



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	The Anthony Roper Primary School
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Adam Nicholls Headteacher
Pupil premium lead	Sandra Goodwin Deputy Headteacher
Governor / Trustee lead	Katie Denton Nick Varley

Funding overview

Detail	Amount
Pupil premium funding and Recovery premium funding allocation this academic year	£45,705
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	£45,705

Part A: Pupil premium strategy plan

Statement of intent

At The Anthony Roper Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts through rigorous tracking, careful planning and targeted support and intervention
- Provide an inspirational and inclusive teaching and learning environment to enable all pupils access to a wide range of opportunities
- Develop pupils knowledge and understanding of the world and enable them to enjoy academic success
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience

Our context:

Anthony Roper is a 1.5 form entry school with 299 on roll. We have 33 pupils on our Pupil Premium register; 11% of the school population, which is below the national average.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 interventions and tuition
- Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific interventions and support for individual pupils which will be reviewed regularly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health - Our observations and discussions with pupils and families have identified social and emotional issues for many pupils during school closure. These challenges particularly affect disadvantaged pupils.
2	Gaps in reading, writing, maths and phonics - Internal assessments indicate that phonics, reading, writing and maths attainment among disadvantaged pupils is often below that of non-disadvantaged pupils.
3	Speech, language and communication - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers.
4	Attendance and punctuality - Our attendance data indicates that attendance has been lower, and lateness higher, among disadvantaged pupils than for non-disadvantaged pupils.

5	Wider opportunities - Our observations and discussions with pupils and families have identified that there can be a lack of enrichment opportunities among disadvantaged pupils.
6	Parental engagement - Our observations have identified that parents of disadvantaged pupils can be harder to reach than the parents of their peers.

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from surveys, well-being and involvement scales and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attainment in phonics and reading, writing and maths for disadvantaged pupils at the end of the relevant year or key stage	Outcomes show that more than 85% of disadvantaged pupils achieve outcomes in-line with, or above, national average by the end of the relevant year or key stage.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the attendance of disadvantaged pupils is at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has been reduced • there are fewer instances of disadvantaged pupils being late

<p>To achieve and sustain improved engagement with parents of our disadvantaged pupils</p>	<p>Sustained high levels of engagement demonstrated by:</p> <ul style="list-style-type: none">• regular contact with the school office, class teachers or members of the leadership team as and when appropriate• attendance at parent consultation meetings
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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: £ 12,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of a validated scheme across EYFS and KS1 to ensure the teaching of phonics is consistent. For this to be extended into KS2 to support children who did not meet the threshold for PSC in Year 1. 2 members of staff to complete 2-day RWI training.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</p>	<p>2</p>
<p>To provide quality CPD and continuous support for all teaching staff throughout the year.</p>	<p>EEF Teaching and Learning Toolkit Evidence: The best available evidence indicates that good teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>2</p>
<p>To carry out Language Link screening with all Early Years pupils to identify and support children with mild to moderate SLCN and to identify any children who may have more severe language needs, so</p>	<p>EEF Early Years Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make</p>	<p>3</p>

that they can be considered for further investigations and diagnostic assessment by the local Speech and Language Therapy team To complete Speech Link with children considered to have developmental speech sound difficulties.	approximately six months' additional progress over the course of a year.	
Developing use of 'Word Aware approach' across the whole school to support breadth of vocabulary and enhance writing skills.	The programme has been developed by combining up to date research with extensive classroom experience. It is an effective and time efficient method for developing the spoken and written vocabulary of all children.	3

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

Budgeted cost: £ 17,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead to analyse assessment data and identify the children who require catch up and more targeted intervention. Regular pupil progress meetings in place.	EEF Teaching and Learning Toolkit Evidence: Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	2
Qualified teacher employed to provide targeted interventions Effective deployment of Teaching Assistants to support key children and year groups.	EEF Teaching and Learning Toolkit Evidence: Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	2

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

Budgeted cost: £ 15,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Universal approaches e.g. PSHE teaching, circle time, well-being and involvement scales</p> <p>Specialised programmes targeted at students with particular social or emotional needs e.g. Fegans counselling, Drawing and Talking therapy, SEMH sessions for children identified as needing social and emotional support</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning e.g. <i>Learning to Work Together</i>, <i>Working Together to Learn</i>, Values Days, Good to be Green</p>	<p>EEF Teaching and Learning Toolkit Evidence: The average impact of successful SEMH interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEMH interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>1</p>
<p>Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to.</p>	<p>EEF Teaching and Learning Toolkit Evidence: Participation in the arts can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>5</p>

<p>Trips and residential subsidised to give opportunities to excel, engage and aspire.</p>	<p>A six-year research study into the impact of school residential has concluded that residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting.</p>	<p>5</p>
<p>Improve home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.</p> <p>Ensure parents of PP students feel safe and confident engaging with school. Home visits arranged if required to engage the hard to reach. Office Manager to encourage parents to make appointments at all parent events.</p>	<p>EEF Teaching and Learning Toolkit Evidence: The average impact of Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>6</p>
<p>Fund places at Breakfast Club for disadvantaged pupils</p>	<p>Research evidence has shown that attendance at breakfast clubs can boost attainment, improve the classroom learning environment and reduce absences in disadvantaged schools</p>	<p>1 & 4</p>

Total budgeted cost: £ 45,705

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, to assess how the performance of our disadvantaged pupils has changed during this period.

We are continuing to take steps to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils, through the completion and analysis of well-being scales, the introduction of targeted support and the introduction of a wide range of enrichment opportunities for pupils.

Carrying out Language Link screening with all Early Years pupils has enabled us to identify and support children with mild to moderate SLCN and to identify any children who may have more severe language needs. As a result of early identification, and intervention, all EYFS pupils have now passed the Language Link screening. Speech Link has been completed with any EYFS pupils considered to have developmental speech sound difficulties and 18% of the cohort are continuing to receive support.

Absence among disadvantaged pupils was 3.9% higher than their peers in 2021/22 which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

There has been good evidence of improved engagement with parents of our disadvantaged pupils via Class Dojo messages, telephone calls and interaction at the gate

Attendance at parent consultation meetings –

November 2021 PP children 79% (4 families), non PP children 95%

March 2022 PP children 82% (4 families), non PP children 94%

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