

## **Pupil Premium and Recovery Premium**

The Department for Education issued the Recovery Premium allocations to schools 22.9.2021 for the academic year 2021/22 together with the Conditions of Grant, and the updated Pupil Premium allocations and Pupil Premium Conditions of Grant.

In the updated conditions of grant for Pupil Premium is a new requirement for schools to use a DfE specified template (below) "Pupil Premium Strategy Statement" to publish on schools website how schools will use both their deprivation Pupil Premium and their Recovery Premium for the academic year 2021-2022.

One specific issue with this requirement is that the DfE have not yet published the Pupil Premium allocations for the financial year 2022/23, and therefore we do not yet have the information for schools April to August 2022 allocations needed for the 2021/22 academic year allocations.

A query has been raised with the DfE on this issue and guidance requested. When it is received more information will be provided to schools.

The Schools Budget Support team will provide the information needed for the Funding Overview section of the template once clarification has been received from the DfE on the academic year allocations for deprivation Pupil Premium for schools that buyback this service.

The only optional part of the form is for Service Premium and further information. The DfE will carryout random checks on school websites to verify compliance.

Extracts from the Condition of Grant relating to the allocation, evidence of use and accountability are in appendix 1 together with links to the online Conditions of Grant.

# 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	Roman Road Community Primary School
Number of pupils in school	195 222 including Nursery
Proportion (%) of pupil premium eligible pupils	48.2% 42.4% including Nursery
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Carole Jones
Pupil premium lead	Carole Jones
Governor / Trustee lead	Gary Carr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,740
Recovery premium funding allocation this academic year	£3,408
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	£127,148

# Part A: Pupil premium strategy plan

## Statement of intent

It is important to consider when making decisions regarding using Pupil Premium funding the context of the school and the challenges it faces.

Supported by research from the EEF, common barriers can include for disadvantaged children:

- Less support from the home environment
- Poor communication skills
- Poor language skills
- Confidence issues
- Behaviour difficulties
- Attendance and punctuality issues

Complex family issues may also impact on children's ability to become the best they can be. Challenges are varied and there is no one strategy which will fit all families/children.

All teaching staff analyse their class data and are aware of identified children to ensure they are fully aware of strengths and weaknesses across the school.

## Principles

- We ensure that teaching and learning opportunities meet the needs of all children.
- Vulnerable and socially disadvantaged children have appropriate provision which is adequately assessed and addressed
- There is a recognition that not all socially disadvantaged children will receive free school meals when making provision.
- Not all children who are socially disadvantaged register or qualify for free school meals Roman Road reserves the right to allocate Pupil Premium funding to support any children in school who has legitimately been identified as being socially disadvantaged
- Priority groups of children, individuals and classes will be identified for the allocation of Pupil Premium funding.

## School Context

Roman Road Primary School is a one form entry primary school. The number of children on roll fluctuates between 195 and 210.

The proportion of children who are supported by pupil premium funding is above average

The proportion of children with SEND who receive additional support is higher than average

The number of children with an EHCP is below average

The proportion of children who are from a minority ethnic background is below average

The proportion of children who speak English as an additional language is below average

Acorn Demographics dictate that the school is predominately high in financially stretched families alongside a high factor of urban adversity.

Roman Road scores highest in the ½ decile in the IDACI Profile

## **Additional Information**

The school, at this time, is not using any alternative provision

There are no vacancies within the governing body – recent skills audit shows a good mix of skills and experience

There has been a low turnover of staff; it has been stable over time

The school provides high-quality provision for a range of sports using coaches, including football, multi-skills and gymnastics.

## **Impact of COVID-19**

Roman Road has responded well to the measures which have been introduced by the Government to mitigate the spread of COVID-19 as evidence suggests from 23<sup>rd</sup> March 2020 when all schools were closed to children except those identified as children of critical and key workers - also vulnerable children alongside stringent and appropriate risk assessment in line with associated guidance measures. This enabled the building to be as safe as possible.

Remaining open during the closure period, the school supported vulnerable children and key workers.

### Meals

Packed lunches were initially provided until the voucher system replaced this (Edenred) until the end of term.

Communication during this time was fluent between school and vulnerable families. Welfare checks/telephone conversations were often to ensure children were safe. Families were reported to state their appreciation for the contact during this time.

Home learning was provided by Google Classroom, emails and hard copies

The outcomes were:

- Disadvantaged children were less likely to engage in home learning
- Larger disadvantaged families struggled to find time and space for home learning
- Poor/no Wi-Fi/limited data – limited access
- DfE laptops were available during the second lockdown
- Routers however, did not appear.

## **Ultimate Objectives**

To narrow the attainment gap between disadvantaged and non-disadvantaged children across the school and at the end of key stages

For all disadvantaged children to achieve at least Age Related Expectation and some Greater Depth at the end of Year 6 in order to achieve English and mathematics GCSE's

## **Achievement of Objectives**

Below includes strategies for these groups the Governors consider making – additional strategies may be added at any time.

- Providing one teaching assistant per class to enable additional support and therefore, providing opportunities for accelerated recovery – small groups and 1:1 learning
- Employing a teaching assistant using the National Tutoring funding for targeted intervention focussed on gaps/barriers to learning

- Clear focus on pupil premium funding to accelerate progress for able children on free school meals to reach Age Related Expectations
- Additional Educational Psychologist time if required
- Transition internally – EYFS to KS1 – KS1 to KS2 and KS2 to secondary school
- Pay for visits/activities and visitors to widen children’s experiences and opportunities where appropriate
- To use their experiences above in the classroom
- Use experienced and qualified coaches to extend PE provision
- Funding to support specialist software (learning) and resources
- To allow children to perform/sing in the choir/learn a musical instrument
- Specialist music teacher to focus on the teaching and appreciation of music/wellbeing of children
- Support the emotional needs of children across the school
- Nurture group support/CBT/1:1 in both key stages to ensure children are ready to learn
- Nurture group support during lunchtimes ‘chill zone’ to promote values/enhance learning

Our disadvantaged children may require additional/different strategies to support their needs – therefore the list may change over the course of the year to suit the needs of the children.

## Challenges

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

Challenge number	Detail of challenge
1	Slow progress and low attainment made by disadvantaged and pupil premium children. There is difficulty in retaining/recalling prior knowledge and there are gaps and misconceptions. Access to learning due to lockdown was limited and some children had very limited access to reading materials – gaps in knowledge and attainment is low.
2	The mental health of the children has suffered since the first lockdown due to COVID-19. Levels of anxiety are high resilience has fallen and confidence is low for some children. Staff are fully aware of this and consider this when teaching.  Social Service involvement/challenging home circumstances have had impact on children’s mental health affecting academic progress
3	low attendance/punctuality/persistence absence will affect academic progress for some children
4	Children have limited experiences outside their close community and home life

## 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>Families with identified social and emotional health needs are supported to help remove or alleviate those needs</p>	<p>Head Teacher – SENDCo – wellbeing leader identify families/children and strive to remove barriers to learning</p> <p>Vulnerable children are monitored regularly to ensure the correct support is in place</p> <p>Identified children will access nurture groups/1:1/CBT/ theraplay/drawing and talking/relax kids</p> <p>Children and family questionnaires show children feel safe and supported and listened to. Therefore, alleviating some barriers to learning.</p>
<p>Disadvantaged children retain the standard of attainment in their previous key stage or class at the end of the previous year in reading/writing/mathematics. Those who have not maintained or made progress ‘catch up’ or make accelerated progress or exceed prior attainment.</p> <p>High quality, targeted intervention will be monitored by SLT/SENDCo</p>	<p>End of academic year data for 2022/2023/2024 will show that disadvantaged children will have made at least expected progress from the previous end of academic years (90% - 100%) and some will exceed those expectations (10% - 20%)</p> <p>Intervention analysis will show a positive impact on disadvantaged children’s learning, also showing accelerated progress.</p>
<p>School will continue to deliver a broad, balanced and varied curriculum providing a breadth of experiences to enable children to contextualise learning</p>	<p>We will enthuse and excite children’s learning through a challenging, creative, memorable and varied curriculum.</p> <p>Children’s love of learning is apparent through pupil voice and questionnaires.</p> <p>Teachers/TAs will be supported by the DHT/HT to plan visits, visitors and experiences to inspire and enrich the love of learning across all subjects.</p> <p>Children will access a wide and varied range of after school clubs</p>

	<p>Our annual 'Showcase' will provide a 'wild card' through the Arts, to provide additional social/cultural opportunities and experiences through our ambitious curriculum. EEF evidence states: Arts participation process can have a positive impact on academic outcomes in other areas of the curriculum.</p>
<p>All disadvantaged/vulnerable children will meet national expectations for attendance and persistent absence</p>	<p>Disadvantaged children will match or exceed national average attendance for non-disadvantaged children</p> <p>Monitoring of attendance by Attendance Officer/HT/Wellbeing Lead facilitates an increase in pupil premium children's attendance and a fall in persistent absence</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: £23,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for reading – high quality texts for EYFS KS1 KS2 writing and maths initiatives Accelerated Reader (programme)	ReadwriteInc data <a href="#">Teachingandlearningtoolkit EEF (educationendowmentfoundation.org.uk)</a> Monitoring of Accelerated Reader	1
Funding for Continuing Professional Development (CPD) for all teaching and teaching assistants Monitoring will be recorded	Quality First good teaching taking place in all classes every day. Challenging teaching and quality interventions for identified children <a href="#">The Pupil Premium - How schools are spending the funding.pdf</a>	1
DHT to work with all teachers to/enhance and improve the teaching and learning across the curriculum	<a href="#">Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</a>	1
DHT to organise coaching for teachers and teaching assistants	<a href="#">Pupil Premium Guidance Teaching and Learning toolkit (educationendowmentfoundation.org.uk)</a>	1

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

Budgeted cost: £ 70,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using both catch up and pupil premium funding – targeted quality interventions provided for children.  Y6 split class DHT  School Led Tutoring	Quality First teaching provision - challenge which is effective for identified children <a href="#">Teaching and Learning toolkit (educationendowmentfoundation.org.uk)</a>	1 and 2



Interventions monitored by HT/DHT/SLT		

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

Budgeted cost: £ 33,491

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for families with a high need SEND and vulnerable children – release time for SENDCO attendance officer and wellbeing lead	<u>Teaching and Learning toolkit</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Social and emotional learning	2
Inclusion team (including HT) to identify and support children and families to alleviate barriers to learning	<u>Teaching and Learning toolkit</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Barriers to learning	2
Nurture sessions - 1:1 – theraplay – Lego Therapy - CBT - drawing and talking for disadvantaged and vulnerable children	<u>Teaching and Learning toolkit</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Social and emotional learning	2
Vulnerable and disadvantaged children are closely monitored throughout the academic year by the inclusion team (including HT) - offered support where necessary to remove barriers to learning	<u>Teaching and Learning toolkit</u> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Social and emotional learning	2
Additional Educational Psychology time where appropriate	EHCP - CYPS	2
Opportunities are given to all children to participate in activities/visits/visitors which enhance and broaden the creative curriculum. These learning experiences will be achieved by	<u>Pupil Premium</u> <u>How schools are spending the funding.pdf</u> ( <a href="http://publishingservice.gov.uk">publishingservice.gov.uk</a> )	4

careful planning by class teachers and the end of year 'wild card' showcase.		
<p>HT to ensure that carers are made aware of expected attendance levels and where they fall below 90% - 96%</p> <p>Work with families – HT attendance officer – SENDCo – wellbeing lead – governor link with regard to below 90% attendance</p> <p>Attendance awards/throphy and prizes for individuals and classes</p> <p>Attendance prize for x1 carer 100% child attendance</p>	<p>Development of staff to support families to improve attendance and persistent absence</p> <p>Nurture groups to promote children's desire to attend school</p>	3

**Total budgeted cost: £ 127,148**

## 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.

#### TEACHER ASSESSMENT KS2

##### READING

2020 – 2021 End KS2 26 children	Whole class	Boys (12)	Girls (14)	PP (14)
At least good progress	96%	92%	100%	93%
Expected standard + for Y6	77%	83%	71%	57%
Greater Depth	31%	42%	21%	21%

##### WRITING

2020 – 2021 End KS2 26 children	Whole class	Boys (12)	Girls (14)	PP (14)
At least good progress	92%	83%	200%	86%
Expected standard + for Y6	73%	75%	71%	57%
Greater Depth	19%	25%	21%	14%

##### MATHEMATICS

2020 – 2021 End KS2 26 children	Whole class	Boys (12)	Girls (14)	PP (14)
At least good progress	92%	92%	93%	86%
Expected standard + for Y6	73%	75%	71%	57%
Greater Depth	15%	25%	7%	14%

#### TEACHER ASSESSMENT KS1

**\*\* Progress data out of 27 children as 3 joined in the latter end of summer term**

##### READING

2020 – 2021 End KS1 30 children	Whole class	Boys (15)	Girls (15)	PP (19)
At least good progress	74%	57%	92%	63%
Expected standard + for Y6	53%	33%	73%	50%
Greater Depth	13%	7%	20%	0%

##### WRITING

2020 – 2021 End KS1 30 children	Whole class	Boys (12)	Girls (14)	PP (14)
At least good progress	45%	36%	54%	31%
Expected standard + for Y6	20%	13%	27%	5%
Greater Depth	0%	0%	0%	0%

##### MATHEMATICS

2020 – 2021 End KS1 30 children	Whole class	Boys (12)	Girls (14)	PP (14)
At least good progress	56%	57%	54%	53%
Expected standard + for Y6	23%	20%	27%	11%
Greater Depth	0%	0%	0%	0%

## 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 Rocks	
Mathletics	3P Learning

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Nurture groups - CBT
What was the impact of that spending on service pupil premium eligible pupils?	Children became more confident to build relationships - express opinions – talk to trusted adults

## Appendix 1

Below is an extract from the Pupil Premium Grant Conditions of Grant

### 6. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

### 7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

### 8. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

[Pupil premium: allocations and conditions of grant 2021 to 2022 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/pupil-premium-allocation-conditions)

## **5. Terms on which RPG is allocated to schools**

The grant may be spent in the following ways:

- for the purposes of the school, that is, for the educational benefit of pupils registered at that school
- or the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the academic year beginning 1 September 2021. Some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

## **6. Use of evidence**

Schools must demonstrate how their decisions on recovery premium spend are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's Pupil Premium guide activities should include those that

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

## **7. Accountability**

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. Schools are also required to include information on how they have used their recovery premium on the same template. All schools must [use the templates](#) available on GOV.UK to publish their 2021 to 2022 pupil premium and recovery premium strategy, by the end of December 2021.

[Recovery premium: conditions of grant for local authorities - GOV.UK \(www.gov.uk\)](#)