

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year, 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	346
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	£ 190 920
Recovery premium funding allocation this academic year	£ 15 225
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	£206 145

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><i>Pupils start school with low communication skills – 44% on track.</i></p> <p>From the baseline, if in line with last year we aim to double the number of pupils achieving GLD in Communication and Language</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	<i>Pupils to catch up to be secure at Phase 5 phonics by end of Year 1</i>
4	<i>To narrow the negative reading gap between PP and non-PP pupils in Upper KS2</i> <i>Year 5 – 8% gap</i> <i>Year 6 – 6%</i>
5	To narrow the negative maths gap between PP and non-PP pupils in four-year groups. Y2 – 7% gap Y5 – 21% gap Y6 – 38% gap

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
Early intervention for language and communication in EYFS Staff trained in ELKLAN Language interventions for identified pupils	Improved ELG's and at least in line with National in L&C for vulnerable pupils
Two staff fully trained in ELSA and working with vulnerable pupils Mental Health Support register in place for vulnerable pupils	Fewer referrals for low level anxiety from current year. Improved results for the BOUNCE survey on mental health.
Pupils to be secure at Phase 5 phonics by the end of Year 1	Phonics screen to be higher than 80%
To close the reading gap between PP and non-PP pupils across the school	Reading data to show good progress and at least in line with National Averages
To close the maths gap between PP and non PP pupils KS2	Maths data to show good progress and at least in line with National Averages

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: £140 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Split classes so that classes are not mixed age groups due to a 45 PAN.	Enables teaching to a specific year group and the intended curriculum content	1-5
HLTA course	Course cover for Pastoral Leader	2
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
ECT	Supporting succession for the overlap in pupils	4,5
Coaching Training	Embedding a coaching culture to enable the development of an ambitious and rich curriculum	1-5
Pastoral Leader	Family support and Attendance	1-5

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

Budgeted cost: £69 320

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 to support transition from EYFS to KS1	1 & 3

Tutoring – Maths & Reading	Low attainment for vulnerable pupils in maths Low attainment for vulnerable pupils in reading	4 & 5
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: £2 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment days	Music and art	2
CPOMS/ Safeguarding	Mechanism for identifying patterns of behaviour and concerns.	2
Team Teach Training	Behaviour management training	2

Total budgeted cost: £212 120

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.

PP pupils exceeded attainment of non- PP pupils in reading in Years 1, 2, 3 and 6
PP pupils exceeded attainment of non- PP pupils in maths in Year 2 & 3
PP pupils exceeded expected progress in all subjects at Year 1, in maths at Y2, in writing and maths at Y3, in writing and maths at Y4, in reading and writing at Y5 and in reading, writing and maths at Y6
ELSA supported 24 pupils in a set of 1:1 sessions as well as 2 groups of 4 and 1 group of 3 in group sessions in 2021-22

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
Times Table Rock Stars	

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?	3 of four pupils made good progress in reading and reached ARE

Further information (optional)

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