

Rothwell Schools Pupil Premium Strategy 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

The statement has been completed inline with the guidance on [using pupil premium](#).

School Overview	
Detail	Data
School name	Rothwell Schools
Number of pupils in school	369 (RJS) 281 (RVIS)
Proportion (%) of pupil premium eligible pupils	24.7% (RJS): just above Nat. Average 16.8% (RVIS): below Nat. Average
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ashley Izzard-Snape
Pupil premium lead	Bridget Leder
Governor / Trustee lead	tbc

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£118,360 (RJS) £60,525 (RVIS)
Recovery premium funding allocation this academic year	£12,905 (RJS) £6,525 (RVIS)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000 as no residential or trips last year
Total budget for this academic year	£118,360 + £12,905 = £131,265 (RJS)
If your school is an academy in a trust that pools this funding, state the amount	£60,525 + £6,525 = £67,050 (RVIS)

available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

- School closures due to COVID-19 are likely to have widened the attainment gap between disadvantaged students and their non-disadvantaged peers. Assessment across the schools in autumn 2021 confirmed that this was the situation in most year groups and , as such, the schools will work to address this.
- Disadvantaged students are not one homogenous group and so, in order to close any in-school attainment gaps and to raise academic outcomes of students, targeted support will be used to address specific needs identified through assessment, both formal and informal.
- We recognise that every child, regardless of background, can achieve. We have the highest expectations of all of our pupils and aim to give them the skills and opportunities to achieve to their fullest potential, to recognise the barriers to this and to work to help them to overcome these challenges.
- To achieve this, we will identify the barriers and provide first quality teaching, CPD and understanding for staff along with interventions that are backed by research.
- We aim to work to improve attendance for our disadvantaged group by working with families to support and overcome issues that may be impacting on a child's persistent absence.
- We will support those whose mental well being or behaviour (or that of others) may be impacting on their ability to succeed.

Challenges

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

Challenge number	Detail of challenge
1	In 2019, the last set of National data at KS2 showed not only a gap between non-disadvantaged and disadvantaged pupils, but also between the school and its family average in the Family of Schools

	comparison. Internal assessment in Autumn 2021 showed significant gaps in maths, reading and writing between non-disadvantaged and disadvantaged in all but 1 year group.
2	Behaviour for learning has been a concern in the past 2 years, particularly in KS2 and with many of the slips for poor behaviour belonging to our disadvantaged children. This has impacted on the learning and well being of many children and pupils and parents/carers have expressed their concerns.
3	Wellbeing - for some disadvantaged students there are issues surrounding mental health and wellbeing, which can be linked to socio economic factors; 48% of disadvantaged children have a cause for concern file and many of them and their families have talked to school staff about anxiety, stress and poor well being.
4	In the Rothwell Schools we have identified that many of our disadvantaged children have lower attendance and higher persistent absence than their non-disadvantaged peers (disadvantaged have a 4% lower attendance rate than non disadvantaged).

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 outcomes academically for all pupils, with gaps between disadvantaged and non-disadvantaged to close	For disadvantaged pupils to make at least expected at end of KS1 & 2 in Reading, Maths and Writing, and in all other year groups through quality first teaching and , if required, high quality interventions that are regularly monitored and backed by research. July 2022-July 2024
For all pupils to have at least 96% attendance throughout the academic year	Improve attendance of disadvantaged pupils to school expected (96%) by working with parents and carers to understand the importance of regular attendance and

	support if there are barriers to this being achieved. July 2022 -July 2024
For all pupils to show positive behaviour for learning and for all children to have the opportunity to learn without impact from negative behaviour of others.	Improved behaviour for learning with less incidences of poor behaviour registered on the behaviour tab through whole school policy, modelling of expectations, all following the same rules, assemblies, PSHE and positive praise texts, phone calls July 2022 – July 2024
Improved mental well being for children and their families	improved mental well being for children and their families, less referrals for support and the number of children requiring interventions for their mental health through work with PLW, MHST, SMHL, PSHE, assemblies . July 2022 – July 2024

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: £ 132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced teacher from school to carry out small group interventions in KS2 in identified areas of need in maths and reading	<ul style="list-style-type: none"> Research (Oxford Language Report) shows that limited vocabulary acquisition can cause weaker comprehension skills, slower than expected progress in reading and writing issues with reading national test papers, negative behaviour and poor attendance rates. 	1,2,3,4

	<ul style="list-style-type: none"> EEF research shows that small group activities once a week for 12 weeks has a progress rating of +3months. 	
Phonics lead in each year group (R-5). New phonics scheme to be sourced .	<ul style="list-style-type: none"> Phonics teaching has an identified low cost high impact (EEF) and enhances children's ability in reading and spelling 	1
Use trained TAs to provide targeted academic support to improve vocabulary acquisition and support reading. Link structured 1:1 or small group interventions to classroom teaching .	<ul style="list-style-type: none"> The use of TAs to lead in class, small group interventions has a moderate cost and moderate impact, while 1:1 tuition has high impact for moderate cost. 	1
Self-efficacy project-teachers identify areas that are impacting on children's ability to learn (e.g resistance to challenge) and adapt teaching to address this	Meta cognition and self regulation has a high impact on the learning of children (EEF). This project is low cost and aimed at those identified through the project as lacking confidence in their learning and a lack of willingness to engage with challenge.	1,4
Review of behaviour policy. Training for all (including pupils) from behaviour lead, Implementation of new rules and values	Improving behaviour for learning will improve all children's chances of reaching their full potential in lessons and within a social environment. Moderate impact for moderate cost (EEF)	2, 1
Employ a behaviour mentor to work across both schools	As above	2, 1

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

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths interventions led by UPS teacher. Small groups at a time of approx. 8 per year group each half term	EEF-improving mathematics-use structured interventions to provide additional support.	1
Small group interventions in reading and phonics	Phonics and reading skills Oral Language Interventions -high impact (EEF)	1
School-led tutoring sessions, school required to pay 25% of the allocated funding	EEF high level impact for low cost	1
Mentors allocated to raise standards in reading for the bottom 20%	Low impact for moderate cost (EEF) however money (75% of cost has been allocated and specified area identified in line with SDP)	1

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance of disadvantaged pupils and intervene at early point-contact parents and discuss issue and how school can help. If necessary engage services of external attendance officer for a period of	Attendance rates for students eligible for PP are below the school target for all children and the attendance figure for all students. Lower attendance means they are more likely not to be in education, employment or training (NEET) when they leave school (DfE).	3,4,1

monitoring and potential attendance meetings.		
Sensory circuits across the schools will give children good routine prior to starting their school day in the classroom.	The activities in sensory circuits are designed to improve brain processing efficiency and prepare children for learning (London Grid for Learning)	4,3,2,1
Behaviour lead to introduce new behaviour strategies and policy to all staff and children. Work done to embed the 3 rules-Be ready, Be respectful, Be safe.	Evidence emerging from EEF evaluations and the wider evidence base suggests that when used and implemented correctly, alongside good teaching of content and skills, behaviour for learning approaches provide powerful ways to raise pupil attainment.	2, 1
A new behaviour mentor to be recruited to work across the schools		2,1
Think for The Future mentor to be employed for a further year	A structured Behaviour and Resilience Mentoring Provision which is proven to have a measurable impact on engagement in learning.	1,2,3
PLW and Teaching assistants trained in Draw and Talk, Protective Behaviours and other strategies to support mental health. PLW to work in supporting children with issues such as anxiety/ body consciousness, self esteem, bereavement	<p>Targeted support can Improve attendance and wellbeing, it can increase self-confidence and empower children to develop their own thinking and problem-solving skills (protectivebehaviours.org)</p> <p>Early Intervention addressing mental well-being is crucial in being able to improve the lives of children, adolescents and adults who, when suffering from emotional pain or trauma that is left untreated, may go on to develop more serious mental health issues (drawing and talking.org)</p>	3,4

<p>Cultural capital -use of trips, clubs and in school visitors to widen children's experiences</p>	<p>Cultural capital describes the knowledge, tastes and attitudes we develop from the environment in which we grow up such as what we know, the clothes we wear, the way we speak and our likes and dislikes. By offering children a broader range of experiences we provide the opportunity to develop knowledge and attitudes based on a broader background , which in turn allows for a greater chance to succeed both in and beyond the classroom.</p>	<p>1</p>
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<p>Total budgeted cost:</p>	<p>£210, 000</p>
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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.

Due to Covid-19, Lockdown meant that from March 2020 – Feb 2021 many of our pupils had limited access to face to face teaching in school. As a school we had a limited number of places available in school that were allocated entirely to the children of key workers. Online learning was quickly set up and offered daily lessons , and projects for those at home. This included work from White Rose Maths and a variety of learning activities to be done both on and away from a screen. With national tests cancelled in July 2020 – there was no national data. In Autumn 2020 internal assessments showed disadvantaged pupils outcomes were well below those of non-disadvantaged. Data also showed a significantly lower attendance of disadvantaged when the chance to return to school was offered, as well as low engagement with online learning.

Disadvantaged students are not one homogenous group and so, in order to close any in-school attainment gaps, and to raise the attainment of students, targeted support has been identified to address specific needs including those that are academic, social and emotional.

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 on the Move	Fiesta
Lightning Squad	NTP
Third Space Learning	Third Space Learning Online
NELI	Nuffield Early Language Intervention run by trained staff in school

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?	Journals and ipad used for taking and printing photos, adult support to put together information on in school activities for parent who was away
What was the impact of that spending on service pupil premium eligible pupils?	Able to keep records of what they had been doing in school- contact not allowed between the children and parent when away-so allowing them to feel able to share school experiences when parent on leave.

Further information (optional)

The school has been offered support from MHST (mental health support team, NHS) and a member of the senior leadership team is currently undertaking studies to become a senior mental health lead, both of which we believe will help to support our children, families and staff to improve and support mental health.

