

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged children.

All children at Rolvenden work under the umbrella of our CREATE values. We support our disadvantaged and vulnerable children to achieve their targets with all children making expected progress of 6 steps from their starting point. We acknowledge that there is an attainment gap for some of our disadvantaged children and it is our intention through quality-first teaching and targeted interventions, that the progress of these children is accelerated wherever possible. We closely monitor progress through quantitative and qualitative means and make adjustments to support in order to close the gap between disadvantaged and non-disadvantaged children.

This statement outlines our pupil premium strategy, how we intend to spend the funding in this academic year and what we intend to achieve through defining our success criteria.

School overview

Detail	Data
School name	Rolvenden Primary School
Number of children in school	86
Proportion (%) of pupil premium eligible children	16/86 18%
Academic ear/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2025
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	£20,775
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£22,950

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 based around the key themes of Creativity, Resilience, Engagement, Aspirations, Teamwork and Enjoyment (CREATE).

Our ultimate objectives are:

- to narrow the attainment gap between all disadvantaged and non-disadvantaged children across the curriculum
- for all children in school to make or exceed nationally expected progress rates
- to support the health and wellbeing of all the children 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 children
- ensuring that appropriate provision is made for children who belong to identified vulnerable groups, this includes ensuring that the needs of socially disadvantaged children 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 children 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 children

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 children 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 children.

Challenge number	Detail of challenge
1	End of year assessments indicate that reading in Years 1, 2 and 6 is an area of focus with 53% of disadvantaged children at age related expectation as opposed to 71% non-disadvantaged.
2	End of year assessments indicate that writing is a concern in Years 1,2 and 6 with 35% of disadvantaged children at age related expectation as opposed to 71% non-disadvantaged.
3	Year 2 disadvantaged children are a focus group for reading, writing and maths.
4	Year 3 disadvantaged children are a focus group for writing.
5	Year 5 and Year 6 disadvantaged children are a focus in maths.
6	Increasing Home School Links (supporting parental engagement for some)
7	Supporting Social and Emotional Mental Health barriers for some.

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
<p>To develop and embed a knowledge rich curriculum throughout the school that leads to disadvantaged children's progress is in line with their peers.</p>	<p>High quality teaching of reading consistently leads to strengthening outcomes for all children.</p> <p>English - reading</p> <ul style="list-style-type: none"> • 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"> • Reading books used in Year R and KS1 match the sounds being taught in phonics lessons. <p>Where necessary PP children receive additional reading support to ensure they make age related standards with daily 1-1 phonic interventions in EYFS and KS1.</p> <p>Maths</p> <ul style="list-style-type: none"> •PP children are independently accessing manipulatives in maths lessons and requesting support. <p>PP children have made expected progress from their baseline. Some PPs make accelerated progress.</p> <p>Wider Curriculum</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 children 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>National Tutoring Money accessed for PP intervention and consolidation to also support self-esteem and confidence.</p>
<p>To ensure that provision across the school for disadvantaged children 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>

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>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</p>	<p>2,3,4,6,7</p>

<p>Appoint strong staff to post.</p>	<p>important. This can be done by identifying and cultivating leaders of implementation throughout the school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	
<p>Tight monitoring by all staff ensures accelerated progress of PP children.</p> <p>Regular meetings with parents/carers.</p>		
<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
<p>Staff CPD Reading for fluency for Comprehension, linked in with York University.</p> <p>KS2 school approach to Lower ability reading comprehension analysis and the intervention that follows.</p>	<p>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.</p>	2,8
<p>Introduce measures to support retrieval so children know more and remember more.</p>	<p>Regular Kahoot sessions planned to reinforce cyclical knowledge retrieval</p> <p>There is much evidence published to support the actions of Retrieval Practice. (Use it or lose it theory)</p> <p>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).</p>	2

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

Budgeted cost: £ 17,750

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. This includes children invited into an early morning session.	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. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEFGuide-to-the-Pupil-Premium-Autumn-2021.pdf	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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 children the least amount of help first. They should allow sufficient wait time, so children can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when children demonstrate they are unable to proceed. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants	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 children access the same cultural capital. https://www.gov.uk/government/publications/pupil-premium/pupil-premium	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: £ 22,950

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 children in the 2021 to 2022 academic year.

KS1 SATS

Reading 69% (PP children 0.2 below Not Pupil Premium)

Writing 54% (PP children 0.4 below Not Pupil Premium)

Maths 85% (PP children in line with Not Pupil Premium)

KS2 SATS

Reading 81% (PP children 0.3 above Not Pupil Premium)

Writing 75% (PP children 1.2 above Not Pupil Premium)

GPS 69%

Maths 56% (PP children -0.3 below Not Pupil Premium)