

Pupil premium strategy statement – Roebuck Academy 2024 review

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	447
Proportion (%) of pupil premium eligible pupils	21.2% (95)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	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	Krista Toal
Governor / Trustee lead	James Lawson

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
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>	£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
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
Increase knowledge and communication with families to build firm and trusted relationships.	<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>
Improve attainment in reading through high quality teaching and learning	<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>
Improve attainment in writing by focussing on writing components needed to meet TAFs	<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>
Improve attainment in maths	<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>

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

Activity in this academic year -2024-2025

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
<p>Developing high quality teaching, assessment and a broad, balanced, knowledge-based curriculum which respond to the needs of the children</p> <p>Staff training on using assessment data to target groups</p> <p>Regular CPD on adaptations needed in core subjects to allow access for all</p> <p>Subject leaders to review impact of their subject on attainment of all learners</p> <p>CPD for staff to develop understanding of underserved families.</p> <p>Online professional subscriptions and planning to support teaching: Maths NP, Monster phonics, Charranga, Kapow, Science, superhero spellings, language angels</p>	<p>Evidence indicates that high quality teaching is the most powerful way for school to improve attainment for socio-economically disadvantaged pupils. (EEF)</p> <p>School focus on building teacher knowledge and pedagogical expertise, curriculum development and use of assessment.</p> <p>Individualised adaptations needed in curriculum to remove barriers for learners.</p> <p>Review of curriculum coverage and staff training on how to ensure progression over time is sustainable in order for all pupils to make progress.</p> <p>Change in EYFS CLL curriculum to ensure effective start in learning</p> <p>Teachers use of formative and summative assessment to target pupils short term steps in learning.</p> <p>Teachers to be aware of those pupils who are pupil premium and under-served and to ensure provision is going over and above to allow these pupils to learn.</p> <p>Implementing mastery approaches for core subjects</p> <p>Mentoring and coaching teachers to embed effective practice</p>	<p>1,2,3,4,5,6,7</p>

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
<p>Tutoring and boosters</p> <p>Interventions</p> <p>Training in interventions for TA's</p> <p>Training in mastery approach</p> <p>Interventions to be targeted for those pupils with SEND</p> <p>All staff have a holistic understanding of the needs of their pupils</p> <p>Encourage an inclusive school environment with all staff</p>	<p>Intensive support- 1:1 and small group work to support learning in addition to ad linked to class learning. (EEF)</p> <p>Weekly, booster sessions explicitly linked with normal teaching, that teachers should monitor to ensure progress and the benefit of the tutor. Delivered by experienced and specifically guided/ trained staff</p> <p>interventions delivered by teaching assistants who are experienced, well-trained and supported in delivering a structured intervention. This support is used to boost language, communication, literacy and maths skills. Interventions to be linked in in class learning and matched to individualised pupils needs</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. (EEF) Specific approaches used to support these pupils. Ensure these pupils have access to high quality teaching and carefully selected small-group work</p> <p>Teaching assistants work closely with SEND pupils to compliment not replace the provision of a class teacher.</p> <p>In lesson support through resources and equipment and school events</p>	<p>2,3,7</p>

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

Budgeted cost: £ 29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support/ Family support worker</p> <p>Continue to offer and varied, broad provision that offers greater opportunities for our pupils.</p> <p>Embed behaviour curriculum with regular expectations and routines.</p> <p>Supporting attendance</p> <p>CPD for staff on building a culture of belonging and communicating effectively with families</p> <p>Communicating with and supporting parents</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes in later life.</p> <p>Extracurricular activities may increase engagement in learning and can translate in improved outcomes. (EEF)</p> <p>School follows carefully planned SEL programme including such activities as: mingle with your mentor, books and blankets</p> <p>SEL is reinforced through whole school behaviour curriculum with therapeutic approach.</p> <p>Use targeted approaches to meet the needs of pupils in our school.</p> <p>Poor attendance is linked to poor attainment. Parental communication approaches and targeted parental engagement interventions show improvements in attendance. (EEF)</p> <p>Have a clear understanding of the needs of our families.</p> <p>Deliver targeted, supplementary provision above universal provision</p> <p>Levels of parental communication are consistently associated with improved academic outcomes. (EEF)</p> <p>Open door policy from staff.</p> <p>Greater opportunities for parents to come into school and engage in learning with their children.</p>	<p>1,5,6,</p>

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

Part B: Review of the previous academic year4

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 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.

Roebuck Academy - - 21 Jul 2024

Reading	PP Reading EXS+	Non PP Reading EXS+	PP Non SEND Reading EXS+
Year 1	40% (10)	76% (50)	60% (3)
Year 2	45.5% (5)	81% (50)	71.4% (5)
Year 3	56.3% (9)	62% (26)	67.7% (4)
Year 4	64.3% (7)	77% (33)	88.9% (8)
Year 5	66.7% (9)	84%(37)	100% (8)
Year 6	71.2% (11)	83% (34)	100% (7)

Reading

PP children perform less well than Non PP children in all year groups. Attainment gap is narrowed when PP children are filtered to compare with PP children without SEND. In 4 years groups PP with no SEND attainment is better than NON PP.

	PP Writing EXS+	Non PP Writing EXS+	PP Non Send Writing EXS+
Year 1	40% (4)	66% (33)	60% (3)
Year 2	27.3% (3)	78% (37)	42.9% (3)
Year 3	43.8% (7)	48% (37)	83.3% (5)
Year 4	64.2% (8)	65% (28)	88.9% (8)
Year 5	34.4% (4)	66% (29)	50% (4)
Year 6	61.1% (8)	76% (31)	100% (7)

Writing

PP children perform less well than Non PP children in all year groups. Attainment gap is narrowed when PP children are filtered to compare with PP children without SEND. In 3 year groups PP with no SEND attainment is better than NON PP.

	PP Maths EXS+	Non PP Maths EXS+	PP Non SEND Maths EXS+
Year 1	30% (3)	70% (35)	40% (2)
Year 2	45.5% (5)	77% (37)	71.4% (5)
Year 3	31.3% (5)	69% (29)	50% (3)
Year 4	71.4% (10)	70% (30)	100% (9)
Year 5	40% (6)	73% (32)	62.5% (5)
Year 6	61.2% (11)	83% (34)	85.7% (6)

Maths

PP children perform less well than Non PP children in all year groups. Attainment gap is narrowed when PP children are filtered to compare with PP children without SEND. In 2 year groups PP with no SEND attainment is better than NON PP.

The impact of PP spending on attainment for 2023-24 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.

EYFS Data for 2023-24

Reading

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Male	90.6%	78.8%	67.7%	▼-11.0%
Female	75%	84.6%	79.3%	▼-5.3%
SEN	50%	44.4%	30.8%	▼-13.7%
Not SEN	93.5%	97.6%	85.1%	▼-12.5%
Pupil Premium Eligible	75%	50%	72.7%	▲22.7%
Not Pupil Premium Eligible	85.4%	86.3%	73.5%	▼-12.8%
ESM	72.7%	50%	70%	▲20.0%
Not ESM	85.7%	86.3%	74%	▼-12.3%
EAL	90%	81.8%	71.4%	▼-10.4%

Gap between EYFSPP and Non PP in 2023 was- 35.3% Gap in 2024 is -0.8%

Writing

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Male	78.1%	66.7%	58.1%	▼-8.6%
Female	67.9%	76.9%	75.9%	▼-1.1%
SEN	42.9%	22.2%	30.8%	▲8.5%
Not SEN	82.6%	87.7%	76.6%	▼-16.1%
Pupil Premium Eligible	58.3%	37.5%	45.5%	▲8.0%
Not Pupil Premium Eligible	77.1%	76.5%	71.4%	▼-5.0%
FSM	54.5%	37.5%	40%	▲2.5%
Not FSM	77.6%	76.5%	72%	▼-4.5%
EAL	90%	81.8%	64.3%	▼-17.5%

Gap between EYFSPP and Non PP in 2023 was- 39% Gap in 2024 is -25.9%

Maths- number

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Male	87.5%	84.8%	74.2%	▼-10.7%
Female	78.6%	76.9%	79.3%	▲2.4%
SEN	50%	50%	38.5%	▼-11.5%
Not SEN	93.5%	95.1%	87.3%	▼-7.8%
Pupil Premium Eligible	58.3%	50%	63.6%	▲13.6%
Not Pupil Premium Eligible	89.6%	86.3%	79.6%	▼-6.7%
FSM	63.6%	50%	60%	▲10.0%
Not FSM	87.8%	86.3%	80%	▼-6.3%
EAL	100%	81.8%	78.6%	▼-3.2%

Gap between EYFSPP and Non PP in 2023 was- 36.3% Gap in 2024 is -16%

Maths Numerical patterns

Student Group	2021/2022	2022/2023	2023/2024	Change since 2022/2023
Male	87.5%	84.8%	74.2%	▼-10.7%
Female	78.6%	76.9%	79.3%	▲2.4%
SEN	50%	50%	38.5%	▼-11.5%
Not SEN	93.5%	95.1%	87.3%	▼-7.8%
Pupil Premium Eligible	58.3%	50%	63.6%	▲13.6%
Not Pupil Premium Eligible	89.6%	86.3%	79.6%	▼-6.7%
FSM	63.6%	50%	60%	▲10.0%
Not FSM	87.8%	86.3%	80%	▼-6.3%
EAL	100%	81.8%	78.6%	▼-3.2%

Gap between EYFSPP and Non PP in 2023 was- 36.3% Gap in 2024 is -16%

Whole school attendance was 93.9% but for our PP children it was lower at 91.2%.

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 & Language Project</i>	<i>EEF</i>
<i>Welcom</i>	
<i>Reading Fluency project</i>	
<i>Marvin the monkey</i>	
<i>Rhythm and rhyme</i>	
<i>Squiggle while you wiggle</i>	

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)

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.