

Rotherfield Primary School -Pupil premium strategy statement – Review 2022

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	Rotherfield Primary
Number of pupils in school	336
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2 years, with an annual review.
Date this statement was published	November 2021
Date on which it will be reviewed	12/09/22 FGB 07/10/22
Statement authorised by	Jo Jones
Pupil premium lead	Jo Jones
Governor / Trustee lead	Teaching and Learning Committee

Funding overview

Detail- 2021/22 year	Amount
Pupil premium funding allocation this academic year	£277,070.00
Recovery premium funding allocation this academic year	£29,725.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£306,795.00
Detail – 2022/23 academic year	
Pupil premium funding allocation this academic year	£297,775
National Tutoring Programme allocation this year	£32,400
Total Spend for 22/23 planned	£303,589 (without tutor top up)

Part A: Pupil premium strategy plan

Statement of intent

School context:

The school is located in Islington, inner London.

Islington is the most deprived local authority in London for children Based on 2019 Income Deprivation Affecting Children Index (IDACI) – 27.5% children living in income deprivation. This inequality for children is visible in rates of educational and health outcomes, rates of SEND, exclusions, persistent absence and NEETS and interwoven with the wider inequalities associated with ethnicity and gender.

In Islington, there are persistent achievement gaps for children entitled to FSM, those who have been known to social care and children for some ethnic groups particularly Black Caribbean and Turkish/Turkish Cypriot pupils. Both persistent absence and suspension (fixed term exclusion) rates are well above national averages.

Domestic violence and parental mental health are the highest causes of social care contacts for children under 11, parental and child mental health the highest reasons for social care contact at secondary age with gangs and criminal exploitation the main reasons for social care involvement with those in the 16+ age group.

Islington schools now have the second highest proportion of pupils eligible for Free School Meals in the country Islington had the largest % increase since the start of the pandemic in England.

The school is situated on the border of Hackney and Islington. Rotherfield is a two-form entry school, with a 26 place Nursery. We run term time wrap-around childcare on site from 7.45am to 6.30pm.

Deprivation - The school serves a community which reflects extreme social and economic challenges. 56% of children eligible for free school meals (ever 6).The school's deprivation indicator is 0.39, which is significantly higher than the national average of 0.21.

Diversity – 27% children from minority ethnic families, 30% speak English as an additional language.

Start Points – Assessment on entry to the foundation stage, show many children have poorly developed communication skills, little or no English, poor personal, social and emotional development. Attainment on entry is substantially below developmental milestones for the majority of children.

SEND – 20% (Nat-12.1%) children have Special Educational Needs including some complex emotional and behavioural issues. 7 pupils have EHCP plans. **Y2 and Y4** cohorts have highest SEND need.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to Early Years - at the beginning of Nursery in Sept 22, there was a significant gap between PP and non-PP pupils in all areas
2	Poor language and communication skills - GLD
3	Attendance and punctuality issues
4	Closing the gap due to lockdown - closing the gap for all pupils, but particularly those who are disadvantages
5	Varying level of parents to supporting pupils - not all pupils have the same opportunity for extended learning at home
6	Complex and compound disadvantage – lockdown, Covid, mental health and cost of living crisis has and will continue to limit pupil access to cultural enrichment activities which offer a broad education to pupils. This has impacted disadvantage to a greater degree. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> Identifying and tracking pupils in each class/cohort. Use PP meetings to identify and plan from data, so that pupils make rapid progress. Attainment gap narrows by end of year assessments and national benchmarks. PP pupils make accelerated progress.

<p>To work towards eliminating the attainment gap between our disadvantaged pupils and all other groups nationally</p>	<p>Intervention menu is targeted and dynamic, ensuring pupils get timely provision to recover learning lost. Using data set to make judgments about provision. Developing staff knowledge and understanding of curriculum progression. Attainment gap narrows by end of year assessments and national benchmarks. PP pupils make accelerated progress. Robust monitoring in place to ensure high quality first teaching. Rapid action when teaching is less than good.</p>
<p><i>To ensure equal access, for disadvantaged and non-disadvantaged pupils, to cultural opportunities and enrichment provision which support improved outcomes</i></p>	<p>Use data to ensure equal take up of all activities offered by the school. Present data regularly to Governors on equity and what we are doing to address this.</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One TA per class-6 additional</p> <p>£145,257</p>	<p>The additional staff allow the school to run a targeted programme of intervention and support with our disadvantaged pupils targeted through PPR meetings. It also ensures that pupils are regularly getting feedback on their learning: a high impact, low-cost strategy from the Education Endowment Foundation (EEF).</p>	1, 2, 3, 6
<p><i>Speech and Language Therapist</i></p> <p>£7,500</p>	<p>The school does not currently have a speech and language therapist, but HLTA for EY/KS1 runs groups for pupils in EY and KS1 who had low C and L scores on entry to the school. This forms part of the intervention strategy that is discussed following pupil progress meetings.</p> <p><i>Weekly SALT sessions for pupils who have EHCPs. SALT supporting SENCo in delivery of speech and language sessions for other pupils with language needs.</i></p>	1, 2, 4, 5, 6
<p>SIP time</p> <p>£1,650</p>	<p>To support the evaluation of teaching and learning, to ensure that all teaching is good or better, for children to make expected or more than expected progress</p>	1, 2, 3, 4, 5, 6
<p>CAMHS</p> <p>£9650</p>	<p>The school has a CAMHS clinician who comes to school for half a day per week. Her work is focused on pupils whose behaviour is a cause for concern and linked to concerns about wellbeing and mental health. She attends TAC and TAF meetings,</p>	4, 5, 6

	undertakes assessments of pupils for EHCPs, and meets with parents.	
Staff CPD £3,000	High quality CPD is key to ensure quality first teaching, following EEF principles. CPD calendar is planned to address key areas for development from evidence gathered from learning walks and termly data: some bespoke to phases and year groups, some to phases. Staff attend LBI training to support teaching and learning in key subjects and in key year groups. Continuing CPD to ensure Talk for Writing is embedded in the school.	
Reading support-Librarian, books to support library and home reading Librarian: £8,500	We had funding for a new synthetic phonics scheme and the accompanying resources; we will continue to enhance our home readers to ensure that they link to the sounds that children are learning in school, to accelerate progress. Our librarian supports children to make adventurous book choices and supports the school to encourage a lifelong love of reading.	1, 2, 3, 4, 5, 6
Additional EP support £6,500	12 additional days of EP support to assess children and to support the school with strategies for managing challenging behaviour or children with additional learning needs.	2, 6
Phonics programme and training £2,000	The school budget will contribute £2000 to the purchasing of home readers for EY and KS1. Staff will be released to have specific training on delivering Little Wandle training. 21/22 - phonics target was 70%; end of year result 83% - above borough and national average	1, 2, 4, 5
Talk for writing £400	New teachers have had in-house training on TFW and have also attended a TFW school for half a day's training in Newham. This is to embed the TFW writing cycle in all year groups.	1, 2, 4

Resources for teaching high quality lessons £9,587	The ELS (Education Library Service) provides each class teacher with topic boxes every half term, to enhance the learning experience for our children. The boxes have a range of topic books and artefacts that engage children's interest in the topic.	1, 2, 3, 4,
Doodlemaths £2,100	Supporting children's fluency in maths; work can be set at the appropriate level.	1, 2, 4
DoodleEnglish £1,000	This digital work programme is designed to boost the confidence of 7 to 11-year-olds in reading and writing and it helps children to build key literacy skills and gain a genuine love of learning.	1, 2, 4
	£197,144	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Catch up teacher under National Tuition Programme](Lucy Kelly)</i> £28,645	Small group tuition has proven to be an effective way of closing the gap in pupils' knowledge. A teacher requested part time work when she returns from maternity leave in the spring, so RF agreed to allocate disadvantaged funding to deploy her as a catch-up teacher.	2, 4, 6
Total	£28645	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance support</i> £27,500	Attendance figures have steadily increased over time.	3, 4, 5, 6

	<p>Only a small gap between PP and non-PP, but HSW follows up with any absence with rigour to ensure that this gap does not increase.</p> <p>Systematic tracking of absentees; fining for any unauthorised absences,</p> <p>Whole school attendance - Non PP - 92.88%</p> <p>Whole school attendance - PP - 92.65%</p> <p>PAs - non - PP - 22.13%</p> <p>PAs - PP - 22.91%</p>	
<p><i>Pastoral/behavioural support</i></p> <p>£45,300</p>	<p>Many of our children require additional behaviour support in order for them to be ready to learn. There has been an increase in the need for more behavioural and pastoral support since the return from lockdown, which impacts on pupils' progress and attainment. A draft behaviour policy is now in place to support these behavioural needs</p>	4, 6
<p><i>Trauma Informed Practice Training</i></p> <p>£5,000</p>	<p>Training for all staff so that they are able to understand the impact of trauma on pupils and how best to support them.</p>	
<p><i>Total</i></p>	<p>£77,800</p>	

Total budgeted cost: £303,589

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 2021 to 2022 academic year.

<u>EYFS & KS1</u>	<u>2022 School EXS Outcome</u> s	<u>2022 School GDS Outcome</u> s	<u>KS2</u>	<u>2022 School EXS Outcome</u> s	<u>2022 School GDS Outcome</u> s	<u>2022 Progress</u>
<u>EYFS – GLD</u>	71%	N/A	<u>Y6 Reading</u>	78%	30%	-1.98
<u>Y1 Phonics</u>	83%	N/A	<u>Y6 Writing</u>	69%	6%	-2.55
<u>Y2 Phonics Final</u>		N/A	<u>Y6 Maths</u>	79%	20%	-1.58
<u>Y2 Reading</u>	71%	21%	<u>Y6 GPS</u>	70.8%	18.8%	N/A
<u>Y2 Writing</u>	67%	7%	<u>Y6 Science</u>			N/A
<u>Y2 Maths</u>	67%	19%	<u>Y6 RWM</u>	64.6%	4.2%	N/A
<u>Y2 RWM</u>	61%	6%				

Progress towards targets PP v Non-PP July 22

All pupils expected+ end of year 22

Class	Reading PP v non-PP	R Exp + July	Writing PP v non-PP	W Exp + July	Maths PP v non-PP	M Exp + July
Oak 1	-15%	73%	-11%	54%	-47%	54%
Pine 1	-25%	71%	+6%	58%	+6%	83%
Holly 2	0%	77%	0%	66%	+12%	69%
Birch 2	-4%	80%	0%	76%	+8%	80%
Hazel 3	+14%	74%	0%	54%	-3%	58%

Beech 3	0%	59%	-18%	54%	-9%	68%
Rowan 4	-2%	72%	-7%	55%	-12%	59%
Willow 4	0	84%	+4%	87%	-29%	75%
Maple 5	-8%	82%	+2%	70%	0	87%
Chestnut 5	-20%	73%	-42%	64%	-32%	63%
Hawthorn 6	+7%	73%	+14%	64%	0	74%
Sycamore 6	+11%%	80%	+2%	72%	+8%	76%

Green indicates where more PP than PP have met or exceeded their target
Red indicates where significantly less PP pupils than non-PP achieved their target
Amber where the gap is closing, and intervention should have an impact 22/23

Indicates target set was not achieved

Indicates targets set exceeded by 10%+

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
Doodlemaths	Doodle learning
X Tables Rockstars	Maths Circle
Doodle English	Doodle learning
Education library service- LBI	London Borough of Islington

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A