



Royles Brook Primary School

Pupil Premium Strategy 2023-2024

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Date agreed by Governing Body	December 2023
Person responsible for review	V. Lilley
Date of next review	September 2024



Pupil premium strategy statement for Royles Brook

Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Royles Brook Primary School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	60/296 = 20.2%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 Year 3 of the 3- year plan
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Victoria Lilley
Pupil premium lead	Victoria Lilley
Governor / Trustee lead	Claire Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 87,835
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£8,265
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	£96,100

Part A: Pupil premium strategy plan

Statement of intent

At Royles Brook, we intend for all our pupils from disadvantaged backgrounds to leave us as confident, well-rounded individuals with high aspirations for themselves. Irrespective of the background or the challenges they face, we want our children to make good progress, achieve high attainment and fulfil their potential.

We will consider the challenges faced by our vulnerable pupils, such as those who have a social worker or are young carers, whether they are disadvantaged or not.

Quality First teaching will be at the centre of our approach. This is proven to have the greatest impact on closing the gap between the disadvantaged and non- disadvantaged children in our school. Our approach will be responsive to common challenges and individual needs. It will be rooted in diagnostic assessments and pupil/ parental voice, not assumptions about the impact of disadvantage. The approaches we will continue to use and implement will complement each other to help our pupils excel academically and creatively. To ensure they are effective, we will:

- ensure disadvantaged children are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility and champion our disadvantaged children; raising aspirations for what they can achieve and their outcomes

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 underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and 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.
2	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, phonics tracker.
3	<p>Our assessments and observations indicate that the education and wellbeing 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>
4	<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 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>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower for non-disadvantaged pupils with unauthorized absences between 0.7 and 1.6% higher for disadvantaged pupils.</p> <p>2018-2019: 7% of pupils were persistently absent. 63% of these pupils were disadvantaged pupils.</p> <p>2019-2020: 11% of pupils were persistently absent. 52% of these pupils were disadvantaged pupils. This was at the height of the pandemic.</p> <p>2020-2021: 5% of pupils were persistently absent. 53% of these pupils were disadvantaged pupils.</p> <p>2021-2022: 14% of pupils were persistently absent. 30% of these pupils were disadvantaged pupils.</p> <p>2022-2023: 10% of pupils were persistently absent. 37% of these pupils were disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 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 be evidenced from The Language Tree SALT assessments and oracy interventions
Improved higher standard reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard and 20% reach the higher standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <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>) <p>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>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <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.
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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: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</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>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The Language Tree Speech & Language assessment and Fly to the Moon interventions</p>	1

<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p>	3
<p>Improve the quality of social and emotional (SEL) learning. 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>Targeted academic interventions by trained teaching assistants 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
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<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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>1, 4</p>
<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> <p>Targeted intervention by extended Teaching Assistant support for disadvantaged pupils.</p>	<p>2</p>
<p>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.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

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

Budgeted cost: £ 45,000

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 Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Emotionally based school avoidance course LPDS £85 x 3 = £255 Understanding trauma and a trauma informed approach in school LEHSS	
Partially funded places for both Breakfast Club and After School Club for disadvantage pupils.	Breakfast Club places are provided to support punctuality and attendance of identified groups disadvantaged pupils.	

<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 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>	<p>1-6</p>

Total budgeted cost: £ 36,000 + £15,000 + £ 45,000 = £96,000

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our End of KS2 assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in writing and slightly lower in Maths and Reading. Key Stage 1 to Key Stage 2 progress measures shows no statistically significant difference for our Pupil Premium children.

Reading **PP 65% Non- PP 70% Higher Standard PP 12% Higher standard Non-PP 26%**

Writing **PP 59% Non- PP 78% Higher Standard PP 12% Higher standard Non-PP 19%**

Maths **PP 65% Non- PP 70% Higher Standard PP 12% Higher standard Non-PP 19%**

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. 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, although the gap between PP and Non- PP has narrowed from the previous academic year.

KS2 Cohort	Reading		Writing		Maths		Combined	
	EXS+	HS+	EXS+	HS	EXS+	HS	EXS+	HS
School	68%	21%	71%	16%	68%	16%	59%	5%
Lancs	72%	27%	71%	14%	73%	21%	58%	7.5%
National	73%	29%	71%	13%	73%	24%	59%	8%

Reading progress measures:

KS1 PA	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
KS2 Year	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
Progress	-1.10	-3.40	0.70	-0.80	-0.80	-2.00	-1.00	-0.90	-1.20	0.20	0.30	0.20
Sig?	NSD	NSD	NSD	NSD	NSD	NSD	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	8	8	17	22	32	27	3949	3864	3699	9634	10211	10287

Writing progress measures:

KS1 PA	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
KS2 Year	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
Progress	-0.10	-1.60	2.40	1.00	2.20	0.10	-0.60	-0.70	-0.60	0.60	0.50	0.50
Sig?	NSD	NSD	NSD	NSD	Sig+	NSD	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	8	8	17	22	33	27	3999	3912	3718	9688	10242	10294

Mathematics progress measures:

KS1 PA	School Disadvantaged			School Not Disadvantaged			Lancashire Disadvantaged			Lancashire Not Disadvantaged		
	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
KS2 Year	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23	18/19	21/22	22/23
Progress	-0.80	-4.10	0.60	-0.40	-1.00	-2.30	-0.90	-1.50	-1.30	0.40	0.30	0.40
Sig?	NSD	NSD	NSD	NSD	NSD	Sig-	Sig-	Sig-	Sig-	Sig+	Sig+	Sig+
Pupils	8	8	17	22	32	27	3948	3871	3697	9634	10162	10280

Progress for our disadvantaged children shows no statistical difference for Reading, Writing and Maths. It shows that progress in Maths for disadvantaged children is better than progress for non- disadvantaged.

KS1 Cohort	Reading		Writing		Mathematics		Combined
	EXS+	GDS	EXS+	GDS	EXS+	GDS	
School	73%	31%	69%	18%	73%	22%	68%
Lancashire	67%	17%	60%	8%	70%	15%	55%
National	68%	19%	60%	8%	70%	16%	56%

Phonics	2023 (Y1)	2023 (Y2)
Reached Expected	91%	50%
Lancashire	77%	58%
National Average	79%	59%

Additional phonics interventions ensured that **91% of Year 1 pupils** and **50% Year 2 pupils** (who were unable to take the test in the previous year) achieved the expected level for phonics. Our Y1 **attainment sit above the national averages** of Y1 77% and 79%, whilst our Y2 attainment sits slightly under Lancashire and England (58% and 59%)

Primarily Covid-19 still leaves its impact, which has disrupted all our subject areas to varying degrees. As evidenced in schools across the country, although particularly so in the North West, 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 2022/23 was slightly higher than 2021-2022 (94.5%) at 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

2022-2023	10.14	30	11	36.67
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A number of families continue to take family holidays during term time.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be impacted by 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	EEF Blackpool Research Schools
Speech and Language Specialist Support	Fly to the Moon Language Tree
Pupil Wellbeing	Trinity Hospice Schools Link Bereavement counselling Various counselling support services. Uniform provided to PP pupils, particularly the school's PE uniform.