

Royles Brook Primary School

Pupil premium strategy statement 2021-2024

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	Royles Brook Primary School Thornton Cleveleys FY5 2TY
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	23%
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	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Helen Murray Headteacher
Pupil premium leads	Mrs Helen Murray Headteacher Miss Victoria Lilley Assistant Headteacher
Governor	Mr Mark Evans lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,375
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,375

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and

	<p>in general, are more prevalent among our disadvantaged pupils than their peers. Evidenced from EYFS assessment and The Language Tree Speech & Language assessments throughout all 3 key stages.</p>
2	<p>Assessments, observations, and discussions with pupils indicate that pupils' oral language skills and vocabulary gaps, amongst our disadvantaged pupils, are as a result of limited real-life experiences and enrichment opportunities. Pupils are not always equipped with the knowledge and cultural capital they need to succeed in life.</p>
3	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Evidence from EYFS assessment and phonics tracker.</p>
4	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>Monitoring data from Google Classroom engagement in learning, completion of tasks and quality of outcomes. Questionnaire data from remote Wellbeing interviews with parents and pupils.</p>
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation during school closure and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. A larger of pupils (many of whom are disadvantaged) currently require additional support with social and emotional needs</p> <p>Evidence from return to school questionnaires/remote consultations with parents and pupils.</p> <p>Evidence from data for referrals both to external and internal interventions</p>
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.4 – 2.6% lower for non-disadvantaged pupils with unauthorized absences between 0.7 and 1.6% higher for disadvantaged pupils.</p> <p>2018-2019: 7% (20/283 pupils) were persistently absent. 60% (12/20 pupils) of these persistently absent pupils were disadvantaged pupils.</p>

	<p>2019-2020: 11% (33/298 pupils) were persistently absent. 48% (16/33 pupils) of these persistently absent pupils were disadvantaged pupils. This was at the height of the pandemic.</p> <p>2020-2021: 6% of pupils (17/303 pupils) were persistently absent. 41% (7/17) of these persistently absent pupils were disadvantaged pupils.</p> <p>2021-2022: 14% of pupils (42/306 pupils) were persistently absent. 31% (13/42) of these persistently absent pupils were disadvantaged pupils</p> <p>The percentage of persistently absent pupils who are Pupil Premium has lowered however the overall number of PA pupils has increased. Analysis shows that this increase in number is caused by a larger number of non-PP families taken unauthorised leave in term time for more cost effective holidays.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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
Pupils will be able to further increase their interest and engagement in learning relevant to real life and that of their own.	<p>All pupils, including Pupil Premium pupils, are knowledgeable about a wide range of culture, are comfortable discussing its value and merits, and has been given a vast array of experiences and access to skill development.</p> <p>Pupils show improved interest and engagement in their learning and such interest improves attendance.</p> <p>Curriculum provision expands and explicitly develops oral language skills through exposure to a wider range of opportunities. Teaching and Learning further develops the use of purposeful, curriculum-focused, dialogue an interaction including the use of structured questioning.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p> <p>To be evidenced from The Language Tree SALT assessments and oracy interventions</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that more than 60% of disadvantaged pupils met the expected standard, regaining the narrowing of the gap pre-pandemic.

	<p>2018-2019 Reading PP 63% Non- PP 73% Higher Standard PP 13% Higher standard Non-PP 18%</p> <p>2020-2021 Reading PP 36% Non- PP 72% Higher Standard PP 0% Higher standard Non-PP 33%</p> <p>2021-2022 Reading PP 20% Non- PP 71% Higher Standard PP 0% Higher standard Non-PP 26% (Ready Reckoner)</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 will show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>2018-2019 Maths PP 100% Non- PP 86% Higher Standard PP 0% Higher standard Non-PP 14%</p> <p>2020-2021 Maths PP 43% Non- PP 44% Higher Standard PP 0% Higher standard Non-PP 28%</p> <p>2021-2022 Maths PP 20% Non- PP 68% Higher Standard PP 0% Higher standard Non-PP 19%</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations (<i>wellbeing survey, leadership groups, school council, parent qnr, pupil qnr</i>) • a significant reduction in bullying (<i>behaviour files, reportable incidents, wellbeing survey</i>) • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils (<i>wellbeing survey, registers of school clubs, extra-curricular activities, pupil leadership teams</i>) <p><i>99% of 147 parents surveyed agreed or strongly agreed that their child was happy at school. (Oct 22)</i></p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 5% of the school roll and the persistence absence figure among disadvantaged pupils being no more than 1% higher than their peers.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop further our broad and rich curriculum delivered through high quality first teaching, based upon relevant to life experiences with carefully matched enrichment activities to improve our pupils' cultural capital.</p>	<p>Government research</p> <p>Ofsted guidance 'Inspecting the Curriculum'</p> <p>Focussed research by SLT</p> <ul style="list-style-type: none"> - Rosenshine's principles of Instruction - Dunlosky's Theory and Strategies to boost learning - EEF foundation Metacognition <p>Internal data (Reading assessments in particular)</p> <p>Pupil voice</p> <p>Knowledge of families and needs.</p>	<p>1,2,4,5,6,7</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Rising Stars, SATs, Testbase, Red Rose Learning Checks, improved Guided Reading schemes, Question level analysis.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>1</p>

<p>Develop further questioning and dialogue, building understanding and developing insight.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Focussed research by SLT</p> <ul style="list-style-type: none"> – Rosenshine’s principles of Instruction - Dunlosky’s Theory and Strategies to boost learning - EEF foundation Metacongition <p>The Language Tree Speech & Language assessment and Fly to the Moon interventions</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>CPD LCC Red Rose Maths training for years 5 and 6 to develop and deliver Maths Mastery.</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	5

<p>PSHE curriculum sequenced to further support this development.</p> <p>ELSA trained staff to support individual pupils as well as whole class approaches.</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Targeted academic interventions by trained teaching assistants</p> <p>Higher than average teaching assistant support for each class with staff providing academic and emotional support.</p>	<p>A much higher than average level of support is provided within each class to support both academically and emotionally. TAs are aware of those pupils identified as disadvantaged, their targets and progress towards these targets.</p>	1-6

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
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Continue bought in service for SALT Fly to the Moon</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The Language Tree Speech & Language assessment and Fly to the Moon interventions.</p> <p>NELI Nuffield Early Intervention Programme.</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

	Targeted intervention by extended Teaching Assistant support for disadvantaged pupils	
School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: **£ 44,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Family Support Worker and pastoral service	Family Support worker to provide advice and practical support to enable families to overcome barriers to school attendance and engagement. To provide emotional in-house support to pupils and facilitate external support services where further need is identified.	4,5 & 6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Support and training through District 2 Inclusion Hub LCC for staff development and personalised support plans for pupils.	5
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with	6

<p>Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>schools that have significantly reduced levels of absence and persistent absence.</p> <p>Emotionally based school avoidance course LPDS £85 x 3 = £255</p> <p>Understanding trauma and a trauma informed approach in school LEHSS</p>	
<p>Partially funded places for both Breakfast Club and After School Club for disadvantage pupils.</p>	<p>Breakfast Club places are provided to support punctuality and attendance of identified groups disadvantaged pupils.</p>	
<p>Commissioning of varied support services to support pupils' emotional wellbeing including resilience and transition programs for Y6 and bereavement counselling.</p>	<p>The harbour sessions for all Year 6 transitioning to High School children at a cost of £2250</p> <p>Trinity Hospice Schools Link Bereavement counselling £2,000</p>	
<p>Contingency fund for acute issues including emergency provision of school uniform items.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1-7

Total budgeted cost: £89,000

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.

Our End of KS2 assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum.

Reading **PP** 47.4% **Non- PP** 54.2% **Higher Standard PP** 0% **Higher standard Non-PP** 20.8%

Writing **PP** 36.8% **Non- PP** 50.0% **Higher Standard PP** 0% **Higher standard Non-PP** 0%

Maths PP 58.3% **Non- PP** 31.6% **Higher Standard PP** 12.5% **Higher standard Non-PP** 0%

Despite being above national averages during the year (2018/19) in both Maths and Writing, Reading, for the whole cohort, remained below national average and therefore so did the percentage of those disadvantaged pupils achieving the expected standards in Reading, Writing and Maths combined. Further development of the progress and attainment levels in Reading remains a priority.

KS2 Cohort	Reading		Writing		Maths		Combined	
	EXS+	HS+	EXS+	HS	EXS+	HS	EXS+	HS
School	68%	22%	78%	15%	63%	15%	54%	7%
National Average	74%	28%	69%	13%	71%	22%	59%	7%

KS1 Cohort	Reading		Writing		Mathematics		Combined
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+
School	67%	22%	67%	4%	71%	20%	67%
National Average	67%	18%	58%	8%	68%	15%	53%

Phonics	2022 (Y1)	2022 (Y2)
Reached Expected	95%	71%
National Average	76%	44%

Additional phonics interventions ensured that **95% of Year 1 pupils** and **71% Year 2** pupils (who were unable to take the test in the previous year) achieved the expected level for phonics. Both of these **attainments sit above the national averages** of Y1 76% and Y2 44%.

Primarily Covid-19 still leaves its impact, which has disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and our development of own high-quality learning platform Google Classroom. In addition to this, disadvantaged pupils did receive a bespoke 1:1 speech and Language virtual support teaching package. However, the focus to narrow the gap in their progress and attainment has remained a priority since returning to full time face to face teaching with targeted interventions taking place for such pupils.

Overall attendance in 2021/22 was lower than in the preceding 2 years at 94.5%, but **above the national average.** (93.8%)

There has been a significant and steady decline in the percentage of persistent absentees being Pupil Premium pupils, due to primarily the impact of the Family Support Worker and attendance plan. The overall number of PA pupils has increased this last academic year with a larger portion being of non-PP status rather than PP pupils as previously. A comprehensive attendance plan is now in place for year 2022-2023 to improve the attendance of groups of pupils including those experiencing Emotionally Based School Avoidance.

Year	% of pupils who met the persistent absence threshold	No. of students who met the persistent absence threshold	No. of students who met the persistent absence threshold and PP	% of pupils who met the persistent absence threshold and PP
2018-2019	7.07	20	12	60

2019- 2020	11.07	33	16	48.8
2020-2021	5.61	17	7	41.18
2021-2022	13.68	42	13	30.05

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this year's plan. Pupils welfare information was gathered during parental online meetings and this data was used to ensure specific pupils were supported accordingly. An increased number of pupils were directed towards both in-school counselling and outside providers along with a significant increase in family support from our school's Family Support Worker.

Internal data demonstrates improvement in pupils' speech, language and communication skills. This is impacting positively on both academic and social behaviours.

Externally provided programmes

Programme	Provider
Education Endowment Foundation Closing the Gap for Disadvantaged Pupils 2 - year programme of school development Continued SLT and staff CPD from EEF documents - INSET	EEF Blackpool Research Schools
Speech and Language Specialist Support	Fly to the Moon Language Tree
Pupil Wellbeing	The harbour sessions for all Year 6 transitioning to High School children Trinity Hospice Schools Link Bereavement counselling Counselling support services. Uniform provided to PP pupils, particularly the school's PE uniform.

