

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Rowdown Primary
Number of pupils in school	Nursery – Yr 6 = 309 Reception – Yr 6 =298
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 To 2023 -2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Caroline Johnson Headteacher
Pupil premium lead	Katy Doe Deputy Head
Governor / Trustee lead	Behjat Raza

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 251,715
Recovery premium funding allocation this academic year	£ 25,228
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ None
Total budget for this academic year	£276,944

Part A: Pupil premium strategy plan

Statement of intent

We want our pupils to have a love of learning, to enjoy both coming to school and all they do whilst they are here. Our aim is for them to develop confidence both academically and socially, to be good citizens and achieve to their full potential.

No child will be left behind through a lack of opportunity and this includes access to learning through regular attendance at school. We work closely with our families, recognising the importance of partnership working to support not only attendance, but also effective home learning.

We acknowledge the missed learning and social engagement many pupils experienced between Easter 2020 and summer 2021 and the knock-on effect which is still evident in the pupils needs and they move through our school. The pandemic impacted both those children in our early years provision at the time and those who have subsequently started school, particularly our disadvantaged pupils. We intend to target these children with catch-up interventions and support in order to close the gaps in not only their learning but their emotional intelligence and in attainment between themselves and their non-disadvantaged peers.

Quality first 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.

This is a whole school approach, with all staff taking responsibility for pupils' outcomes and raised expectations of what they can achieve.

We know that good mental health is a necessity if a child is to reach their full potential and we also use our Grant to provide both mentor and counselling support for pupils, and parents.

Our Pupil Premium strategy is linked closely to our Key Academic Priorities and Whole School Development plans.

Challenges

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

Challenge number	Detail of challenge								
1	Oral language skills in Nursery/Reception are lower for pupils eligible for PP than for other pupils. Without support this impacts on reading progress in subsequent years and on number of PP children achieving a good level of development.								
2	Acquisition of phonics skills has been generally slower in the past for PP children in year one, additional support has improved this. Data from year 2 and also year 3 shows there are some significant needs in terms of phonic support and this negatively impacts on both their reading and writing.								
3	Children across the school in all year groups have been significantly affected by the disrupted in-school education Key development/attainment goals remain aspirational and despite good progress in some cases many have been missed. There are a high number of children with additional needs across the school, who are needing greater support to fully access the curriculum. Targets have been set for both disadvantaged and non-disadvantaged pupils with particular focus on adaptations to allow all children to access the curriculum, recall of knowledge and facts, reading and writing.								
4	Attendance rates for PPG children is below other pupils and the number of persistent absentees is still stubbornly high– impacting on attainment and progress <table border="1"> <tr> <td>Sep 2021- Jul 2022:</td><td>Sep 2022- Jul 2023:</td></tr> <tr> <td>Whole school attendance – 90.1%</td><td>Whole school attendance – 92.8%%</td></tr> <tr> <td>PP attendance – 89.09%</td><td>PP attendance – 92.62 %</td></tr> <tr> <td>PP PA =39.67% (73 chd)</td><td>PP PA =22.77% (41 chd)</td></tr> </table>	Sep 2021- Jul 2022:	Sep 2022- Jul 2023:	Whole school attendance – 90.1%	Whole school attendance – 92.8%%	PP attendance – 89.09%	PP attendance – 92.62 %	PP PA =39.67% (73 chd)	PP PA =22.77% (41 chd)
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5	Children arrive at school not ready to access learning. Due to emotional and physical neglect at home and now added impact of loss of early years schooling. Many vulnerable children have complex needs and backgrounds and need to access many of the support facilities we provide as a school.								
6	Cultural capital – our children have limited experiences outside school & few opportunities to develop cultural capital. This limits their language acquisition and general knowledge it also impacts on their writing ability and confidence.								

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils have significantly improved oral language skills. This is evident when triangulated with other sources of evidence, including engagement in

<p>Target for 2022-2023 – 18/22 chd =81% This was overly ambitious for some children with complex needs.</p> <p>Target for 2023/2024:</p> <p>9/15 = 60%</p>	<p>lessons, book scrutiny, social skills and responses in class.</p> <p>GLD figure for PPG pupils in 2020/ 2021 was 50%</p> <p>GLD figure for PPG pupils 2021/2022 was 68.4%</p> <p>GLD figure for PPG pupils 2022/2023 was 56%</p>												
<p>2. Improve phonics acquisition in current Year One and Two cohorts for pupils eligible for PP</p> <p>Target 2023-2024:</p> <p>PPG 23 children</p> <p>Nov 2023 13/23 = 57%</p> <p>Target = 15/23 = 65%</p>	<p>Pupils have significantly improved oral language skills. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, social skills and responses in class.</p> <p>Target figure for yr 1 is 15/21 =69%</p> <p>Results: 13/21 = 62%</p> <p>Target figure for yr 2 is 7/10 (70%) to pass by June 2024</p> <p>Results: 7/10 = 70%</p>												
<p>3. Continue to improve attainment in reading & writing in all year groups and at end of KS1 and 2 for PP pupils.</p> <p>Targets for 2023/2024:</p> <p>KS1:</p> <p>M = 13/18 = 72%</p> <p>R= 13/18 = 72%</p> <p>W = 13/18= 72%</p> <table><tr><td>KS2</td><td></td><td>Total</td></tr><tr><td>W = GD 19%</td><td>Exp = 38%</td><td>57%</td></tr><tr><td>M = GD 15%</td><td>Exp = 54%</td><td>69%</td></tr><tr><td>R = GD 19%</td><td>Exp = 42%</td><td>62%</td></tr></table>	KS2		Total	W = GD 19%	Exp = 38%	57%	M = GD 15%	Exp = 54%	69%	R = GD 19%	Exp = 42%	62%	<p>Children are able to read fluently, discuss texts and respond to age appropriate written comprehension questions. This in turn impacts on writing. Children are able to write accurately and independently a sustained piece of writing. They are able to spell and punctuate at age - expected standard.</p> <p>2022/23 KS1: Targets Results</p> <p>M = 18/23 = 78% 12/19 =63%</p> <p>R= 15/23= 65% 13/19 = 68.4%</p> <p>W = 12/23 = 52% 10/19 = 53%</p> <p>3 PPG chd left</p> <p>KS2 2022/23 : Targets Results</p> <p>W = 22/29 76% 20/30=67%</p> <p>M = 21/29 72% 21/30 = 70%</p> <p>R = 22/29 = 76% 18/30= 60%</p>
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<p>4. Improve and sustain attendance for all our pupils, particularly PP children – reaching expected 95%</p> <p>Target 2023-22024:</p> <p>PP attendance to be 94% or above</p> <p>PP PA to be reduced to 20% or less</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none">the overall absence rate for all pupils being more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.the percentage of all pupils who are persistently absent being below 15%.												

5. Children can access support when needed but can also access learning in school. Two learning mentors and a counsellor are available in school	These sessions with mentors & counsellors will contribute to a reduction in behaviour incidents.
6. Children have experienced a range of cultural activities across the year we intend to offer greater opportunities.	Children experience a variety of trips/activities throughout their schooling, including: theatre, galleries, museums, workshops, trips to London (landmarks), zoo and places of historic interest.

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: £160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School focus on improving Phonics in EYFS & KS1 Support in KS2 for those children who need phonics intervention Restocking & reorganisation of additional Phonics reading books Staff training of TAs & teachers delivering RWI	<ul style="list-style-type: none"> regular monitoring and tracking of children leads to grouping children at the appropriate level. Utilising expertise across the Trust for training of staff delivering RWI. Books at appropriate phases to support children's phonic knowledge when reading at home. TAs to deliver Phonics groups in KS2 Phonics resources available for teachers/TAs to deliver quality RWI 	1,2,5
Learning resources targeting PP children to make accelerated progress by support staff to be available to support in class and enhance	<p>Wherever possible, classes will have at least 1 staff member to support students learning in lessons with a focus on our PPG children and low achievement children and developing greater independence.</p> <p>Support enhanced specifically in reading and writing work</p> <p>Support staff will work either 1:1 or small groups to support the children instantly in their lessons to reduce the need for formal interventions and needing to be</p>	3,5

learning rather than taking children from learning in other lessons/ subjects	withdrawn from the classroom. This will also help with relationship between home and school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
5 staff trained to deliver ICAN programme TAs trained in new "Lets get talking" programme to work in EYFS and KS1&2 Oracy programme continued	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Talk Boost in year 3 had a positive impact on children's oracy & confidence last year. We wish to provide this yr1-3	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered through funding of an additional teacher (Yr 1 & 2). Continual collaboration & support for Phonic through our Trust.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Recruitment of teaching & support staff to lead tutoring for pupils who are still behind expected standard. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: and small groups.	3, 5

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

Budgeted cost: £69,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop resilience and good mental health in our pupils.	Our Pastoral team of mentors and counsellors are able to support our pupils, help prepare them for learning and develop their personal resilience. Dot com programme is used to ensure all children know how to keep themselves safe. ZOR toolkit used as whole school strategy for children to self-regulate & recognise personal triggers.	5,6
Pastoral Support for vulnerable families	Pastoral support offers vulnerable families a number of options from food banks, legal support, citizenship, advocacy, emotional support, bereavement support, signposting to financial support. This support is hugely important for the well-being of our vulnerable pupils and families.	5, 6
Attendance levels will improve, closing the gap between non-PPG and PPG attendance and reducing PA %	Renewed focus on attendance rewards: certificates, 100% reward evenings and class recognition and rewards. Parents informed of figures and engaged by pastoral team to support attendance. DHT to support attendance team and engage with parents work in partnership to raise attendance of PP children.	5
Enrichment activities – including funding for after school clubs and Educational visits.	This type of funding provision provides exposure to a broad range of rich experiences which may not have otherwise been available to children from disadvantaged families for cultural or financial reasons.	6

Total budgeted cost:

$$\text{£160,000} + \text{£36,000} + \text{£69,365} = \text{£265,365}$$

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 2022 to 2023 academic year.

In the year 2022-2023 we had focussed on many areas that are still an issue for our disadvantaged children: attendance, language development, phonics acquisition and reading skills, and supporting our pupils through our pastoral team to help their well-being.

As well as quality first teaching, our Teaching Assistants are crucial to supporting our PP children through additional interventions as well as in- class support, which continued throughout the year. Pupils' mental health was key and our Inclusion team were exceptionally busy in helping pupils through the pandemic and all its associated issues.

One key element of support is the Dot com programme, that moved to online provision in this year and greatly supports the safeguarding of our most vulnerable, and all, pupils.

Our internal assessments during 2022/2023 suggested that the performance of disadvantaged pupils was below that of the non-disadvantaged pupils but not significantly. We set aspirational targets but they were not fully met. This academic year we will track our PP children from the termly data and respond with interventions delivered by an two extra teachers, DHT, class teachers and TAs. This year, linked to our WSDP, we will continue to focus on Phonics. This will include training of new staff delivering phonics, alongside coaching from our phonics Coordinator. The Coordinator will test, track and regroup all the children half termly to ensure good progress and progression through the RWI scheme. Interventions will be provided for those at risk of not reaching the standard in years one and two.

Engaging with a supply agency and our own in-house provision, we have provided 1:1, group tutoring, class support and focussed teaching for a number of vulnerable groups. These were primarily at the end of KS1 & KS2 and these had a direct impact on our results. We will build on this in the following year.

We continue to deal with the effects of lack of routine of some of our pupils and in some cases no engagement with learning. This manifests itself in low self-esteem, poor behaviour for learning, little resilience, poor interactions with peers and an inability to play cooperatively. In the EYFS and KS1, children having been given more

opportunities to develop fine motor skills and letter formation, have improved their willingness and stamina to write. This will be built upon in year one.

Our assessments and observations indicated that wellbeing and mental health have been significantly impacted due to the cost-of-living crisis. The impact has been particularly acute for disadvantaged pupils. We have used our pupil premium funding in the past to provide wellbeing, financial and food support for all pupils so we're in a good position to provide support as and when it was required. We are continuing to build on this approach with the activities detailed in this plan.

We have engaged with the EWO attendance service, who provide support to our school especially when dealing with some of our hard to reach and vulnerable families. The appointment of a new EWO during the summer term 2023 has already seen a positive impact as she has been proactive when dealing with absenteeism and engaging with our hard-to-reach families by providing a robust and consistent approach. We hope to build on this positive start in the coming year by having a rigorous approach to monitoring, with our SLT members supporting the attendance team.

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
X-tables / mental maths	TT Rockstars
Improving reading/comprehension	Literacy Shed
Curriculum enrichment	Hamilton Trust
Science & curriculum enrichment	Developing experts
DT scheme	Kapow
English – consultancy support & resources for writing	Talk for Writing