

Pupil premium strategy statement

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	Great Rollright C.E. (aided) Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	14 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	M Hastings
Pupil premium lead	M Hastings
Governor / Trustee lead	Mr A. Howard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13450.00
Services child funding	£310.00
Recovery premium funding allocation this academic year	£2000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15760.00

Part A: Pupil premium strategy plan

Statement of intent

At Great Rollright, our ultimate objectives are –

- *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils*
- *For all disadvantaged pupils, irrespective of starting point, to make, continue to make or exceed nationally expected progress rates*
- *To support our children's health and wellbeing to enable them to access learning at an appropriate level*

We aim to achieve these objectives through –

- *Ensuring that quality first teaching and learning opportunities meet the needs of all pupils. It is our intention that an inclusive environment, with equal opportunities for all, will be our best tool.*
- *Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed*
- *Recognising that not all pupils who receive free school meals are socially disadvantaged and that some pupils who are socially disadvantaged do not receive free school meals; this means we may allocate the funding to support any pupil or group of pupils that the school has legitimately identified as being socially disadvantaged*

How we will achieve these objectives –

- *Ensuring that all teaching is good or better to improve outcomes for all children*
- *Allocating specific 'catch-up' teacher or teaching assistant time to provide small group work, focused on overcoming gaps in learning as close to the initial teaching time as possible (ideally same day, but we recognise this is not always possible).*
- *By identifying individual/group needs in core subjects and providing appropriate, targeted interventions aimed at accelerating progress and supporting children to reach Age Related Expectations*
- *By supporting the payment for activities, educational visits and residentials*
- *By providing access to our 'talk time' sessions to support children with their worries, frustrations and wellbeing*
- *By promoting wellness, mental resilience and a growth mindset through the use of an art tutor. (Externally funded through a charity)*

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap and progress rate in Maths (with regard to a PP cohort which is 50% SEND). Specifically, their fluency of basic mathematics (e.g. number facts, times tables and basic mental and written calculation strategies) where it is observable these pupils rely in inefficient methods and poor knowledge which impedes on their work in Mathematics lessons.
2	Narrowing the attainment gap and progress rate in Reading (with regard to a PP cohort which is also 50% SEND) Specifically, their phonics knowledge as many are poor decoders, thus affecting their fluency when reading.
3	Narrowing the attainment gap and progress rate in Writing (with regard to a PP cohort which is also 50% SEND). Specifically, their understanding of sentence structure and grammar where tracking of writing against interschool benchmarking indicates that they perform poorly in this area.
4	Some weaker home learning environments and lack of parental support for homework, including regular reading at home
5	There is a vocabulary gap within our disadvantaged pupils which is evident in lessons and social situations. They have not always had rich and varied experiences to develop their knowledge of the world and their vocabulary acquisition.
6	Some of our PP children have challenging home circumstances which can affect their mental wellbeing

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
1. Children to achieve national average progress scores in Maths and Non-SEND PP children to achieve age-related expectations in end of year assessments	Age-related national average progress scores achieved Gap between PP and non-PP children reduced Age-related national expectations achieved for non-SEND PP children Children will have a love of Maths Children will have greater fluency in their recall and application of basic mathematical facts, times tables and written methods Children's engagement in lessons will be high as evidenced by learning walks and Pupil Book Talk opportunities
2. Children to achieve national average progress scores in Reading	Age-related national average progress scores achieved

<p>and Non-SEND PP children to achieve age-related expectations in end of year assessments</p>	<p>Gap between PP and non-PP children reduced Age-related national expectations achieved for non-SEND PP children Children will have a love of reading Children's engagement in lessons will be high as evidenced by learning walks and Pupil Book Talk opportunities</p>
<p>3. Children to achieve national average progress scores in Writing and Non-SEND PP children to achieve age-related expectations in end of year assessments</p>	<p>Age-related national average progress scores achieved Gap between PP and non-PP children reduced Age-related national expectations achieved for non-SEND PP children Children will have a love of writing Pupils sentence structure will improve in their written outcomes, and their ranking will improve based on inter school benchmarking Children's engagement in lessons will be high as evidenced by learning walks and Pupil Book Talk opportunities</p>
<p>4. Children able to access proper homework support and produce high quality outcomes</p>	<p>Homework completed regularly to a high standard Reading records/online reading homework indicate regular reading at home is being completed</p>
<p>5. PP children have access to a wide range of rich and varied experiences and specific instruction to broaden their knowledge of the world and increase their vocabulary base</p>	<p>Pupil surveys reflect enjoyment of activities and improved attitudes to learning Social skills, independence, perseverance and team work are developed A range of extra-curricular opportunities are offered to meet wide-ranging interests and take-up of clubs for PP children is high Discounts in line with our charging policy will be applied to PP families for all enrichment opportunities Pupils use of academic, social and descriptive language broadens as evident through Book Talk discussion with pupils and in lessons</p>
<p>6. PP children feel well-supported and listened to and have a range of strategies available to support their mental wellbeing</p>	<p>PP attendance will remain high Pupil voice surveys will report that children feel happy and safe Behaviour incidents will remain low</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training for 5 new members of staff to ensure high quality delivery	EEF guide to PP – tiered approach with teaching as the top priority Sutton Trust – quality first teaching has direct impact on student outcomes	2, 3
Recruitment of HLTA with specialist RWI training to add another RWI group to the system (separate funding)	EEF (+3) – reducing the size of the teaching group so that each student gets more attention	2
Membership of NCETM Maths hub (second year) to improve teaching across the school	EEF guide to PP – tiered approach with teaching as the top priority Sutton Trust – quality first teaching has direct impact on student outcomes	1
Use of fluency program across school in Maths	EEF guide to improving mathematics in Key Stage 2 and 3 – enabling pupils to develop a rich network of mathematical knowledge	1
Quality first teaching for all pupils supported by strong curriculum planning	EEF guide to PP – tiered approach with teaching as the top priority Sutton Trust – quality first teaching has direct impact on student outcomes	1,2,3
Recruitment of HLTA to provide small group targeted support to identified children (separate funding)	EEF – reducing the size of the teaching group so that each student gets more attention - Small group tuition can give 4+ months benefit – EEF 2021	1,2,3,5,6
Vocabulary lists to be developed within curriculum planning for each topic	EEF guide to PP – tiered approach with teaching as the top priority Sutton Trust – quality first teaching has direct impact on student outcomes	5
Development of a teaching coaching	EEF guide to PP – tiered approach with teaching as the top priority	1,2,3,5

model using 'Walkthrus' to focus on different areas of teaching and learning in turn	Sutton Trust – quality first teaching has direct impact on student outcomes	
Purchase and use of NFER standardised assessments plus INSET – internal progress data - opportunity to focus on PP children in each class each term - Staff need collective responsibility for PP children's progress and their needs	EEF guide to assessing and monitoring pupil progress - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction Teachers need time to reflect on data and identify those children who need to be in target groups for support and intervention. The success of each intervention needs to be reviewed and next steps planned.	1,2,3,5
Use of inter school comparative judgement benchmarking for Writing	EEF guidance – Using digital technology to improve teaching - Using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload.	3
Use of SENCO to provide classroom support and advice for teachers due to high overlap of SEND and PP children		1,2,3,4,5,6

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

Budgeted cost: £ 14040.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring (funds for 15hr x 5 children) HLTA to run these sessions Separate funding	EEF (+4) Small group tuition – 1 teacher/professional with 2-5 pupils in a group. This allows focus on small number and allows intensive tuition to support lower attaining learners or those who have fallen behind	1,2
Purchase of web-based programmes which can be	EEF toolkit – parental engagement	1

<p>used at home as well as at school</p> <ul style="list-style-type: none"> - Purple Mash - Nessy - Times Tables Rockstars 	<p>EEF guide to PP – targeted academic support</p> <p>EEF – digital technology – clear evidence that technology approaches are beneficial for writing and maths practise</p>	
<p>Speech and language interventions</p> <ul style="list-style-type: none"> - NELI - Lego therapy - Speech and Language therapist support - Spirals <p>(2 classes x 3hrs per week)</p>	<p>EEF – oral language interventions consistently show positive impact on learning</p> <ul style="list-style-type: none"> - High quality small group interventions <p>EEF – social and emotional learning – improves interactions with others and self – management of emotions impacts on attitudes to learning and social relationships in school which increases attainment</p>	2
<p>Reading interventions</p> <ul style="list-style-type: none"> - Reading Fluency Project - Toe by Toe - Reading between the lines <p>(2 classes x 3 hrs per week)</p> <p>Parents supported to hear children read at home</p>	<p>Higher attainment in reading indicates better life chances</p> <p>Reading a wide variety of genres will support vocabulary acquisition</p>	2, 4
<p>RWI small group / 1:1 catch up sessions - daily</p>	<p>Higher attainment in reading indicates better life chances</p> <p>Reading a wide variety of genres will support vocabulary acquisition</p>	2,3
<p>Maths interventions –</p> <ul style="list-style-type: none"> - Success@arithmetic - Small group support - -Pre-teaching <p>(4 classes x 5 hrs per week)</p>	<p>EEF – reducing the size of the teaching group so that each student gets more attention</p> <p>Small group tuition can give 4+ months benefit – EEF 2021</p>	1

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

Budgeted cost: £ 1080.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Talk Time' Teaching assistant with counselling role to support identified individuals	EEF – social and emotional learning – improves interactions with others and self – management of emotions impacts on attitudes to learning and social relationships in school which increases attainment	6
<p>Cultural capital experiences promoted across the school eg – author talks, workshops and visits</p> <p>Reduction in costs of trips for PP children</p> <p>Residential trip costs subsidised - Hooke Court</p> <p>PP encouraged to attend Sporting events</p> <p>Free places at school extra-curricular clubs</p>	<p>Learning is contextualised in concrete experiences and language rich environments</p> <p>Ofsted research (2019) – emphasis on improving cultural capital, particularly for disadvantaged pupils</p> <p>Pupil surveys reflect greater enjoyment and engagement in school life</p> <p>EEF – sports participation increases educational engagement and attainment</p> <p>EEF – outdoor adventure learning shows positive benefits to academic learning and self-confidence</p>	5,6
School homework club with TA support available	<p>EEF toolkit – parental engagement can bring 2+ months benefit to progress</p> <p>EEF guide to PP – targeted academic support</p> <p>EEF – digital technology – clear evidence that technology approaches are beneficial for writing and maths practise</p>	4
<p>Resources supplied for homework inc chromebooks, paper etc</p> <p>Time spent supporting parents to improve homework outcomes</p>	<p>EEF toolkit – parental engagement</p> <p>EEF guide to PP – targeted academic support</p> <p>EEF – digital technology – clear evidence that technology approaches are beneficial for writing and maths practise</p>	4
<p>Revamp of library to make it an exciting and fun place to read</p> <p>Addition of Book Swap cupboard</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children's educational success than their family's</p>	2,4,5

<p>Regular trips organised with local library to ensure PP children visit and make use of resources</p> <p>Promotion of reading at home – Padlet homework, reading paperchains, story share and events such as Book Week and Book picnics</p>	<p>socio-economic status (OECD, 2002). There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p>	
<p>Mental wellbeing opportunities</p> <ul style="list-style-type: none"> - Outdoor learning - Yoga - Greater range of outdoor play equipment 	<p>EEF – sports participation increases educational engagement and attainment</p> <p>EEF – outdoor adventure learning shows positive benefits to academic learning and self-confidence</p>	6

Total budgeted cost: £ 15,760.00

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.

End of year assessment data – attainment and progress and commentary on each area – Maths, Reading

End Year Maths Non PP – SS 104.6 Start Year Maths Non PP – 99.1

Progress Non PP – 5.5

End Year Maths PP – SS 98.1 Start Year Maths PP – 84.6

Progress PP Maths – 13.5

End Year Reading Non PP – 105.5 Start Year Reading Non PP – 101.9

Progress Non PP Reading - +3.6

End Year Reading PP – 96.6 Start Year Reading PP – 90.1

Progress PP Reading - +6.5

Extra-curricular opportunities and trips -

Maths day, Book Week, Worship Week, Bushcraft residential, Skip2bfit, extra sports coaching – tennis and cricket, Opera visit, Arboretum, Outdoor learning day, travelling Panto, Book picnic, reduced cost/free extra-curricular clubs, author talks, trips, partnership activities

Impact

- Reduced clubs (covid) – Term 6 – 3 PP children and 1 services child attending at least one club

- Pupil Survey July 2021– 75% of pupils enjoy school most/all of the time, 80% feel their mental health is supported, 87% feel their physical health is supported and 87% believe they are helped to be independent and responsible.

Use of ‘Talk Time’ -

Kindness elves challenges and feed back, weekly calls home to targeted parents and children – families report back that the advice and support was invaluable

Individual child support – dealing with issues of anxiety, past trauma, friendship – these sessions gave children a chance to talk freely and develop strategies and coping skills. Some children were given ‘toolboxes’ of strategies to draw on and generally we saw an improvement in behaviour and less anxiety about coming to school as a result of this week.

Support for families during lock down –

Delivery of resources for homework, food parcels delivered weekly

1-1 online lesson support for individuals

Selection of comments received

- We are very thankful for keeping things as ‘normal’ as possible, and keeping them safe • School has been amazing throughout lockdown - so so lucky to be part of this community. The staff went miles out of their way to ensure the children’s learning experience was impacted as little as possible. • As parents we are very grateful for everything GR does. We couldn’t ask for a better school. • I think you're all doing an amazing job in very tough circumstances. • The teachers efforts were brilliant. Excellent.

Attendance of PP by end of year 98.38%

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
Times tables rockstars	
Learning through questions	

Service pupil premium funding (optional)

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

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>1-1 'talk time' support for a child who had recently changed schools and was struggling with friendships</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Sessions provided child with opportunity to discuss worries and fears and develop some coping strategies Calmer behaviour in class Child arrived at time on school with less traumatic mornings reported by parents</p>

