

## 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  | Romanby Primary School  |
| Number of pupils in school   | 271                     |
| Proportion (%) of pupil premium eligible pupils  | 14%                     |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2021-2024               |
| Date this statement was published  | December 2021           |
| Date on which it will be reviewed  | July 2022               |
| Statement authorised by  | J. Foxwell              |
| Pupil premium lead   | S. Bradnam<br>F. Mayhew |
| Governor lead  | J. Dickinson            |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £53,485 |
| Recovery premium funding allocation this academic year  | £5,075  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £58,560 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring high quality teaching in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Not all children eligible for pupil premium funding make sufficient progress in English and Maths. Internal and external (where available) assessments indicate that English and Maths attainment among most disadvantaged pupils is below that of non-disadvantaged pupils.   |
| 2                | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br><br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |
| 3                | Assessments, observations, and discussions with pupils indicate underdeveloped language and communication skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2  |
| 4                | Our observations and discussions with pupils and families have identified a limited or a lack of access to technology and educational materials for many pupils.   |
| 5                | Our attendance data indicates a variable pattern of attendance for disadvantaged children (including lateness) which affects their learning and readiness to learn.  |

## 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   |
|--|--|
| Improved reading attainment among disadvantaged pupils               | Phonics Screening and end of KS1 and KS2 reading outcomes in 2024/25 show that more disadvantaged pupils have met the expected standard.     |
| Improved maths attainment for disadvantaged pupils at the end of KS2 | End of KS1 and KS2 Maths outcomes and Y4 multiplication check in 2024/25 show that more disadvantaged pupils have met the expected standard. |
| Improved language skills and vocabulary among disadvantaged pupils   | Assessments and observations indicate significantly improved language among  |

|  |   |
|--|---|
| <p>To achieve and sustain improved attendance for all our disadvantaged pupils.</p> <p>Children have improved access to technology and educational materials</p> | <p>disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers has been reduced.</p> <p>Children deepen their knowledge, understanding and skills across a broad and balanced curriculum.</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: £5000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Professional development opportunities to support teachers/TA's with a particular emphasis on English and Maths</p>  | <p>Embed Talk for Writing effectively. Staff use evidence-based whole-class teaching interventions to support learning.</p> <p>The EEF guidance is based on a range of the best available evidence.</p>  | <p>1,2</p>                    |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. All staff have received training to deliver the ELS phonics scheme.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>  | <p>3</p>                      |
| <p>Enhancement of our maths teaching and planning with the Maths Hub Sustaining Mastery TRG</p> <p>We will fund teacher release time to embed</p>   | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The EEF guidance is based on a range of the best available evidence.</p> | <p>1,2</p>                    |

|                                     |   |  |
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| key elements of guidance in school. | Engagement with Maths Hub<br>Sustaining Mastery TRG supports<br>staff CPD |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Structured interventions:<br/>Introducing vocabulary interventions for children with poor language and communication skills</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks e.g. NELI and additional EYFS TA support</p>  | 3,                            |
| <p>Small group tuition:<br/>Introducing targeted English and Maths teaching for pupils who are not on track for age-related expectations</p>  | <p>Purchase 30 additional Chromebooks for use in KS2 classes to supplement existing provision and provide access to support software e.g. use of Education City mini-assessments to create revision journals for the children to work in Target Time. Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge</p> <p>Teacher and TA support in lessons. Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve</p> | 1,2,4                         |

|   |   |            |
|---|---|------------|
| <p>One-to-one support for disadvantaged pupils:</p> <p>Creating additional teaching and learning opportunities using TA's/Tutors.</p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>1:1 Tuition for children in English or Maths for children in Y5/6 (15 hr. block) and employment of Academic Mentor to work across KS2</p> | <p>1,2</p> |
|---|---|------------|

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

Budgeted cost: £4000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Support for educational visits</p>   | <p>Children engage with a broad and balanced curriculum through participation in activities that they otherwise might not be able to access. Visits also support children to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> | <p>4</p>                      |
| <p>Engage the families facing most challenges</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Regular communication with families via Marvellous Me and targeted contact with staff.</p>                             | <p>5</p>                      |

|                                    |  |     |
|------------------------------------|--|-----|
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
|------------------------------------|--|-----|

**Total budgeted cost: £59,000**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. We have used standardised teacher administered tests or diagnostic assessments and our own monitoring activities to evaluate the progress made last year.

As evidenced in schools across the country, school closures and the Covid-19 impact was detrimental to many of our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. We have constructed a curriculum based around the Cornerstones Curriculum which provides materials that are ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

Analysis of pupils who are supported by Pupil Premium funding shows that achievement is rising and the gap between non-pupil premium children is closing. However, there is still more work to do. The pattern across year groups is variable. This is even more so if you remove the children eligible for Pupil Premium funding who also have SEN.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were also impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Feedback from children as part of the Gold Healthy School Award and the Growing Up in North Yorkshire Survey demonstrates that they have a very positive view of school life and are developing skills for the next stage of their school life but that there are still gaps in their knowledge. We are addressing these areas with the activities detailed in this plan.

### 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 |
|-----------|----------|
| None      |          |



## Service pupil premium funding (optional)

| Measure  | Details  |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Support for children to attend educational visits, support with wellbeing activities in school, participation in the Festival of Friends project.          |
| What was the impact of that spending on service pupil premium eligible pupils? | Our small cohort of service children were able to engage with other children from service backgrounds and see the range of opportunities on offer to them. |

## Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.