

## 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	Rolvenden Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	
Statement authorised by	Tina McIntosh (EHT)
Pupil premium lead	Nicola Crowe (SENCO)
Governor / Trustee lead	Emily Jones (Gov)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,795

## Part A: Pupil premium strategy plan

### Statement of intent

**School Vision - Small School. Big Difference** - ... a creative, personalised and dynamic programme of learning, giving children confidence for the next stage of their life.

**Our ultimate objectives are:**

- to narrow the attainment gap between all disadvantaged and non-disadvantaged pupils across the curriculum
- for all pupils in school to make or exceed nationally expected progress rates
- to support the health and wellbeing of all the pupils to enable them to access learning at the appropriate level
- Inspirational learning opportunities are provided for all children irrespective of background or financial means (Sports, school trips, school visits and experiences etc.)

**We aim to do this through:**

- ensuring teaching and learning opportunities meet the individual needs of all the pupils
- ensuring that appropriate provision is made for pupils who belong to identified vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- providing quality CPD for all staff to raise the profile and attainment of students eligible for Pupil Premium funding within the school
- recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- providing a nurturing and supportive environment for all children
- ensuring the structure of the curriculum enables all children to know more and remember more, with learning built systematically in all subjects in all year groups
- ensuring the strategic leadership of training and development for all adults across the school supports improved outcomes for all pupils

Pupil Premium can be used to support whole school areas of enhancement that will directly impact on provision for pupil premium children.

### **Achieving these Objectives:**

The range of provision the school considers making for this group includes, but is not limited to:

- ensuring all teaching is good or better thus ensuring that the quality of learning opportunities experienced by all children is improved and there is a focus of attention on PP progress and attainment
- all our work through the pupil premium funding will be aimed at accelerating progress, moving children to at least age-related expectations
- pupil premium resources are to be used to target children to achieve Age Related Expectations (ARE) and challenge more able pupils to reach greater depth levels.
- Additional Learning Support
- Support payment for activities, educational visits and residential.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Access to sports and arts opportunities
2	Gaps in reading comprehension
3	Access to extra curricular learning
4	Home school links (supporting parental engagement for some)
5	Attendance and punctuality
6	Access to appropriate resources
7	Access to online learning at home
8	Social Emotional Mental Health barriers

## **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.

<b>Intended outcome</b>	<b>Success criteria</b>
To develop and embed a knowledge rich curriculum throughout the school that leads to disadvantaged children's progress is in line with their peers.	High quality teaching of reading consistently leads to strengthening outcomes for all pupils. English - reading • All relevant staff have received All Aboard phonic training and are delivering the

	<p>phonics scheme effectively leading to good outcomes.</p> <p>75%(4 children) Year 1 PP pass phonics screening and reading fluency level</p> <p>67%(3 children) Year 2 PP achieve expected in reading SATs</p> <p>0% (1 child) FS PP achieve ELG in reading and writing</p> <ul style="list-style-type: none"> <li>• Reading books used in Year R and KS1 match the sounds being taught in phonics lessons.</li> </ul> <p>Where necessary PP children receive additional reading support to ensure they make age related standards</p> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>•PP children are independently accessing manipulatives in maths lessons and requesting support.</li> </ul> <p>PP children have made expected progress from their baseline. Some PPs make accelerated progress.</p> <p><b>Wider Curriculum</b></p> <p>PP children are actively engaged in discussions and feel confident in recalling knowledge.</p>
<p>To ensure that the curriculum provides opportunities for disadvantaged pupils to gain cultural capital through carefully selected opportunities across the curriculum.</p>	<p>Subject leaders develop the design and implementation of the school curriculum allowing for breadth and balance in all subjects.</p> <p>PP children have had the opportunity to access extra curricular activities and attended all class trips.</p> <p>PP children have been invited to /attend one school enrichment trip during their time at Rolvenden..</p>
<p>To ensure that provision across the school for disadvantaged pupils experiencing SEMH difficulties leads to improved outcomes for these children through increased resilience and readiness to learn.</p>	<p>Senior Mental Health lead trained</p> <p>Boxall Profiling established routinely across the school.</p>

	<p>PP children's emotional needs identified using the Boxall Profiling and support is in place. PP emotional support is in place in order for them to access the curriculum.</p> <p>Evidence of improved confidence and resilience in classwork.</p>
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## 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: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT development and delegation of leadership and responsibility for PP children.</p> <p>Appoint strong staff to post.</p> <p>Tight monitoring by all staff ensures accelerated progress of PP pupils.</p> <p>Regular meetings with parents/carers.</p>	<p>Implementation is a key aspect of what schools do to improve. There is strong evidence that creating a leadership environment and school climate that is conducive to good implementation is important. This can be done by identifying and cultivating leaders of implementation throughout the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/implementation</a></p>	2,3,4,6,7
<p>Staff CPD supporting mental health strategies.</p> <p>Whole school approach to mental health and wellbeing, including SEMH.</p>	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment (DfE)</p>	2,3,6,8

Staff CPD Reading for fluency for Comprehension, linked in with York University. KS2 school approach to Lower ability reading comprehension analysis and the intervention that follows.	By providing an in-depth analysis of a pupil's reading ability, including Standard Age Scores, age equivalent scores and percentile ranks for comprehension, rate and fluency, YARC helps to identify specific problems to inform appropriate interventions.	2,8,
Introduce measures to support retrieval so children know more and remember more.	Regular Kahoot sessions planned to reinforce cyclical knowledge retrieval  There is much evidence published to support the actions of Retrieval Practice. (Use it or lose it theory) Retrieval practice (also called the 'testing effect' in some of the literature) involves recalling information from the memory 'periodically' which enables the person to maintain access to that knowledge (Bjork, 1988; Little, Bjork, Bjork, & Angello, 2012).	2

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

Budgeted cost: £ 11,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children receive support with interventions taking place in the classroom, 1-1 and in small groups.	Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEFGuide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEFGuide-to-the-Pupil-Premium-Autumn-2021.pdf</a>	2, 8
Phonics/reading intervention support for EYFS and KS1 where needed.	Phonics has a positive impact overall...with very extensive evidence and is an important component in the development of early reading skills,	2, 8

	particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
TA Support for identified groups and individuals in all class lessons.	School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed. <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</a>	2, 8

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

Budgeted cost: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage engagement in after school clubs and subsidise costs.	Support for non-academic issues that impact success in school for example help with the cost of educational trips or visits. Ensuring disadvantaged pupils access the same cultural capital. <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a>	1, 3, 5, 8
Lunchtime activities available		1,3,5, 8
Encouragement to engage in school trips and informed that school will subsidise costs (incl. family trips)		1,3,5,8
School uniform provided if required.		4,5,8
School snacks including fruit and cereal are offered if required.		4,5,8

**Total budgeted cost: £ 16,795**

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, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

2020/2021 end of year assessments were a combination of teacher assessment and independent assessments using Testbase.

### **Lockdown procedures**

At the outset of the January 2021 lockdown all PP children's families were invited into the school to be taught by the staff rather than engaging in home learning. All who didn't attend were provided with a chromebook (along with all families who had more than one child accessing the zoom learning sessions).

Teachers taught 3 sessions a day either live or recorded and during the live sessions teachers were then available for 1-1 sessions.

Attendance of the sessions was very high with 98%.

KS1 SATS equivalent data (Testbase) PP 100% achieved Age Related Expectations in Reading Writing and Maths (2 pupils). KS1 final PP assessments indicated that 100% PP children made expected progress inline with their peers from their starting point.

KS2 SATS equivalent data (Testbase) PP 50% achieved Age Related Expectations in Reading Writing and Maths (4 pupils). KS2 final PP assessments indicated 100% PP children made expected progress in line with their peers from their starting point with some achieving accelerated progress in reading, writing and maths.