

# 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.

Text in blue denotes revisions from 2021 original plan

## School overview

Detail	Data
School name	Roche CP School
Number of pupils in school	208 (27/09/22)
Proportion (%) of pupil premium eligible pupils	30% (62 of 208 September 2022)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	September 2021 Revised September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jeremy Walden
Pupil premium lead	Jeremy Walden
Governor / Trustee lead	Rosie Osborne governor PP lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,485 Budgeted £82,500 Each pupil is worth £1385 Each service child is worth 320
Recovery premium funding allocation this academic year	(30/9/22) provisional allocation for the year is

	£12,000, based on 62 PP at census
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,485

# Part A: Pupil premium strategy plan

## Statement of intent

Reflecting the School Development Plan.

Our ultimate objectives for disadvantaged pupils reflect our objectives for all pupils.  
Curriculum statement;

*Learning is structured within a curriculum that is designed to be engaging, enjoyable and rich with experiences and meaningful contexts for learning. The development of Reading and skills in English and Mathematics is at the core of the curriculum. The drive for progress is everything!*

The objectives reflect the prioritisation of quality first teaching, high quality support for learning and wider strategies that benefit children holistically as well as academically. These principles are based on the EEF tiered approach to effective School Development Planning. The school's SDP is planned around the same three tiered approach;

- Children making at least expected progress as a result of Quality First Teaching (tier1) and as required additional intervention and support for learning (tier 2).
- The majority of children live within an area of deprivation and come from low income families where experiences that enhance and develop cultural capital are lacking. Many children will not have the opportunity to learn about their local context and experience the wealth of opportunity within Cornwall without school provision. Enrichment of the curriculum promotes engagement in all aspects of learning as well as developing positive behaviours and attitudes (tier3).

Objective	Key principles of the strategy, plans to achieve objectives.
Priority 1 Quality First Teaching in reading (EEF tier 1)  Learning to read Developing reading	<p>Tier 1 Quality First Teaching; A systematic well implemented programme of learning in phonics from the start of Reception class will result in the majority of children, including pupil premium children, being able to read with fluency by the end of key stage 1. Most will achieve fluency (blue/grey group) by the end of Year 1.</p> <p>Tier 2 Targeted support; Through targeted support children who are making less than expected progress will still achieve the required level of fluency by the end of Year 2.</p> <p>Reception and Key Stage 1</p> <p>In addition to existing phonics provision.</p> <ul style="list-style-type: none"><li>• New online training resources for RWI are being fully utilised to train additional staff to deliver RWI.(groups and interventions)</li><li>• New online resources are being used by teachers and reading lead to coach and improve the consistency of delivery at all levels.</li></ul>

	<ul style="list-style-type: none"> <li>• New online resources are available for parents and carers to access to support children at home with exactly matched activities.</li> <li>• School continues to have development days from Ruth Miskin training for external verification of quality of provision, development of leadership, introduction of new strategies and resources.</li> <li>• RWI is fully resourced at all levels in school, specifically the provision of texts to match reading levels for all groups.</li> </ul> <p>Tier 1 Quality First Teaching; a systematic and well implemented programme of learning in spelling throughout Key stage 2 will result in children being able to read and have a greater vocabulary of words that they can spell accurately and apply in writing.</p> <p>Key stage 2</p> <ul style="list-style-type: none"> <li>• Ensure that the Read Write Inc. spelling programme is fully embedded in key stage 2 with all staff trained</li> <li>• RWI spelling lead is assigned and is able to QA provision and coach staff for high quality consistent delivery</li> <li>• Children have the opportunity to practice and apply their learning in spelling.</li> <li>• A greater number of children attain the EXS in spelling at end of key stage assessment</li> </ul>
<p>Priority 1</p> <p>Quality First teaching (EEF tier1)</p> <p>Teaching and learning of maths</p>	<p>Tier 1 Quality First Teaching; by differentiating maths learning for all key stage 2 children by assigning assessed children to a more able group, all pupils will have the opportunity for greater frequency of teacher input and make more progress.</p> <ul style="list-style-type: none"> <li>• Extend more able maths provision in to Year 3 enabling all KS2 classes to be differentiated for maths lessons. MA groups with Mr. Moore, LA groups with class teacher and support staff.</li> </ul>
<p>Priority 2</p> <p>Intervention (EEF tier 2)</p>	<p>Tier 2 targeted support; some children will require intervention in order to catch up with the progress of peers. This may be due to missed learning due to lockdown. Other children will benefit from learning 1:1 in areas such as writing to achieve accelerated progress or push from an EXS level to a GDS one.</p> <ul style="list-style-type: none"> <li>• Ensure that intervention for phonics/reading is in place and PP children are prioritised for this intervention where required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that intervention for writing (conferencing) is in place and that PP children are prioritised for this intervention where required.</li> <li>• Staff training on interventions such as precision teaching is applied.</li> <li>• Whole staff training on diagnostic assessment to inform accurate intervention has impact.</li> <li>• Support staff start work at 8.45 (additional 10 minutes) to deliver additional intervention sessions at the start of day</li> </ul>
<p>Priority 3 Development of cultural capital impacting on behaviours and attitudes to learning</p> <p>Wider strategies (EEF tier 3)</p>	<p>Tier 3 Wider strategies; Children develop cultural capital through a varied range of curriculum based experiences. Enrichment of the curriculum promotes engagement in all aspects of learning as well as developing positive behaviours and attitudes.</p> <ul style="list-style-type: none"> <li>• Subsidy of enrichment activities ensures that all classes can undertake activities such as trips, visits, camps</li> <li>• Enrichment activities provide context for learning in a range of subject areas.</li> </ul>

## Challenges

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

Challenge number	Detail of challenge
1	<p>EYFS assessment on entry for reading and communication and language consistently indicates that less than 40% of all children start school at the age related expected level.</p> <p>The ability to read is the single most significant indicator of a child's ability to make progress in learning therefore accelerating progress in reading and ensuring that children are on track with age related expectations in reading by the age of 6 is school's key challenge.</p>
2	<p>Despite consistent quality first teaching some children require support to make accelerated progress or catch up with peers. Some children who are also on the cusp of achieving at higher than expected level deserve the intervention that will enable this. The challenge for school is to use all available intervention and support strategies it can to effectively meet needs.</p>

	The impact of lockdowns on lost learning is also a contributing factor in identifying need for intervention
3	<p>School serves a deprived area where levels of adult literacy, aspiration and opportunity are low.</p> <p>School is in the 60<sup>th</sup> to 80<sup>th</sup> percentile of most deprived schools nationally. (2020 data)</p> <p>IMD;</p> <ul style="list-style-type: none"> <li>97% of pupils in school live within the most deprived LSOAs in England. Cornwall average 32%</li> </ul> <p>IDACI;</p> <ul style="list-style-type: none"> <li>50% of pupils in school live within the most deprived LSOAs in England. Cornwall average 22%</li> </ul> <p>The majority of pupils do not benefit from academic support from home. The majority of pupils are not exposed to variety and opportunity of cultural experiences that enrich their cultural capital. The challenge for school is to fill that gap in such a way that enriches the curriculum and provides meaningful contexts for learning</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
A greater proportion of children, including vulnerable children make expected or better progress in phonics/reading	<ul style="list-style-type: none"> <li>Tracking of phonics indicates that pupils are progressing through RWI groups at a rate of one each half term.</li> <li>End of Reception; the majority of children are in Red or Green group.</li> <li>End of Year 1 the majority of children are in Blue or Grey group thus finishing RWI programme</li> <li>80%+ of children pass the Year 1 phonic assessment</li> <li>The majority of children start Year 2 on the Accelerated Reader programme.</li> <li>Children who have received intervention for phonics have caught up or accelerated in progress.</li> </ul>
A greater proportion of children, including vulnerable children make expected or better progress in maths	<ul style="list-style-type: none"> <li>The differentiation of maths in KS2 results in more pupils including vulnerable pupils attaining GDS by end of KS2</li> <li>The differentiation of maths in KS2 results in more pupils including vulnerable pupils attaining EXS by the end of KS2</li> </ul>
Children who receive intervention in any area of learning make accelerated progress eg, phonics, writing conferencing, precision teaching	<ul style="list-style-type: none"> <li>Tracking of individuals indicates that children have caught up, accelerated or are securely learning at a higher level as a result of intervention</li> <li>All assessment outcomes linked to intervention demonstrate accelerated progress.</li> </ul>

<p>Children develop cultural capital through a varied range of curriculum based experiences. Enrichment of the curriculum promotes engagement in all aspects of learning as well as developing the positive behaviours and attitudes</p>	<ul style="list-style-type: none"> <li>• Pupil voice indicates positive reflection on enrichment experiences. Impact on positive behaviours and attitudes</li> <li>• Outcomes in wider curriculum areas demonstrate embedded learning that has been enhanced by enrichment activities</li> <li>• Attendance is consistently good for all pupils including vulnerable pupils.</li> </ul>
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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: £5,200 RWI, £2,500 RWI online resourcing including Fresh Start and development support from Ruth Miskin team. £28,000 maths teaching, £500 release time for Phonics leader. [All costs are revised in line with price rises for 22/23](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resourcing and training for the development and delivery of RWI	<ul style="list-style-type: none"> <li>A systematic approach to the teaching of phonics is a characteristic of best practice in teaching early reading. Reading by the age of 6 is a determining factor in overall school success as well as longer term life outcomes.</li> <li>School has an improving trend in phonics assessment outcomes</li> </ul>	1,2
Salary for Mr Moore to enable daily differentiated learning in maths in all KS2 classes	<ul style="list-style-type: none"> <li>EEF tier 1 QFT prioritised for the benefit of all pupils including vulnerable pupils.</li> <li>Smaller group sizes enable more opportunity for intervention for GDS, EXS and support for WTS pupils.</li> <li>As a result of this strategy school has an improving trend of outcomes in maths.</li> </ul>	2

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

Budgeted cost: £25000 SL writing conferencing lead and additional TA hours

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Salary for writing conferencing intervention teacher</i>	<ul style="list-style-type: none"> <li>EEF tier 2 intervention for learning.</li> <li>School has developed a writing conferencing model that has had</li> </ul>	2



	<p>impact on standards. Pupil Premium children have been successfully prioritised for this intervention.</p> <ul style="list-style-type: none"> <li>Children are able to talk confidently about the ways in which they have improved their writing as a result of conferencing</li> </ul>	
<i>Additional hours for all support staff to enable 15 minute intervention opportunities at the start of each day.</i>	<ul style="list-style-type: none"> <li>EEF tier 2 intervention for learning</li> <li>School has identified that short daily interventions such as precision teaching, speed sounds in phonics and number bonds for maths have accelerated learning thus the move to develop capacity for this to take place across school</li> </ul>	2

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

Budgeted cost: £ 12,000 [costs in this area increase for 22/23. Exact figure can't be calculated at this point.](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidising enrichment activities as part of the curriculum for all classes</i>	<ul style="list-style-type: none"> <li>Pupil voice indicates that enrichment activities provide engagement and enjoyment of the curriculum</li> <li>These activities provide context for learning in many subject areas</li> <li>The development of cultural capital is identified as significant in developing positive behaviours and attitudes as well as aspiration.</li> </ul>	3

**Total original budgeted cost: £ 77,200**

## 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.

- Despite lockdown children in EYFS made good progress in phonics. On entry 37% of children were at age related level for reading, this improved to 62% achieving GLD in reading. Communication and language also rose from 40% to 62% GLD.
- Year 2 took the phonics assessment in December due to lockdown. 85% pass rate which is school's highest pass rate.
- Rates of progress in phonics for the Year 1 cohort (now year 2) who missed 2 terms of school were good in response to phonics intervention in summer term 2021.
- External evaluation of phonics provision by RWI team indicated strong practice at whole school level including existing intervention. Group progress was tracked accurately and progress was good. Intervention for those requiring it had been effective.
- The strategies that were begun in 2021 are being perpetuated and developed in this strategy. The strategies have been externally quality assured by the Trust's Director of Education, Ruth Miskin Training team. The school's development plan approach based on the EEF tiered model has been agreed by the Trust's director of Education.
- A higher proportion of children are now on track to pass the phonics assessment at the end of Year 1. IDSR indicates nothing to highlight in comparison to National data.
- A higher percentage of children are on track to complete RWI at the end of Year 1. This has been an issue in the past as children struggled to develop sufficient fluency in reading but this is now greatly improved.
- This strategy is well embedded and this was acknowledged by Ofsted in inspection July 2022.

### 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
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Read Write Inc already in place but developed further in 2021	Ruth Miskin training
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not applicable

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*