writing

Year 1 Year 2 Year 3 Year 4 Year 5

Simple (Calculated)

58% On track (7 pupils)
42% Not on track (5 pupils)

Detailed (Recorded)

8% Greater depth (1 pupil)
17% Within (2 pupils)
33% Just within (4 pupils)
42% Below - Working around 12 months below expected (5 pupils)

Y2 National (Calculated)

8% GDS - Working at greater depth (1 pupil)
50% EXS - Working at expected standard (6 pupils)
25% WTS - Working towards expected standard (3 pupils)
8% PK1 - (Y2) Pre-key stage standard 1 (1 pupil)
8% EM - (Y2) Not yet engaged in subject - specific study (1 pupil)

Mathematics

Year 1 Year 2 Year 3 Year 4 Year 5

Simple (Calculated)

58% On track (7 pupils)
42% Not on track (5 pupils)

Detailed (Recorded)

8% Greater depth (1 pupil)
33% Within (4 pupils)
17% Just within (2 pupils)
8% Borderline (1 pupil)
33% Below - Working around 12 months below expected (4 pupils)

Y2 National (Calculated)

8% GDS - Working at greater depth (1 pupil)
50% EXS - Working at expected standard (6 pupils)
25% WTS - Working towards expected standard (3 pupils)
8% PK3 - (Y2) Pre-key stage standard 3 (1 pupil)
8% EM - (Y2) Not yet engaged in subject - specific study (1 pupil)

Pupil Premium Attainment 2021/22 (without SEND)

Reading

Year 1 Year 2 Year 3 Year 4 Year 5

Simple (Calculated)

100% On track (6 pupils)

Detailed (Recorded)

17% Above (1 pupil)
67% Within (4 pupils)
17% Just within (1 pupil)

Y2 National (Calculated)

17% GDS - Working at greater depth (1 pupil)
83% EXS - Working at expected standard (5 pupils)

Writing

Year 1 Year 2 Year 3 Year 4 Year 5

Simple (Calculated)

100% On track (6 pupils)

Detailed (Recorded)

17% Greater depth (1 pupil)
33% Within (2 pupils)
50% Just within (3 pupils)

Y2 National (Calculated)

17% GDS - Working at greater depth (1 pupil)
83% EXS - Working at expected standard (5 pupils)

Mathematics

Year 1 Year 2 Year 3 Year 4 Year 5

Simple (Calculated)

100% On track (6 pupils)

Detailed (Recorded)

17% Greater depth (1 pupil)
67% Within (4 pupils)
17% Just within (1 pupil)

Y2 National (Calculated)

17% GDS - Working at greater depth (1 pupil)
83% EXS - Working at expected standard (5 pupils)

Pupil Premium Attainment 2021/22 (without SEND)

Reading

Year 1 Year 2 Year 4 Year 5

Simple (Calculated)

100% Not on track (5 pupils)

Detailed (Recorded)

100% Below - Working around 12 months below expected (5 pupils)

Y2 National (Calculated)

60% WTS - Working towards expected standard (3 pupils)
20% PK1 - (Y2) Pre-key stage standard 1 (1 pupil)
20% EM - (Y2) Not yet engaged in subject - specific study (1 pupil)

Writing

Year 1 Year 2 Year 4 Year 5

Simple (Calculated)

100% Not on track (5 pupils)

Detailed (Recorded)

100% Below - Working around 12 months below expected (5 pupils)

Y2 National (Calculated)

60% WTS - Working towards expected standard (3 pupils)
20% PK1 - (Y2) Pre-key stage standard 1 (1 pupil)
20% EM - (Y2) Not yet engaged in subject - specific study (1 pupil)

Mathematics

Year 1 Year 2 Year 4 Year 5

Simple (Calculated)

100% Not on track (5 pupils)

Detailed (Recorded)

20% Borderline (1 pupil)
80% Below - Working around 12 months below expected (4 pupils)

Y2 National (Calculated)

60% WTS - Working towards expected standard (3 pupils)
20% PK3 - (Y2) Pre-key stage standard 3 (1 pupil)
20% EM - (Y2) Not yet engaged in subject - specific study (1 pupil)

Since 2021-22, the number of disadvantaged children at Rowsley Primary School has risen greatly from 12 to 31 (27% to 53% of the cohort). Absence among disadvantaged children was % higher than their peers in 2021-22. Persistent absence however was % higher. We recognise that the size of this gap needs addressing and is why raising the attendance of our disadvantaged pupils is another focus of our current plan. In light of these results, we have reviewed our Pupil Premium strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
TT Rockstars	TT Rockstars
Spelling Shed	Ed Shed
Residential for years 5/6	Edale and residential trip to Manchester

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a

What was the impact of that spending on service pupil premium eligible pupils?
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n/a
