

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Rodmarton School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	10% (6)
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	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Matthew Smith, Headteacher
Pupil premium lead	Matthew Smith, Headteacher
Governor / Trustee lead	Dr Christine Hainsworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,240
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,461
Total budget for this academic year	£16,701

Part A: Pupil premium strategy plan

Statement of intent

At Rodmarton School, we ensure that all pupils have equal learning opportunities, irrespective of their background or starting points, to make good progress and achieve their full potential.

High-quality teaching for all pupils is at the heart of our approach. This is proven to have the most significant impact on closing the disadvantaged 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.

In addition to quality first teaching and learning, we focus on areas where disadvantaged pupils require the most support. We make appropriate additional provision, ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.

All our work through the pupil premium and Catch Up Premium will be aimed at moving children to, at least, age-related expectations. Initially, this will be in English and Maths. Ultimately, the use of the pupil premium funding will secure effective engagement from pupils to their school programme and, therefore, this may cover basic physical needs, educational and emotional support and extra-curricular activities.

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.*

Challenges

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

Challenge number	Detail of challenge
1	Some pupils are not achieving at an age-related expectations and have conceptual gaps or misconceptions.
2	Outside of school, there might be low academic aspirations and expectations of some pupils and a lack of support for reading and homework.
3	There is an inequality of opportunity within the pupil population, with some pupils having narrow life experiences outside school.
4	In some cases, pupils' lack stamina and resilience to persevere with their learning.
5	Some pupils struggle with anxiety, low self-esteem, and low self-confidence.

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
Disadvantaged pupils make progress in closing the gap in national age-related expectations.	<p>At pupil progress meetings, pupils are on track to make good progress and reach their individual targets.</p> <p>Disadvantaged pupils can engage successfully in education, and meet the required standards in line with National Expectations and their starting points.</p> <p>The gap in the achievement of disadvantaged pupils and those pupils not receiving PPG is narrowed.</p> <p>The number of pupils reaching EXS and GDS within each year group is in line with national figures.</p>
To improve opportunities and widen experiences for disadvantaged pupils.	<p>Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To improve engagement and resilience for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupils enjoy learning demonstrated in the qualitative data from student voice.</p> <p>Staff observe that pupils are motivated to persevere and confidently apply what they learn.</p> <p>Pupils have the skills required to access their next stage of learning.</p>
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Nurture provision is given as required, both in class and through adult support.</p> <p>Sustained high levels of well-being from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys, including the Online Pupil Survey and teacher observations a significant reduction in playtime incidences.
1:1 support for disadvantaged pupils: Creating teaching and learning opportunities that foster improved learning behaviour.	Nominated TA will have completed the ELSA training, in addition to the Trauma Informed support on offer within the school.
1:1 and group sessions to support children in closing the gap in their attainment	<p>Targeted PP children are prioritised as frequent readers.</p> <p>Pupil progress is accelerated</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: £2200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure classroom teaching is precise and of high quality to meet the needs of disadvantaged pupils so that they make progress to close the gap on national age related expectations.	The Sutton Trust's report states: "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.	1,2,4,5
ELSA training for teaching staff.	Improving Social and Emotional Learning in Primary Schools	1, 4, 5
Regular CPD sessions and feedback to support teachers, with a particular emphasis on subject knowledge and pedagogical improvements.	Effective Professional Development	1, 4, 5

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

Budgeted cost: £6900

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Training for TA	Social and Emotional Learning	1,4,5
TA hours within the classroom to support individual pupils or small groups as part of quality first teaching.	Small group tuition	1
Extra TA hours outside of Wave 1 work to deliver 1:1 and small group tuition in reading, phonics, writing, speaking and listening (NELI) handwriting and maths.	Some of the students need targeted support to catch up. Bespoke programmes led by skilled staff have shown to be effective in the school in previous years. Evidence from sources such as Visible Learning by John Hattie and the Sutton Trust-EEF Teaching and Learning Toolkit also support this view.	1, 2
Identified pupils will be heard reading by an adult each day and focus on developing comprehension.	1:1 Reading	1, 2

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

Budgeted cost: £6420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to provide wellbeing support in the classroom as part of a nurture group.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4, 5
Fund after school clubs for disadvantaged pupils.	By giving pupils these opportunities, we enrich their learning experiences as fully as possible and provide equal opportunities for all pupils, regardless of families' personal means: Understanding Society report, "...there is evidence that extra-curricular activities play a prominent role in narrowing the inequality gap between advantaged and disadvantaged young people." (An Unequal Playing Field Report, Understanding Society 2016)	3
Contribute to the cost of school trips for disadvantaged pupils.	By giving pupils these opportunities, we enrich their learning experiences as fully as possible and provide equal opportunities for all pupils, regardless of families' personal means: Mahoney, Cairns & Farmer (2003) 's 8-year longitudinal study in the USA context found that extra-curricular activities had a significant positive effect on educational outcomes (including achievement and attendance) and a reciprocal positive association with educational aspirations across adolescence.	3
To support pupil emotional wellbeing and raise their self-esteem through a weekly nurture group.	Improving Social and Emotional Learning in Primary Schools	1, 4, 5
Remind parents and carers of our Parent Support Advisor (PSA) PSA to keep in weekly contact with more vulnerable parents.	Working with Parents to Support Children's Learning	2, 3
All disadvantaged children to have access to a Chromebook or Laptop if the class needs to self-isolate.	https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/	1, 2, 3
TA/ Teacher hours within the classroom to support pupil well-being.	Some of the pupils have emotional difficulties which impacts on how they behave. We want our pupils to fully engage with all learning opportunities. Improving Social and Emotional Learning in Primary Schools	4, 5

Total budgeted cost: £15,520

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.

			Reading	Writing	Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reception	All Pupils	5	100%	80%	80%
	Pupil Premium	1	100%	100%	100%
Year 2	All Pupils	9	78%	67%	78%
	Pupil Premium	1	0%	0%	0%
Year 4	All Pupils	9	86%	43%	86%
	Pupil Premium	2	50%	50%	50%
Year 6	All Pupils	8	75%	63%	63%
	Pupil Premium	2	50%	50%	50%

Our overall assessment figures points to Covid-19 continuing to have an impact, especially within writing. We should approach analysing data with a small sample size with care. Still, there are positive signs of progress for pupils from disadvantaged backgrounds, and it suggests the pupil premium strategy is working for them.

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
Maths	White Rose Maths. Company number: 10831473
Phonics	Pearson
Phonics	PhonicsPlay Ltd. Company No. 7442997
Spelling	EdShed
SCARF PSHE	Coram Life

