

Rowlands Gill Primary School - 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	Rowlands Gill Primary School
Number of pupils in school (Primary Age)	173
Proportion (%) of pupil premium eligible pupils	22.5% (39 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	07.11.2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lindsey Clarke, Headteacher and approved by Full Governing Body 14.11.23
Pupil premium lead	Lindsey Clarke, Headteacher
Governor / Trustee lead	Jill Chaplin, Link Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,563 (financial year)
Recovery premium funding allocation this academic year	£ 8,663
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	£85,226

Part A: Pupil Premium Strategy Plan

Statement of Intent

In Rowlands Gill Primary School our intention is for children from all backgrounds to achieve well in many ways, including academically, socially and emotionally. We want disadvantaged pupils, irrespective of the challenges they face, to grow as individuals, be healthy, feel equal to and become positive members of their community. We aim to support children and their families to overcome any barriers to personal and academic success, which their disadvantage creates. We want all children to thrive and achieve to the best of their ability, including those who are already high attainers.

Our Pupil Premium Plan outlines how we will support children to make progress in their learning and to have a positive mind-set towards learning. Much of our focus will be on high quality teaching with additional adult intervention and tutoring to support academic and personal progress on a more individual basis. Our approach will be responsive to common challenges as well as individual needs and will be based on robust assessment not assumptions.

Our strategy is also integral to wider school plans for education recovery, with targeted support being offered through the National Tutoring Programme for pupils whose education had been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge Number	Detail of Challenge
1	Some children have gaps in skills, knowledge and understanding. The reasons for this are varied and include poor working memory, issues with retention, absence in addition to the disruption to learning caused by the lack of full, face-to-face schooling in the previous academic years. These findings are supported by national studies. We are also now noticing the impact of screen time on learning. Many children are being left on devices for substantial amounts of time which we feel impacts negatively on their ability to learn and retain knowledge.
2	Low attendance rates for some children. Absenteeism can negatively impact disadvantaged pupil's progress.
3	Some children have speech and language issues or have not had exposure to the same level of vocabulary as their peers. This impacts particularly on reading, writing, spelling and vocabulary acquisition but can also impact on all areas of schooling because vocabulary is a barrier to comprehension.
4	For some children, parents / carers don't read with, or to them. There is little value placed on the skill of reading outside of school. Assessments also suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Such challenges can make it difficult for disadvantaged children to become good readers.

5	Some children find it difficult to master and retain mental fluency for Maths which means they find it harder to tackle problems involving deeper understanding.
6	Complex issues at home or children's own mental health issues / SEND needs can mean that some children are not emotionally ready to learn when they are at school.

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
Children who are identified as having gaps in their learning or are falling behind will be supported through effective adult supported intervention to enhance quality first-teaching and to ensure swift progress.	<ul style="list-style-type: none"> • High quality 1:1 or small group interventions will address gaps in learning. • Staff delivering interventions will be skilled and have a high degree of effectiveness. • Pupils will make faster progress in basic skills. • Children will understand how the intervention sessions support their progress. • Attainment in KS1 and KS2 for PP children will show that the gap is closing with non-PP.
The attendance of Pupil Premium children will be improved and sustained.	<ul style="list-style-type: none"> • Attendance patterns or issues are quickly identified by monitoring. • Headteacher communicates clear expectations with parents and speaks directly to parents where there are issues. • There will be a reduction in the number of Pupil Premium children who are persistent absentees. • Attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. • Support is offered where there are reasons for low attendance. • Where issues are not addressed, referrals to Legal Intervention Team are made.
Children's skills in communication and understanding of vocabulary will improve.	<ul style="list-style-type: none"> • Effective communication and use of new vocabulary modelled daily by staff. • Importance of effective use of appropriate vocabulary is more prominent due to staff CPD for vocabulary, and increased emphasis on teaching of new vocabulary, in medium-term plans. • Interventions will support language development. • Specific, individualised speech and language programmes will be delivered appropriately. • Use of books and fostering an active interest in reading will focus on vocabulary and language development. • EAL children will be provided with additional support to improve their communication and understanding.
Children will read regularly with their parents / carers at home and they will	<ul style="list-style-type: none"> • Guidance provided to parents about how to support reading and the importance of this.

understand the importance of early reading and regular reading practise.	<ul style="list-style-type: none"> • Workshops to be offered so parents see phonics teaching in action. • Open Reading sessions for Year 1 and Year 2 in autumn term. • Children provided with books to read at home which closely match the phonics they have secured in school. • Encouragement offered to promote reading at home through monitoring of reading records. • Where parents are unable to support reading at home, additional support will be provided in school. • Guidance provided to parents as children become older, more fluent readers, so that parents are clear about their role in home reading as the children progress. • Disadvantaged pupils will perform equally as well as their peers on the phonics screening test. • Small group phonics 'keep-up' sessions help to close the gap and keep the children on track.
Children will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.	<ul style="list-style-type: none"> • Children will display high levels of fluency in basic maths skills. • Interventions will focus children to embed basic skills and enhance fluency through overlearning and repetition. • In lessons, children apply their fluency to varied context problems. • Assessments will demonstrate the retention of basic skills/knowledge as scores will improve. • Percentage of children reaching ARE in Maths will increase.
Teaching across school will use strategies that support effective learning (e.g. Rosenshine) with greater consistency. Staff will understand why these are required, and how to employ them, to enable knowledge to be embedded for long-term learning.	<ul style="list-style-type: none"> • Deputy Head attended Rosenshine's Principles of Instruction training and disseminated this training to all staff. • Staff have professional conversations using a shared understanding of the principles of effective learning. • Pupils learn new material and retain it over the long-term. • Lessons engage children and support their confidence (clear small steps build their understanding systematically) • Prior knowledge added to medium term plans for foundation subjects. • Task design carefully considered to maximise learning in relation to objective for the lesson.
Children are supported to share concerns or anxieties, knowing that adults will listen and offer support. Staff support children to feel positive about themselves and ready to learn.	<ul style="list-style-type: none"> • 1:1 support from TAs for children who are identified as needing additional support. • RISE / Children's Society in-school support programme for children experiencing personal challenges. • Close liaison with outside agencies to provide specialist support where needed, e.g. counselling services, CYPS, Early Help. • Staff work closely with parents and carers to support children in a united approach. • Greater confidence amongst staff when supporting SEMH concerns following training delivered by RISE.

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: £25,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use YARC diagnostic assessment for Reading	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupils to help ensure they receive the correct additional support through intervention	1, 4
Provide training for teachers with research-based pedagogy so they can refine their teaching (e.g. Maths hub, LA training).	The need for teachers to be at their most expert is essential to be able to support children who find learning most challenging. Teachers need to ensure that students efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 3, 4, 5
Deployment of teaching assistants to support teachers in the delivery of teaching within the classroom.	In some cases, teachers and teaching assistants work together effectively, leading to increases in attainment. In the most positive examples, both teachers and teaching assistants understand how to work together effectively, such as by making time for discussion before and after lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 5
Provide training for staff in supporting pupils' mental well-being. (Purchase wellbeing SLA)	RISE initiative in school has had good success in supporting children's mental well-being. Sharing good practise with staff will enable more children to be supported.	6
Implement and deliver the Developing Teaching for Mastery Programme for Reception and KS1 children	Funded by the Maths Hub and supported by the NCETM. Reported evidence from the Maths hub that the regular daily practise with the structured approach ensures children have a sound understanding of number which underpins future mathematical success. EEF identifies an additional 5 months progress over the course of a year from a mastery approach. Mastery learning EEF (educationendowmentfoundation.org.uk)	1, 5

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

Budgeted cost: £51,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teaching assistants to deliver structured interventions for reading – Better Reading Partnership (1:1) / Fluency Project (1:4) / Reading Between the Lines (1:2), Fresh Start as well as additional 1:1 reading practise	<p>High impact (on average + 6 months); effective diagnosis of reading difficulties is important (use of YARK); shorter interventions of up to 10 weeks tend to be more successful. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Impact of + 3 months Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	4, 1
Provide additional staff for Phonics teaching so that the groups are smaller	<p>The smaller the group the bigger the impact is a general principle. Our phonics scheme Read, Write, Inc recommends smaller groups matched closely to phonic ability of the children. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
Teacher planned interventions (1:4 / 1:6) to address gaps in knowledge for Reading, Writing, Maths, phonics (Delivered by teacher once per week and TA twice per week)	<p>Teaching assistants delivering interventions can improve progress more than when just deployed to support in the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 3, 4, 5
Deployment of TAs to deliver structured interventions for communication and vocabulary – Early Talk Boost (1:4 / 1:6) in addition to intervention within play by skilled EYFS staff.	<p>Children make statistically significant progress in their early language development. On average, children make six months' progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention. Samples of children's talking showed they used longer and more complicated sentences. https://ican.org.uk/media/2949/early-talk-boost-evaluation2015.pdf</p>	3

Engaging with National Tutoring Programme to provide 1:1 or small group tuition to close the gap.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4, 5
Homework Club available for children to access, with support from a teacher.	The impact of homework is positive offering up to +3 months progress in Primary Schools. Studies involving digital technology have a greater impact. Surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 4, 6
Purchase additional Educational Psychologist time to assess children's needs and advise ways to support.	Educational psychologists assess children's strengths and difficulties. Benefits of this approach include: <ul style="list-style-type: none"> ▪ development of strategies that are practical and can be implemented to improve educational outcomes ▪ action by teachers which create environments that bring about positive change in children ▪ enhanced skills and deeper understanding for the adults involved 	1, 6

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

Budgeted cost: £ 8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encouraging disadvantaged children to attend after school clubs for their own well-being by offering a free club / subsidising the cost of attending / offering less expensive after	There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6

school club options.		
Discretely subsidise other activity for families who are finding the cost of living crisis challenging so that children's participation in wider events is not affected.	As above	6
SLT member to liaise with parents/carers where there are issues with attendance and offer support / complete Individual Attendance Plan as appropriate.	<p>DfE guidance on improving school attendance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence. Ideas from this guide will be used by SLT in their approach.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Layered approach of SLT members meeting with parents (rather than Headteacher) where there is already a relationship established, will improve outcomes.</p>	2
Regular Forest School sessions promote mental health and well-being.	<p>A recent study "established that long term Forest Schools programmes had positive impacts on children's resilience, confidence and wellbeing", showing improvement in key indicators on "self efficacy, persistence, and problem solving skills", "marked propensity to take risks, heightened levels of self belief, positive attitude, independence and increased tendency of taking initiative" and "positive impacts on children's physical and mental health in addition to improving their social and cognitive competence. The study found that promoting wellbeing in children enhances their confidence and resilience."</p> <p>https://nestinthewoods.co.uk/forest-school-research/</p>	6
1:1 support offered to children with mental health, SEND difficulties or home issues, by school staff or by RISE mental health nurses.	<p>There are a number of children who require specialist support beyond the capability of the school staff to support their personal / emotional development. In order to help the children to focus in school and achieve highly we have to support them appropriately. We refer to external agencies where needed too.</p> <p>Several children have worry boxes in school where they can share their worries with nominated adults who will support them.</p>	6

Total Budgeted Cost: £85,250

Part B: Review of Outcomes in the Previous Academic Year

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Assessment Outcomes / Data 2022 – 2023 Demonstrating the Impact of the Plan

Impact of Fluency Partnership 2022/2023

Year Group	Measured Impact (YARC Assessment)
1	+1 month in reading age & +6 months in comprehension age
1	+ 6 months comprehension age
1	+ 5 months comprehension age
1	+1 month in reading age & +7 months in comprehension age
1	+7 months in reading age & +5 months in comprehension age

Impact of Better Reading Programme 2022/2023

Year Group	Measured Impact (YARC Assessment)
1	+7 months in reading age & +5 months in comprehension age
5	+2 months in reading age & +12 months in comprehension age
5	+0 months in reading age & -8 months in comprehension age
5	+2 months in reading age & +36 months in comprehension age

Impact of Reading intervention can be seen through YARC results as well as within whole class reading and 1:1 reading sessions. Although it is a high 'cost', the impact is worth it.

Impact of Tutoring Programme

Year Grp	Subject	No of PP children	Improvement
1	English – Phonics	3	good progress x1, some progress x2
1	English – Reading	1	good progress
2	Maths	2	good progress x1, some progress x1
2	English – Reading	3	good progress x2, some progress x1
2	English – Writing	2	good progress x2
5	English – Reading	6	good progress x4, some progress x2
5	English - Writing	6	good progress x6
5	Maths	3	good progress x3
6	English – Vocab (EAL)	3	good progress x3
6	English – Reading	4	good progress x3, some progress x1
6	English – Writing	2	good progress x2
6	Maths	1	good progress x1

It is difficult to quantify the impact of the tutoring. There is a detailed document which identifies how the children improved through their tutoring and where greater or less progress was made. For those children where the impact of tutoring was not seen as strongly other actions have been taken, e.g. referral to HINT.

Statutory Assessments End of 2022/2023

Reception Good Level of Development

PP 66.7% Non PP 85.7%

Ongoing work to support children to secure those areas of need in the new academic year, as there is still a gap between those who are PP and those who are not.

Year 1 Phonics Screening Check

PP 0% Non PP 90.9%

Comparison isn't relevant as there was only child who was PP and they didn't pass.

Multiplication Tables Check Summer 2022

Average Mean Score (out of 25)	PP Average Mean Score	Non-PP Average Mean Score
19.23	18.33	19.62

PP children performed well against non-PP children. 1 PP child and 1 non-PP child scored 100% on the check. Additional interventions offered to children have made a difference.

End of KS1 Outcomes - PP compared to Non-PP

15 children (3 PP)	Reading		Writing		Maths		RWM	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
at or above ARE	57%	61%	57%	69%	71%	77%	57%	61%

Maths is stronger for PP children. We need to continue to try to close the gap in all subjects through tutoring, interventions and teaching assistant support, however the gap is not huge which is an improvement. All PP outcomes in KS1 were above LA PP outcomes.

End of KS2 Outcomes - PP compared to Non-PP

44 children (10 PP)	Reading		Writing		Maths		RWM	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
at or above ARE	7%	83%	21%	63%	21%	67%	7%	56%

This cohort had many difficulties and other barriers. Analysis against PP does not reflect any whole school priorities. All PP outcomes were significantly below LA average for PP. KS2 data as a whole, needs to improve in the new academic year and supporting PP children will of course be a focus.

	Key Objective / Success Criteria	Impact Against Key Objectives
1	Children who are identified as having gaps in their learning or are falling behind will be supported through effective adult supported intervention to enhance quality first-teaching and to ensure swift progress.	Evaluations of the impact of intervention sessions identifies the improvements seen in the children's ability or understanding. Attainment has improved across the school in all year groups except one where there were extenuating circumstances and barriers to learning for many children.
2	The attendance of Pupil Premium children will be improved and sustained.	Whole School attendance was 94.4% for 2022/2023. PP attendance was 92.8% (Difference of -1.6%). During the year, 10 children were placed on Individual Attendance Plans, 50% were PP children. All 10 children showed an improvement, with 3 of them improving so much that they moved from the red zone to the amber zone.

		<p>Attendance monitoring at the end of Spring showed that 28 children were in our 90% and below zone. Of those 28 children, 10 (36%) were Pupil Premium, 18 (64%) were non-pupil premium.</p> <p>For PP children, 100% showed improvement in their attendance however none moved out of the 90% and less zone. For non-PP children, 92% showed an improvement in their attendance and 27% were able to move out of the 90% and less zone.</p>
3	Children's skills in communication and understanding of vocabulary will improve.	No official data to support this. Lesson observations showed children using and applying curriculum related vocabulary more often. The increased use of stories and reading for pleasure slots continue to expose children to more vocabulary which is explored as it is encountered. For children who need speech and language programmes, TAs have been give dedicated time to deliver these. EAL children made progress in their use and understanding of English.
4	Children will read regularly with their parents / carers at home and they will understand the importance of early reading and regular reading practise.	<p>Open Reading sessions in Reception, Year 1 and Year 2 gave parents the opportunity to come into school and support their children with reading and learn from staff. Mystery Reader visits encouraged children to enjoy reading.</p> <p>Where parents are unable to support reading at home, additional support was provided in school by volunteers/other staff members.</p> <p>Percentage of children passing the phonics screening test in 2023 was 87%, compared to the national average of 79% and the 2022 result of 68%.</p>
5	Children will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.	<p>Key Instant Recall Facts (KIRFs) which offer regular practise and recall of facts are in use across school and are used as part of homework. Tutoring programme included Maths facts. Impact of tutoring analysis shows that children's confidence and recall improved, supporting them in their wider Maths work.</p> <p>Percentage of children reaching ARE in Maths in KS1 was 75% compared to 70% national. KS1 GD was 25% compared to 16% national.</p>
6	Teaching across school will have greater consistency in relation to strategies that support effective learning. Staff will understand why they are required and how to employ them to enable knowledge to be embedded for long-term learning.	Staff continue to incorporate strategies to help children to learn more and remember more for longer. These have been evidenced in lesson observations and subject leader monitoring work. Pupil voice is showing that learning has been embedded in to the long term memory but this needs to continue.
7	Children are supported to share concerns or anxieties, knowing that adults will listen and offer support. Staff support children to feel	All staff try hard to support children emotionally. The SLT spend a large proportion of their time on pastoral support for children and families. RISE / Children's Society in-school support has provided additional support to children in 1:1 sessions and in group sessions to support their well-being. Other counsellors have been brought in to offer more specialist support as needed. Parental feedback, of the children who

positive about themselves and ready to learn.	have had support, has been positive. Wait times for outside agency support have hindered the availability of support for some children – this is beyond our control.
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Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Reading Plus for Year 6	Reading Plus