

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Royton Hall Primary School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£ 150 260
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	£165 485

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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>In Autumn 2020 our phonics result was 83% and in June 2019 it was 85% Autumn 2021 result is 71% for current Y2 pupils so a 14% dip post-covid Challenge is to catch up in order for children to access the Y2 curriculum</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 (now in Year 1) 36% reading gaps in Y4 summer 2021 (Now in Year 5) 14% reading gaps in Y5 summer 2021 (Now in Year 6)</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 2 (now in Y1) 6% maths gap in Year 3 (now in Y4) 22% gap in Y4 (now in Y5) 16% gap in Y5 (now in Y6)</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: £103,035

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
EYFS consultancy	Ensuring the new EYFS curriculum supported the pupils best intended outcomes	1
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
ELKLAN Training	Supporting language development in the Early Years	1
Coaching Training	Embedding a coaching culture to enable the development of an ambitious and rich curriculum	1-5
Inclusion Training	Supporting Early Identification of need	1-5

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

Budgeted cost: £58,610

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: £3,840

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

Total budgeted cost: £165 485

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.

Whilst the pandemic proved to have a significant negative effect on our pupils, for our disadvantaged children this proved to be greater. This was most notable in Early Years and Key Stage 2.

Key Stage 1 pupils actually did better than their non-PP peers and exceeded by 9% phonics, 13% reading and 12% maths and drew even in writing. This to be built on in KS2. However, this also highlights the impact on all pupils as all year groups were below expected standards reached on previous years.

The negative gap between PP and non PP pupils in Early Years was 19% ELG and at the end of KS2 -26% reading, -35% writing and – 25% maths.

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?	

Further information (optional)

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