

Pupil premium strategy statement

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	Roe Green Junior School
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	15.57% (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Melissa Loosemore
Pupil premium lead	Chris Best
Governor / Trustee lead	Vijay Assani

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,045
Recovery premium funding allocation this academic year	£8,845
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	£92,890

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Detail of challenge
1	Multiple needs of PPG pupils, including SEND and other social and emotional needs.
2	Impact of Covid 19. Many PPG pupils did not attend school between March and July 2020, and then January and March 2021.
3	Access to high quality English language in the home and community, including some poor parental engagement in Pupils' learning, particularly Reading.
4	Access to extra-curricular activities.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Attendance	Ensure attendance of disadvantaged pupils is above 96%
Engagement in school and activities	Pupils participating and engaging in the school's full range of enrich

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: £16,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups to be supported by at least two Learning Support Assistants (LSAs)	EEF - As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	1,2
Training for all Teaching and Support staff	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Extra staff Inset on Reading, Writing and Maths.	1,2,3
Continue to ensure assessment process is rigorous and all staff understand the data and internal assessment mechanisms	To ensure a whole school strategy exists with all staff effectively working together to identify and address gaps in learning for each learner.	1,2,3
Reading Comprehension strategies explicitly taught in all classes daily	EEF – A very high impact for the very low cost based on extensive evidence. Supports the development of language across the curriculum <ul style="list-style-type: none"> - Exposure to quality and engaging texts - Key vocabulary has a high profile in all lessons - Interventions - Advice from SALT 	1,2,3

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

Budgeted cost: £92,263

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tailored reading interventions</p> <p>Tailored writing interventions,</p> <p>Tailored maths interventions</p> <p>Speech and language interventions</p>	<p>EEF - Small group tuition is defined as one teacher or professional educator working with two to six pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2,3,
<p>1:1 and small group Emotional Support for children with social and emotional needs.</p>	<p>EEF - Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p>	1,2,3,4

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

Budgeted cost: £12,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Attendance Officer and Education Welfare Officer	<p>EEF - Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and - more intensive programmes for families in crisis. 	1,2,3,4
Enriching experiences connected to the curriculum	<p>EEF - Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres.</p> <p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p>	1,2
Funding for extra-curricular lessons and clubs	Ensuring a greater number of PP pupils involved in extracurricular opportunities to support personal and social development.	4
Theatre group workshops	EEF - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1,2

	SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	
Subsidy for school trips and residential trips	Ensuring a greater number of PP pupils involved in school trip and residential trips.	4

Total budgeted cost: £121,675

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was generally similar those of their peers in the core areas of the curriculum. Despite starting to see a shift in the progress and attainment of our disadvantaged pupils prior to the pandemic, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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