

# Pupil premium strategy statement - Anthony Roper Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Adam Nicholls Headteacher
Pupil premium lead	Sandra Goodwin Deputy Headteacher
Governor / Trustee lead	Katie Denton

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
Pupil premium funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b>	<b>£42,920</b>

## Part A: Pupil premium strategy plan Statement of intent

At Anthony Roper Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Understanding our pupils, their families, and barriers to learning is at the heart of our strategy to support disadvantaged pupils. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils become active, socially responsible citizens of the future.

High-quality teaching is central to 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### **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
- 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 272 pupils currently on roll. We have 29 pupils on our Pupil Premium register; 10.7% 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.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Gaps in reading, writing, maths and phonics</b> - Internal assessments indicate that phonics, reading, writing and maths attainment among disadvantaged pupils is often below that of non-disadvantaged pupils.
2	<b>Speech, language and communication</b> - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps are more prevalent among our disadvantaged pupils than their peers.
3	<b>Attendance and punctuality</b> - Our attendance data indicates that attendance has been lower, and lateness higher, among disadvantaged pupils than for non-disadvantaged pupils.

4	<b>Wider opportunities</b> - Our observations and discussions with pupils and families have identified that there can be a lack of enrichment opportunities among disadvantaged pupils.
5	<b>Parental engagement</b> - Our observations have identified that parents of disadvantaged pupils can be harder to reach than the parents of their peers.
6	<b>Social, emotional and mental health</b> - Our observations and discussions with pupils and families have identified social and emotional issues can particularly affect disadvantaged pupils.

## 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
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	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>the attendance of disadvantaged pupils is at least 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has been reduced</li> <li>there are fewer instances of disadvantaged pupils being late</li> </ul>
To achieve and sustain improved engagement with parents of our disadvantaged pupils	Sustained high levels of engagement demonstrated by: <ul style="list-style-type: none"> <li>regular contact with the school office, class teachers or members</li> </ul>

	<p>of the leadership team as and when appropriate</p> <ul style="list-style-type: none"> <li>• attendance at parent consultation meetings</li> </ul>
<p>To increase and sustain improved pupil wellbeing so that children recognise their feelings and emotions and have effective tools or strategies to self regulate in order to engage in learning and to form and maintain positive relationships</p>	<p>Monitoring of pupil wellbeing indicates sustained improvement in pupil engagement, positive learning experiences and increased self-esteem</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, school council, student surveys and teacher observations</li> <li>• increased participation by children in enrichment activities, particularly among disadvantaged pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

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. 1:1 phonics sessions for children not achieving the expected standard</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>1</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>1</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 that they can be considered for further investigations and diagnostic assessment by the local Speech and Language Therapy team</p> <p>To complete Speech Link with children considered to have developmental speech sound difficulties.</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.</p> <p>On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p>	<p>2</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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PP lead to analyse assessment data and identify the children who require catch up and more targeted intervention. Regular pupil progress meetings in place. IEPs embedded.	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.	1
Effective deployment of Teaching Assistants to support key children and year groups by providing targeted interventions	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.	1

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

Budgeted cost: £ 12,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Universal approaches e.g. PSHE teaching, circle time, well-being and involvement scales, Zones of Regulation</p> <p>Specialised programmes targeted at students with particular social or emotional needs e.g. Fegans counselling, SEMH sessions for children identified as needing social and emotional support</p> <p>Introduction of the myHappyMind</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.	6

<p>programme to create a culture of positive mental wellbeing and equip all children with the knowledge, skills and tools to thrive in the modern world.</p> <p>Development of the Nurture Room to support pupils who struggle to regulate their emotions</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, Working Together to Learn</i>, Values Days, Enrichment Programme</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>Forest school and Enrichment Programme</p> <p>Trips and residential subsidised to give opportunities 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>A six-year research study into the impact of school residential has concluded that residential learning experiences 'provide opportunities, benefits and</p>	<p>4</p> <p>4</p>

excel, engage and aspire.	impacts that cannot be achieved in any other context or setting.	
<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>	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>5</p> <p>5</p>
Fund places at Breakfast/After School Club or school clubs for disadvantaged pupils	Research evidence has shown that attendance at breakfast clubs can boost attainment, improve the classroom learning environment and reduce absences in disadvantaged schools	2 & 3

**Total budgeted cost: £42,920**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments and this has indicated that outcomes for our disadvantaged pupils are still below those of their peers.

#### **EYFS - Achieving a good level of development**

PP eligible 40% Not PP eligible 76%

#### **Phonics Screening Check**

PP eligible 50% Not PP eligible 73.8%

#### **Key Stage 2**

Achieving the expected standard in reading, writing and maths combined

PP eligible 30% Not PP eligible 53.6%

Achieving the expected standard in maths

PP eligible 50% Not PP eligible 67.9%

Achieving the expected standard in reading

PP eligible 60% Not PP eligible 67.9%

Achieving the expected standard in writing

PP eligible 50% Not PP eligible 79.3%

We recognised that writing was a particular area of concern for our disadvantaged pupils, and so introduced some small group interventions during terms 5 and 6.

#### **Attendance**

Attendance of disadvantaged pupils is now more in line with the level of their peers, but this will continue to be an area of focus

Attendance of PP eligible pupils 94.5%

Attendance of pupils not eligible for PP 95.3%

We are continuing to take steps to improve wellbeing for all pupils in our school, particularly our disadvantaged pupils, through targeted support and the introduction of a wide range of enrichment opportunities for pupils. Our disadvantaged pupils have had the opportunity to participate in the Forest School Pilot Project, attend clubs and trips and residential.

Engagement with parents of our disadvantaged pupils has continued to improve with regular contact taking place through email, Class Dojo and interaction at the gate. Several parents have now felt able to approach the school if they are having difficulties and we have been able to support them in a range of different ways e.g. providing uniform, transporting pupils to school, support with accessing online systems etc.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider