

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Roberttown CE (vc) Junior and Infant School
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Laura Horsfall (Headteacher)
Pupil premium lead	Laura Horsfall (Headteacher)
Governor / Trustee lead	Kate Hydes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,600
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£29,600

Part A: Pupil premium strategy plan

Statement of intent

At Roberttown CE (vc) Junior and Infant 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 and enable them to go forward and become successful and responsible adults who flourish in life.

The challenges that disadvantaged pupils face are varied and there is no 'one size fits all' approach. The activities outlined in this statement are intended to support needs, regardless of whether pupils are disadvantaged or not. Our approach is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will aim to:

- Remove barriers to learning created by poverty, family circumstance and background.
- To narrow the gap for those pupils not on track to achieve Age Related Expectations in all year groups through quality first teaching.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- 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.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

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 tuition.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate emotional well-being 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.

We will ensure that effective learning, teaching and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. 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	Pupil Premium children's attainment progress and attainment in reading, phonics and writing is equal to or greater the national data for pupil premium children. Whereas in school data evidences there is a gap between pupil premium and non-pupil premium peers this will be reduced.
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
3	Our attendance data shows that attendance of disadvantaged pupils is below that of non-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
To achieve and sustain improved % of children working at age related expected or all pupils in our school, particularly our disadvantaged pupils.	In school tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation year on year.
To improve oral language and communication skills.	Assessments (speech and language therapist reports, Neli, teacher assessments) and observations indicate significantly improved communication and oral language skills
Disadvantaged pupils' attendance to be in line with that of non-disadvantaged pupils.	The attendance of disadvantaged learners is in line with non-disadvantaged pupils. SLT/PP Lead regularly reviews attendance and clear plans are put in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.

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: £7,128

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x HLTA and 1 x Cover Supervisor cover 1 day per half term across all classes so teachers meet with SLT to discuss progress and attainment, identifying target children and interventions to diminish differences.	The DFE found that more successful schools use data to identify the learning needs of disadvantaged pupils at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.	£2,000 1
Inclusion lead to attend Spen Trust multi-agency hub meetings each half term.	Pupils with emotional and behavioural barriers to learning are supported well so that they can access learning more effectively and appropriate support strategies are implemented.	1, 2
HLTAs to attend staff meetings to ensure they are well equipped and trained.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Skilled teachers and teaching assistants deployed effectively to challenge and support pupil premium children https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	1, 2, 3
ETA half termly training.	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children.	1, 2

Phonics coaching and mentoring	Mentoring and coaching is proven to have impact on academic outcomes through improvements in quality first teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	£1,656 1, 2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	£3,472 1

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

Budgeted cost: £17,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Support	Language and Oracy are key for making progress and developing understanding in all curriculum areas. https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/oral-language-interventions/	£3,000 2
ELSA training for Teaching Assistant - To ensure staff are well trained in supporting emotional development of children and young people in school	Pupils improve emotional well-being and emotional and behavioural barriers to learning are supported well so that they can access learning more effectively. EEF toolkit identifies that the following all have a positive impact: <ul style="list-style-type: none"> • Behaviour intervention (+ 3months) • Social and emotional learning (+ 4 months) • Metacognition and Self-regulation strategies (+ 7 months) Social and emotional learning EEF	1, 2
Small group and 1:1 intervention	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/smallgroup-tuition/ EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	1, 2, 3 £14,100

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

Budgeted cost: £5,372

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Rocketing Readers sessions which will Provide further opportunities for pupils to develop their reading skills and continue to develop strong home school links.</p>	<p>Progress in reading is a target area for development within school, for all pupils especially those who are disadvantaged. We aspire to continue to create a love for reading and encourage true reading for pleasure across the school.</p> <p>Promote strong home-school links, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>£1,404 1, 2, 3</p>
<p>Subsidy for breakfast club</p>	<p>Research carried out by the Education Endowment Foundation shows the impact of breakfast on attainment. Schools providing nourishment also saw an improvement in pupil behaviour and attendance.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p>	<p>£912 1, 3</p>
<p>Provide free milk and fruit for PP within KS2</p>	<p>Research carried out by the Education Endowment Foundation shows the impact of breakfast on attainment. Schools providing nourishment also saw an improvement in pupil behaviour and attendance.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p>	<p>£800 1, 3</p>
<p>Attendance lead release time to meet and support families.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes: more intensive programmes for families in crisis.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	<p>£2,256</p>

Total budgeted cost: £ 29,600

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 2023 to 2024 academic year.

Objective 1

To achieve and sustain improved percentage of children working at age related expected or all pupils in our school, particularly our disadvantaged pupils.

Evaluation- Phonics data shows 100% of children achieved age-related expectations in the Phonics screening. End of year KS2 data shows 66% of PP children achieved their age-related expectations in R, 66% met in writing and 66% in maths. 66% of PP children achieved age related expectations across all 3 reading, writing and maths.

Objective 2

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Evaluation – Observations and discussions with class teachers at pupil progress meetings show that there have been improvements to well-being and attitudes. Pupil surveys showed that pupils felt well supported and could identify people who they could talk to in school. Ofsted inspection highlighted strengths of pupils attitudes and wellbeing. Two children have accessed support from Kirklees Keeping Minds to support their wellbeing.

Objective 3

To improve oral language and communication skills.

Evaluation - Children have been assessed by 'Away with Words' and when these pupils have been reviewed they have all made progress towards and met the majority of their targets that they were set.

Objective 4

Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.

Evaluation – Last year we held a range of events in school such as rocketing readers, stay and play sessions and reading sessions. This year we are continuing to build on last year's success and are hosting inclusion coffee mornings where parents/carers of disadvantaged pupils can come along for support from a range of external support agencies who will be attending giving presentations and informal talks in order to further support parents.

Objective 5

Improve cultural and childhood experience for all pupils across school.

Evaluation - Last year we had three disadvantaged pupils attending breakfast club and at rascals. We subsidise the cost of these and invite targeted pupils to attend to ensure they have a positive start to their school day. We also subsidised school trips and school equipment for six pupils.

Objective 6

Disadvantaged pupils' attendance is in line with no-disadvantaged pupils at the end of the academic year.

Evaluation –We implemented targeted support for disadvantaged children to ensure they came to school on time and were settled and had breakfast to ensure they had the best start to the day and were prepared for learning. This is still a focus area and will be continuing in the 24/25 plan.

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
TT Rockstars	Maths Circle Ltd

Further information (optional)