

# Pupil premium strategy statement – Roebuck Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	460
Proportion (%) of pupil premium eligible pupils	24.5% (113)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Andrew Mari (Headteacher)
Pupil premium lead	Jade Herbaut
Governor / Trustee lead	Nadia Hodges

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,570
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£130,570

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Our PP numbers are not representative of the families in need
2	Attainment in reading, writing and maths - Progress and attainment rates of children who are disadvantaged, particularly in reading, writing and maths is below those non-disadvantaged
3	Significantly low baseline data on entry to nursery and reception Nursery baselines show that children are entering school with significant gaps in ALL areas with 0% of children achieving ARE in PSED, UW and maths. Areas with less than 10% ARE are writing, EA and PD.
4	Reduced social and cultural capital due to COVID 19 and now the current cost of living crisis contributes to poorer attainment for our pupil premium AND our disadvantaged children over time.
5	Parental engagement- Parental engagement is low especially for those disadvantaged pupils
6	Attendance- Attendance rates for pupils eligible for the Pupil Premium (PP) was below the attendance for all other children
7	PP children are very often impacted by other factors such as SEND or EAL.

## 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
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<p>Increase knowledge and communication with families to build firm and trusted relationships.</p>	<p>Know the needs and circumstances of our families using home visit forms and regular questionnaires.</p> <p>We can support the correct families with uniform, equipment, dinners and sign post families to support for early help.</p> <p>Families will work with us to support children and engage in homework and tasks and attend events at school</p>
<p>Improve attainment in reading through high quality teaching and learning</p>	<p>PP children will close the gap on non PP peers. Pupils across the school make rapid progress so the large majority meet at least age-related expectations.</p> <p>Lesson observations will be good or outstanding</p> <p>Children will access a wide range of texts and have exposure to high quality reads</p> <p>DSR will show children moving from the component of phonetic decoding to fluency ready for KS2</p> <p>CPD will support teachers to embed and improve phonic skills, fluency and comprehension evident in lesson observations</p> <p>PP will continue to pass the phonic screening test with extra support if needed</p>
<p>Improve attainment in writing by focussing on writing components needed to meet TAFs</p>	<p>PP will close the gap on non pupil premium peers</p> <p>Boys writing data will improve.</p> <p>Well chosen texts and writing genres will engage PP children and hooks will give children oracy skills as a basis of writing</p> <p>Writing clinics and moderations will identify needs and will create targets to provide rapid development.</p>
<p>Improve attainment in maths</p>	<p>PP will close the gap on non pupil premium peers</p> <p>PP books will show embedded evidence of CPA approach during monitoring</p>
<p>Use baselines to provide targeted support to make rapid progress in C&amp;L</p>	<p>Children will develop good levels of C&amp;L with an increased emphasis on oracy, collaboration and fluency to develop skills.</p> <p>Collaboration through our chosen schemes will encourage and develop talk through the use of sentence stems, explanation, discussion and high level vocabulary.</p> <p>Oracy CPD will support staff to embed new strategies alongside findings from The Create, Speak, Thrive project.</p>

	Use WELCOM to provide targeted support and address areas of need highlighted in CIL
Using data to target interventions and support planning	CPD for ELT and middle leaders about how to analyse data and use to inform next steps in developing subjects and skills in the curriculum CPD for staff to support the implementation and formative assessment process needed to complete high quality and impactful interventions
Provide opportunities for cultural capital through a range of trips, hooks and LOtC (Learning Outside the Classroom).	Children will access new and varied experiences and skills that they have not and may never experience whilst at primary school. Children will have a greater knowledge of the world around them and develop many skills that link to social, emotional and physical well being
Increase parental engagement at events	Parents will continue to support the school in whole school events Parents will attend celebrations events such as fantastic finishes and books and blankets Parents will attend workshops and educational evenings that benefit children's academic development Parents will engage online and through social media, the website and videos.
Close the gap between attendance of PP and non PP children	The difference between the attendance of PPs/non PPs reduces.

## 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: £ 94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff CPD  Live marking	High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may	2,3,7

<p>Feedback Schemes Language skills Quality interactions - EYFS Behaviour Safeguarding Mathematics-MNP use of manipulatives Literacy- Hooked on books Reading-fluency, vocabulary development, use of Widgits</p> <p>Subject leadership Metacognition-knowledge organisers Underserved pupils</p>	<p>consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students) Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (EEF Teaching and Learning Toolkit – Oral Language Interventions)</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF –Teaching and Learning Toolkit – Teaching Assistant Interventions)</p>	
<p>Online professional subscriptions and planning Maths NP, Monster phonics, Charranga, Kapow, Collins Connect Science , Language angels, Marvin the Monkey</p>	<p>Sutton Trust found that 'The effects of high-quality teaching is especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/ scaffolding/ appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	2,7
<p>Staff recruitment of additional TA / support staff to meet need and provide targeted support</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions) On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as</p>	1,2,3,7

	having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)	
SEND team increase Early identification with EYFS SENCO	EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.	1,7

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

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring and boosters	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. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be	2,3,7

	considered as part of a school's pupil premium strategy. <b>EEF small group tuition</b>	
Interventions	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. Providing training to the staff that deliver small group support is likely to increase impact. 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. <b>EEF small group tuition</b>	2,3,7
In lesson support through resources and equipment and school events	Evidence to support the impact of quality first teaching and targeted support: The EEF Guide to the Pupil Premium Evidence to support closing the gap: <b>Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap</b>	1,23,4,5,7
Sports coach to support PD with gross motor skills	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. <b>(EEF Teaching and Learning Toolkit – physical activity/extending school time)</b>	3,4,7
Speech and language support	Teaching and modelling language involves intentionally using language to show how words are used together to form sentences (grammar) and providing opportunities for them to apply it in their own speech (expressive language). Children also need to be supported to connect the meaning of words within and across sentences (receptive language). Story (recounts of true events or imagined) provides a useful context for	2,3,7



	<p>practising these skills. There is strong evidence that this approach can be effective for all children, including evidence of effectiveness in interventions focused on children from socio-economically disadvantaged backgrounds. <b>EEF communication and language</b></p> <p>Although language acquisition is a very robust process there is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults around them. The quality of input that children receive is likely to be more important than the quantity <b>EEF Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds</b></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <b>(EEF Teaching and Learning Toolkit – Social and Emotional Learning)</b>	1,5,6,
Wellbeing activities (whole school, mingle with mentor)	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. <b>EEF working with parents to support children's learning</b>	1,2,4,5,6,
Family support worker	Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, faceto-	5,6

	<p>face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions. • Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings, and for building relationships. <b>EEF supporting parents-offer more sustained and intensive support where needed</b></p>	
Attendance officer working with attendance lead	<p>Mentoring interventions involve pairing young people with an older peer or adult, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge (<b>EEF Teaching and Learning Toolkit, 2021</b>).</p> <p>The average impact of responsive and targeted approaches to attendance is positive.</p>	5,6

**Total budgeted cost: £ 94,000, 29,500,26,500= £150,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)
- EBacc entry data for secondary schools
- Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

### Roebuck Academy - - 21 Jul 2023

#### Reading PP

	English > Reading: EXS	English > Reading: GDS	English EXS +
All students	45.8% (38)	6% (5)	51.8% (43)
Year 1	50% (6)	0% (0)	50% (6)
Year 2	35.7% (5)	7.1% (1)	42.8% (6)
Year 3	57.1% (8)	7.1% (1)	64.2% (9)
Year 4	50% (7)	7.1% (1)	57.1% (8)
Year 5	57.9% (11)	10.5% (2)	68.4% (13)

## Reading PP Not SEND

	English > Reading: EXS	English > Reading: GDS	Reading EXS+
All students	75% (30)	12.5% (5)	87.5% (35)
Year 1	75% (6)	0% (0)	75% (6)
Year 2	57.1% (4)	14.3% (1)	71.2% (5)
Year 3	87.5% (7)	12.5% (1)	100% (8)
Year 4	77.8% (7)	11.1% (1)	88.9% (8)
Year 5	75% (6)	25% (2)	100% (8)

## Writing PP

	English > Writing: EXS	English > Writing: GDS	Writing EXS+
All students	37% (27)	2.7% (2)	39.3% (29)
Year 1	25% (3)	0% (0)	25% (3)
Year 2	42.9% (6)	0% (0)	42.9% (6)
Year 3	28.6% (4)	7.1% (1)	35.7% (5)
Year 4	28.6% (4)	7.1% (1)	35.7% (5)
Year 5	52.6% (10)	0% (0)	52.6% (10)

### Writing PP Not SEND

	English > Writing: EXS	English > Writing: GDS	EXS +
All students	57.5% (23)	5% (2)	57.5% (23)
Year 1	37.5% (3)	0% (0)	37.5% (3)
Year 2	57.1% (4)	0% (0)	57.1% (4)
Year 3	50% (4)	12.5% (1)	62.5% (5)
Year 4	44.4% (4)	11.1% (1)	55.5% (5)
Year 5	100% (8)	0% (0)	100% (8)

### Maths PP

	Mathematics: EXS	Mathematics: GDS	Maths EXS+
All students	49.3% (36)	4.1% (3)	53.4% (39)
Year 1	41.7% (5)	0% (0)	41.7% (5)
Year 2	42.9% (6)	0% (0)	42.9% (6)
Year 3	57.1% (8)	7.1% (1)	64.2% (9)
Year 4	50% (7)	7.1% (1)	57.1% (8)
Year 5	52.6% (10)	5.3% (1)	57.9% (11)

### Maths PP Not SEND

	Mathematics: EXS	Mathematics: GDS	EXS+
All students	72.5% (29)	7.5% (3)	80% (32)
Year 1	62.5% (5)	0% (0)	62.5% (5)
Year 2	71.4% (5)	0% (0)	71.4% (5)
Year 3	87.5% (7)	12.5% (1)	100% (8)
Year 4	66.7% (6)	11.1% (1)	77.8% (7)
Year 5	75% (6)	12.5% (1)	87.5% (7)

The impact of PP spending on attainment for 2022-23 showed that PP children are still below Non PP children in reading, writing and maths.

When removing SEND from our pupil premium we can see that our pupil premium pupils with no additional need are performing much better. It is clear that our PP children who also have an additional need are impacted more.

Whole school attendance was 93.35% but for our PP children it was lower at 91.52%.

## 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
<i>Nuffield Early Language Intervention</i>	<i>ELKLAN</i>
<i>NELI Speech &amp; Language Project</i>	<i>EEF</i>
<i>Welcom</i>	
<i>Reading Fluency project</i>	
<i>Marvin the monkey</i>	
<i>Rhythm and rhyme</i>	

## Service pupil premium funding (optional)

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**

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*