

Pupil premium strategy statement Roxwell Primary

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Roxwell CE Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	12.11.22
Date on which it will be reviewed	12.11.23
Statement authorised by	Maire O'Regan/Sarah Tate
Pupil premium lead	Maire O'Regan
Governor / Trustee lead	Suzanne Farris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,775
Recovery premium funding allocation this academic year	£2,320
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	£23,095

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 PPG pupils to achieve that goal.

All children, no matter what their external factors are, have the right to a high-quality education with exciting enrichment activities for learning. Within our Vision: 'Discovering a World of possibilities together', disadvantaged children have the same opportunities as other children whether it be academically, emotionally or socially.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure PPG pupils are challenged in the work that they're set and have high expectation for them at all times, including when completing homework
- act early to intervene at the point, need is identified
- adopt a whole school approach in which all staff take responsibility for PPG pupils' outcomes and raise expectations of what they can achieve, including assessing the PPG children separately

Challenges

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

Challenge number	Detail of challenge
1	Data shows that on average our PPG children struggle to make at least expected progress of 70% combined, relative to their starting point and regardless of family circumstances.
2	Informal assessment and conversations with parents and class teachers show that PPG children have had some worries and anxiety in school, and would benefit from access to appropriate support from Project ME, including class lessons for 6 weeks and 1:1 counselling to support the Year 6 children going to Year 7.
3	Information shows that we need to encourage children in receipt of PPG to attend at least one club to increase cultural capital and opportunities to learn different skills. We make sure this club is free for PPG children
4	Our attendance data shows that we need to challenge PPG to be in school on time and for their attendance levels to be above 95%. We phone and collect children if necessary to support their attendance.

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
PPG children (and those with PPG/SEND) are able to make progress, relative to their starting points	Outcomes show that percentages of PPG students, achieving expected outcomes, have improved from 2021/2022 and that this year they will achieve above 70% combined at the end of the academic year.
Children (and their families) with emotional and mental health issues are able to access appropriate support from the school and outside agencies, where appropriate	Project ME has a positive impact: (children can speak confidently to adults, perform on stage and speak and answer questions in assembly and in class) on all children in KS2 and all children have developed strategies for coping with stress, anxiety and have developed resilience. Families will report increased confidence after the series of 1 to 1, counselling sessions provided by Project ME to all the Year 6 children so that the children are prepared for Year 7.
All children, regardless of their personal circumstances, have equal access to a range of enrichment activities.	Clubs/Educational visits are free to children in receipt of PPG funding and children report increased enjoyment of the termly educational visits planned for every term this year. This will be evident in their written work following the educational visits.
The attendance and punctuality of children who are in receipt of the PPG is improved.	Inconsistent punctuality is eradicated by supporting families with the barriers that hinder them getting to school on time. Regular meeting will be held and letters are distributed to families whose attendance is below 95%. Data is analysed every term to look at attendance carefully. Staff collect children from home if there are issues with transport for PPG children.

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: £1000

Activity	Evidence that supports this approach	Challenge number addressed
<i>SENCO to complete CPD with staff to support design and delivery of One Plans for PPG children who need this support</i>	<i>One Plans are written clearly by teaching staff after the CPD session, with 3 targets evidenced in the SEND books and shared with parents. PPG children who do not have SEND, to be assessed separately to look carefully at their progress every term and check the support they need in class to achieve more than 70% combined. LSA hours will be dedicated to this.</i>	1

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

Budgeted cost: £19,995

Activity	Evidence that supports this approach	Challenge number addressed
<i>HLTA Intervention sessions for PPG children</i>	<i>LSAs support individual children and PPG children, in every class every morning, to complete work in the classroom or to work on specific interventions. Interventions have had an impact on pupil outcomes in the past and so this will continue in 2022 2023.</i>	1

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

Budgeted cost: £2,100 (Project:ME)

Activity	Evidence that supports this approach	Challenge number addressed
<i>Project Me Counselling and Life Coaching Programme</i>	<i>The evidence shows that the program which was run last year had great success, due to the feedback from parents and children in the feedback forms handed to the parents and children from Project ME staff. The project will now be offered to all KS2 children, so PPG children will benefit along with their peers, to be able to cope with challenge in a positive way.</i>	2
<i>Pay for PPG pupils to attend Clubs (football, choir, dance, music lessons on piano and guitar) and educational visits closely connected to the</i>	<i>These clubs enable children to socialise and try new skills. These skills can support their ongoing well-being and help PPG children develop new skills. Educational visits enhance the curriculum, e.g. Victorian Day and PPG children will be supported with the cost of these activities.</i>	3

<i>currconnected to the curriculum</i>		
<i>To utilize the Essex Attendance Officer to support the attendance for the PPG children</i>	<i>Increased attendance means higher outcomes for children, completion of the curriculum and increased confidence within school. Parents are supported to enable them to get their children to school. Counselling support for parents is put in place if needed and TAF meetings held to enable the care of the whole family, if parents are struggling.</i>	4

Total budgeted cost: £23,095 (Insert sum of the 3 amounts above)

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged children

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

- All of KS2 attended Project ME and the feedback was very positive after the sessions were completed. This has improved children's mental health **and their ability to speak** more clearly in front of large groups. Use of drama has supported writing in class and the results of Power of Reading writing sessions has been very good, with more complex vocabulary being used across the school.
- Targeted interventions, led by the LSAs, have increased the outcomes for PPG children, especially in **phonetical knowledge and maths fluency**, from their starting points. All children made progress, but did not necessarily meet ARE.
- All teachers and non-teaching staff have attended CPD on **well being and mental health**. PPG children are taken care of daily with free uniform, hampers of food at the end of every term and toys at Christmas. One LSA is a trained Mental Health nurse and supports the children very carefully.
- Attendance **of PPG children was 92% last year** and the children are pleased to be in school as was evident in Pupil Voice meetings and notes.

	2022 <i>Teacher assessment and SATS results for PPG Summer 2022</i>	2022 <i>Teacher Assessment and SATs results for Non PPG Summer 22</i>
• YR GLD	<i>0% (2 children)</i>	47%
• Y1 Phonics	<i>N/A</i>	78%
• KS1 Combined Exp	<i>N/A</i>	71%
• KS1 Combined GD	<i>N/A</i>	29%
• KS2 Combined Exp	<i>0% (1 child)</i>	77%
• KS2 Combined GD	<i>0% (1 child)</i>	33%

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
Family/child counsellors – 3 hours per week for a term. Identified children are referred by staff and discussed with parents. Children are also referred by parents.	Project ME