

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	106
Proportion (%) of pupil premium eligible pupils	11 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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	£19350.00
Services child funding	£310.00
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£21660.00

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: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Membership of NCETM Maths hub (third 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 - Numbersense	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
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 model using 'Walkthrus' to focus on different areas of teaching and learning in turn	EEF guide to PP – tiered approach with teaching as the top priority Sutton Trust – quality first teaching has direct impact on student outcomes	1,2,3,5
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 SENCO to provide classroom support and advice for teachers due to high overlap of SEND and PP children		1,2,3,4,5,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of web-based programmes which can be used at home as well as at school <ul style="list-style-type: none"> - Purple Mash - Nessy - Times Tables - Rockstars 	EEF toolkit – parental engagement EEF guide to PP – targeted academic support EEF – digital technology – clear evidence that technology approaches are beneficial for writing and maths practise	1
Speech and language interventions <ul style="list-style-type: none"> - NELI - Lego therapy - Speech and Language therapist support - Spirals (2 classes x 3hrs per week)	EEF – oral language interventions consistently show positive impact on learning <ul style="list-style-type: none"> - High quality small group interventions 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	2
Reading interventions <ul style="list-style-type: none"> - Reading Fluency Project - Toe by Toe - Reading between the lines (2 classes x 3 hrs per week)	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2, 4

Parents supported to hear children read at home		
RWI small group / 1:1 catch up sessions - daily	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2,3
Maths interventions – - Success@arithmetic - Small group support - -Pre-teaching (4 classes x 5 hrs per week)	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

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

Budgeted cost: £ 4660.00

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
Cultural capital experiences promoted across the school eg – author talks, workshops and visits Reduction in costs of trips for PP children Residential trip costs subsidised PP encouraged to attend Sporting events	Learning is contextualised in concrete experiences and language rich environments Ofsted research (2019) – emphasis on improving cultural capital, particularly for disadvantaged pupils Pupil surveys reflect greater enjoyment and engagement in school life EEF – sports participation increases educational engagement and attainment EEF – outdoor adventure learning shows positive benefits to academic learning and self-confidence	5,6

Free places at school extra-curricular clubs		
School homework club with TA support available	EEF toolkit – parental engagement can bring 2+ months benefit to progress EEF guide to PP – targeted academic support EEF – digital technology – clear evidence that technology approaches are beneficial for writing and maths practise	4
Resources supplied for homework inc chromebooks, paper etc Time spent supporting parents to improve homework outcomes	EEF toolkit – parental engagement EEF guide to PP – targeted academic support EEF – digital technology – clear evidence that technology approaches are beneficial for writing and maths practise	4
Regular trips organised with local library to ensure PP children visit and make use of resources Promotion of reading at home – Padlet homework, reading paperchains, story share and events such as Book Week and Book picnics Introduction of 'Talk through Stories' for Reception and KS1	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's 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). 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).	2,4,5
Mental wellbeing opportunities - Outdoor learning - Yoga - Greater range of outdoor play equipment	EEF – sports participation increases educational engagement and attainment EEF – outdoor adventure learning shows positive benefits to academic learning and self-confidence	6

Total budgeted cost: £ 21,660.00

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 2022 to 2023 academic year.

<i>End of year assessment data – attainment and progress</i>					
PP Headline Data Analysis					
% PP	11/88 = 10%				
% Non-PP	77/88 = 90%				
	Reading	Maths	SPAG	Writing	Overall
% PP @+	60%	30%	60%		50%
% Non-SEN @+	72%	51%	67%		53%
Average SS PP	100.9	96.6	102.3		99.9
Average SS Non-PP	103.8	102.1	104.2		103.4
Average SS Progress PP (July 22 – July 23)	+7	+2	+7		+5
Average SS Progress Non-PP (July 22 – July 23)	+5	+3	+5		+4

Highlights from data analysis

PP children making more progress in Reading and SPAG than non-PP and only 1 point behind in Maths.

Average SS score overall for PP children – 99.9 compared to non-PP – 103.4

% of children @ across all three subjects – 50% PP and 53% of non-Send PP

Year 1 phonics screening – 2 PP children in the cohort. 50% Pass achieved. Second child has additional SEND needs.

Year 2 SATS - 1 PP child. Achieved 'working towards' across all SATs

Year 4 tables screening – no PP children in this cohort

Year 6 SATS – no PP children in this cohort

Quality first teaching

Rosenshine principle training for all staff and implementation of key teaching strategies started. Mastery approach for all – commended by C&I team on visit. Use of structure strips, dual coding, use of icons to structure lessons, review opportunities and quizzing for retrieval. Training on importance of vocab and displays used to reflect this. Vocab sent home for pre-learning.

Maths – fluency programme starting to show positive impact on recall and speed. Mastery approach now embedded in planning and teaching across all classes.

English – helicopter stories and Poetry basket used consistently and all children growing in oracy confidence through this approach.

Extra-curricular opportunities and trips

Book Week, Worship Week, Science Week, Outdoor Maths day, Bushcraft and PGL residentials, Bikeability, extra sports coaching – tennis and cricket, reduced cost/free extra-curricular clubs, author talks, Science day – Bloxham. Library visits, Art days, extra swimming, Trip to London, Circus day, local singing events, RSC, panto, partnership activities

PP attendance at clubs

2022- 2023 - Extra-Curricular Clubs analysis

	Number of clubs offered	Places taken	Number of children accessing at least 1 club	% SEND accessing at least 1 club	% PP accessing at least 1 club
Term 1	6	58	44	47%	33%
Term 2	5	55	47	30%	55%
Term 3	5	76	52	29%	16%
Term 4	6	83	56	47%	31%
Term 5	6	74	51	47%	33%
Term 6	5	62	41	35%	36%

10 different clubs offered over the year.

1 free place for piano tuition secured for one child for the year

Attendance for 2022-23

FSM children (10 out of the 12 PP) – 94.71%

Whole school attendance – 94.9%

Talk Time' and mental wellbeing

Individual support given to 4 children – 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 work.

Forest school sessions enjoyed in the summer term by all children

Yoga continued and enjoyed in the Autumn/Spring terms by all

Homework

Homework club provided every week and children targeted to attend with a TA to provide support. Homework produced by all children.

Reading promotion

School library sessions scheduled to ensure that children had chance to browse and borrow books. Visits to Hook Norton library for KS1 to encourage families to join local libraries. Summer reading challenge set. Book Week enjoyed by all. School library in regular use as a teaching resource and a place to enjoy reading.

Tutoring

20 mornings of tuition provided for PP children in upper KS2 by experienced teacher.

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
How did you spend your service pupil premium allocation last academic year?	1-1 'talk time' support for a child who had recently changed schools and was struggling with friendships
What was the impact of that spending on service pupil premium eligible pupils?	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