

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	Royton Hall Primary School
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	36% (up from 34%)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	T Wood
Pupil premium lead	S Charlton
Governor / Trustee lead	Michael Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 178, 150
Recovery premium funding allocation this academic year	£ 16, 970
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	£195, 120

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to give **all** of our children an ambitious rich and diverse curriculum. This means that all pupils, irrespective of their disadvantages are given the very best education whilst here at Royton Hall. This includes a focus on language and communication, reading, vocabulary, phonics, number, understanding of the world, staying healthy in mind and body and treating one another with respect.

EEF research found that disadvantaged pupils have been worse affected by school closures. We therefore aim to narrow these gaps by focusing on the best strategies to close those gaps and help pupils thrive.

The key principles are:

- **To ensure Quality First Teaching is evident in every classroom**
- **To ensure there is appropriate provision for all groups of pupils**
- **To assess need and address key findings**

Challenges

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

Challenge number	Detail of challenge
1	<p><i>To increase the number of vulnerable pupils achieving ELG in Communication & Language.</i></p> <p>44% of vulnerable pupils achieved the expected standard in listening and 50% of vulnerable pupils achieved the expected standard in speaking at our Reception baseline in September 2021</p> <p>Over four years, research has recorded that an average child in a professional family accumulated experience of almost 45 million words, in a working-class family 69 million words and in a family receiving welfare, 13 million words. (Hart & Risley 1995)</p>
2	<p>Recent reports have shown that the wellbeing of children in England and the UK remains relatively low compared with other countries and with decreasing trends over time (The Children's Society, 2020b, Sizmur et al., 2019, UNICEF, 2020). Also, according to the Oldham council website increases in the most serious domestic incidents, including those affecting children have been seen both nationally and locally since the beginning of the Coronavirus pandemic.</p>

3	<p><i>Pupils to catch up to be secure at Phase 5 phonics by end of Year 1</i></p> <p>We have bought into a new phonics programme 'Little Wandle' and trained teachers and teaching assistants to deliver this across EYFS, Y1 and as an intervention for some lower Key Stage 2 pupils. This will start in September 22.</p>
4	<p><i>To narrow the negative reading gap between PP and non-PP pupils in three-year groups</i></p> <p>19% reading gap Reception in summer 2021 36% reading gap in Y4 summer 2021 14% reading gap in Y5 summer 2021</p>
5	<p><i>To narrow the negative maths gap between PP and non-PP pupils in four-year groups.</i></p> <p>7% number gap Reception in summer 2021 6% maths gap in Year 3 in summer 2021 22% gap in Y4 in summer 2021 16% gap in Y5 in summer 2021</p>

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>Early intervention for language and communication in EYFS</p> <p>Staff trained in ELKLAN</p> <p>Language interventions for identified pupils</p>	<p>Improved ELG's and at least in line with National in L&C for vulnerable pupils</p>
<p>Two staff fully trained in ELSA</p> <p>Mental Health Champions in place</p> <p>Mental Health Support register in place for vulnerable pupils</p>	<p>Post covid triage had identified the right pupils for support.</p> <p>Fewer referrals for low level anxiety from current year.</p>
<p>Pupils to be secure at Phase 5 phonics by the end of Year 1</p>	<p>Phonics screen to be higher than 80%</p>
<p>To close the reading gap between PP and non-PP pupils</p>	<p>Reading data to show good progress and at least in line with National Averages</p>
<p>To close the maths gap between PP and non PP pupils</p>	<p>Maths data to show good progress and at least in line with National Averages</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: £120,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher	Enables teaching to a specific year group and the intended curriculum content rather than mixed classes	1-5
English Consultancy	Training for Phonics & Reading	3 & 4
Maths Consultancy	Training for Mastery in maths	5
Supply cover	Covering staff release for training and costs of training	1-5
Peer observations	Teachers observe each other in threes and focus on specific elements related to school priorities	1,3,4&5
Attendance Support Worker	Supporting vulnerable families to attend school	1-5
Pastoral Worker	Supporting vulnerable pupils and their families with support including Child in Need and Early Help referrals	1-5
Inclusion Training	Supporting Early Identification of need And teacher training for lowest 20%	1-5

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

Budgeted cost: £68, 640

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA interventions	Phonics groups – additional phonics support Inference groups – reading support Elklan – speech & language support In class support	1-5

Continuous Provision in KS1	Structured intervention for pupils due to missing out on this approach in Early Years	1 & 3
Pastoral interventions	ELSA sessions support low level mood and anxiety and capture evidence for those requiring other agency intervention Emotional Literacy is a recognised support net for pupils with low level anxiety Supervision supports the mental health of the staff delivering these sessions.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMHS	Behaviour support	2
Enrichment days	Music and art for wellbeing Outdoor Residential Teacher Training behaviour management	2
CPOMS/ Safeguarding	Mechanism for identifying patterns of behaviour and concerns.	2
Mental Health Programmes - resources	Specific programmes to support the emotional health and wellbeing of pupils	2

Total budgeted cost: £195, 480

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.

GLD end of Early Years 2023 was 80% speaking and 86% listening for PP (an increase of 36% in both areas)

85% of PP passed the **Phonics** screen check in Year 1

89% of PP passed the **phonic resit** in Y2

Reading gap in Reception 2021 was 19% is reduced to 16% in 2023 (3% closure)

Reading gap in Y4 2021 was 36% and reduced to 5% in 2023 (31% closure)

PP gap at Y5 in 2021 was 14% and PP outperformed Non -PP in reading when they left the school in 2022 (now in Year 7)

Maths

Gap of 7% at Reception in 2021 is now reduced to 3%

Gap of 6% in Y3 in 2021 has increased to 20%

Gap of 22% in Y4 cohort 2021 remained in line

Gap of 16% Y5 in 2021 reduced to 4% when they left the school in 2022

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
LEXIA online Programme	LexiaUK

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?	LEXIA reading programme, chrome book and headphones.
What was the impact of that spending on service pupil premium eligible pupils?	Reading Gap closure

Further information (optional)

Phonics supported by the implementation of Little Wandle in September 2022

The need for pastoral support has increased since the start of this plan.