

Pupil premium strategy statement – Rothwell Schools

This statement details our school's use of pupil premium (and recovery premium) 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
Number of pupils in school	350 (RJS) 279 (RVIS)
Proportion (%) of pupil premium eligible pupils	29.1 % (RJS): slightly above Nat. Average (23.8%) 17 % (RVIS): below Nat. Average for eligibility, however as an infant school this is possibly the impact of Universal Free School Meals. The true picture is that disadvantage is probably similar across the schools.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Maria Barker
Pupil premium lead	Bridget Leder Natasha Cross
Governor / Trustee lead	Ashley Izzard -Snape

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,107 (RJS) £76,375 (RVIS)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£14,645 (RJS) £7,250 (RVIS)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£156,752 (RJS) £83,625 (RVIS)

Part A: Pupil premium strategy plan

Statement of intent

Rothwell schools are two sites within the market town of Rothwell with the infant school and nursery on one site and the junior school a short distance away. We pride ourselves in working as one school, building relationships with the families who are part of our school community and accompanying them on the journey that their child(ren) take as they move through our schools.

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 barriers that may be impacting on a child's persistent absence. We will support those for whom physical and mental well-being or behaviour (or that of others) maybe impacting on their ability to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Assessment in Summer 2023 showed many children not reaching expected in combined reading, writing and maths for non-disadvantaged and disadvantaged, however gaps in attainment for the disadvantaged continue to widen. Early language acquisition has had an impact in Early Years, while reading both for learning and for enjoyment (and the impact on children's writing) is also something that school has identified as a factor that needs addressing to enhance children's ability to progress. We also identified gaps in acquisition of maths skills for our lower 20% and will be addressing this too.
2	Behaviour for learning has been a concern in the past years, with many of the reports for poor behaviour belonging to our disadvantaged

	<p>children. This has impacted on the learning and well being of many children; pupils and parents/carers have expressed their concerns. Many of these issues link to social/emotional issues: a small project in school around self-efficacy has highlighted that this is still an issue in some year groups and that is impacting on the knowledge and skills acquisition of our disadvantaged children. This has improved since the implementation of clearer behaviour strategies and the inclusion of interventions such as zones of regulation. The support of “Think for the Future” has also benefited several of our pupils to moderate and find strategies to cope with their behaviour.</p> <p>A new behaviour and relationships policy; which links to the Good to be Green initiative is starting to have an impact.</p>
3	<p>Wellbeing - for some disadvantaged students there are issues surrounding mental health and wellbeing, which can be linked to socio economic factors; 35% 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 and the impact is has on the students’ ability to learn. Work with MHST, CPD for staff to help understand what causes these behaviours and how to support these pupils is proving to be leading to improvements in learning for all.</p>
4	<p>In the Rothwell Schools we have identified that school absence and persistent absence rates are above national average, with many of our disadvantaged children having lower attendance and higher persistent absence than their non-disadvantaged peers -this is a national picture</p> <p>Poor attendance and lateness have a negative impact on all, but especially for our vulnerable children who already may have gaps in their learning. Parent Link Worker (PLW)and attendance team are having regular meetings around our persistent absentees and work with parents and external agencies to support the improvement in attendance for all.</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
<p>Improved outcomes academically for all pupils, with gaps between disadvantaged and non-disadvantaged to close</p>	<p>For disadvantaged pupils to make at least expected at end of KS1 & 2 in Reading, Maths, Writing and Phonics and in all other year groups through quality first teaching and, if required, high quality interventions that are regularly monitored and backed by research.</p>

	<p>In 2023-2024 we are focusing on phonics and reading across both schools, with maths as another focus area for all.</p> <p>July 2022-July 2024</p>
<p>For all pupils to have at least 96% attendance throughout the academic year</p>	<p>To improve attendance of disadvantaged pupils to school expected (96%) by working with parents and carers to understand the importance of regular attendance and increase children's involvement in their own understanding, supporting families if there are barriers to this being achieved.</p> <p>The Trust has implemented new attendance guidance based around Expecting, Listening and Understanding; It includes guidance for when letters should be sent to parents. Deliver a clear message from school of what children are missing if not in attendance. this is showing a slight impact, with figures now broadly in line with National for whole school. For non PP in the first term of 2023/2024 attendance was 94.85%, and 92.68% for PP children-this is an improving picture.</p> <p>Attendance is monitored daily for our vulnerable families, and reported weekly at safeguarding level. Children are now much more aware of attendance through weekly assemblies and positive competition, figures are shared on a weekly flyer.</p> <p>July 2022 -July 2024</p>
<p>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.</p>	<p>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</p> <p>July 2022 – July 2024</p>
<p>Improved mental well being for children and their families</p>	<p>Improved mental well being for children and their families, less referrals for support and the number of children requiring interventions for their mental</p>

	<p>health through work with PLW, MHST, SMHL, PSHE, assemblies . Improved attendance, with less children missing school through anxiety. For the outcomes of those children identified as having low well-being and self -esteem to improve.</p> <p>July 2022 – July 2024</p>
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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: £ 148,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced teachers from school to carry out small group interventions in identified areas of need in maths, phonics and reading. Pixl interventions are in place for Years 2&6 in the first term. Other interventions are continuing for all.	<p>NfER has published an Independent Evaluation of the National Tutoring Programme Year 2: Implementation and Process Evaluation Research report which suggests that it has a positive impact on pupils' attainment, self-confidence and them catching up with their peers.</p> <p>One of the main features of effective tuition observed was quality teaching. EEF research shows that small group activities once a week for 12 weeks has a progress rating of +3months.</p>	1,3
Tutoring in phonics and maths to be carried out in a programme linked to identified areas of the curriculum and to students with identified	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	1,2,3,4

<p>gaps in learning. Concept Cat in use for infants and Welcomm used in nursery.</p> <p>SALT passports are in place for children with needs in this area.</p>	<p>test papers, negative behaviour and poor attendance rates. Marc Rowland advocates bringing words to life in context rather than using dictionary for definition and as such this is something we try to incorporate in the curriculum.</p>	
<p>Phonics lead in each key stage</p> <p>New phonics scheme sourced and implemented.</p>	<p>Phonics teaching has an identified low cost high impact (EEF) and enhances children's ability in reading and spelling. The implementation of the new scheme in September 2022 has already showed good improvement in phonics outcomes across the schools.</p>	1
<p>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.</p>	<p>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. Much of the time for interventions has been used for phonics since September 2022 and is proving a beneficial in the progress of the children's phonics knowledge.</p>	1,4
<p>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</p>	<p>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.</p> <p>Repeat of the questionnaire a year on (November 2022) shows improved self-efficacy, although for some year groups, behaviour for learning is still impacting on the learning experiences of some; this will be a continued focus this year.</p>	2,1

<p>Review of behaviour policy.</p> <p>Training for all (including pupils) from behaviour lead, Implementation of new rules and values</p>	<p>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)</p> <p>Pupil voice has shown that the majority of pupils are familiar with the use of zones of regulation and protective behaviours, both which have had a positive impact on behaviour both in class and in less structured activities. A change to structure at breaktimes has enhanced this further.1</p>	<p>2,1</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 40% of the allocated funding	EEF high level impact for low cost	1
Staff trained and allocated to raise standards in phonics/reading for the bottom 20%, with designated phonics	EEF state that good implementation of new strategies happens in stages and requires “upfront training and follow-on supporting activities”; this is the approach being taken for implementation of the new phonics	1

leads to support and monitor	scheme being rolled out across school currently.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78,500

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 monitoring and potential attendance meetings.	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
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). It has had the added benefit this year of ensuring that children who have struggled to be in school on time are now engaging in the start of each first lesson of the day.	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
Think for The Future mentor to be	A structured Behaviour and Resilience Mentoring Provision which	1,2,3

employed for a further year	is proven to have a measurable impact on engagement in learning.	
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
Cultural capital -use of trips, clubs and in school visitors to widen children's experiences	<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>We will fund the opportunity for our Pupil premium and pupil premium plus pupils in 2 year groups to attend a residential this year-a chance to</p>	1,2,3

	build resilience, self-esteem and skills relating to their learning.	
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Total budgeted cost: £ 240,484

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

35% of the children who received targeted support in maths in all year groups made progress in maths. At the end of the academic year, Year 3 children entitled to Pupil Premium grant performed slightly better than non-PP in maths and reading, including at GD in maths. The same group in Year 5 performed broadly in line in reading and in Year 6 this was also the case in writing.

The work by the behaviour lead led to improved behaviour for learning through teaching a clear understanding for all of expectations and ways to use Zones of regulation to manage own emotions and the accompanying behaviours. Behaviour across the school has improved, with less incidences reported and respect celebrated as a school value in weekly assemblies.

Referrals to MHST have started to lessen, although the need is still significant and we have had positive feedback from children and parents who have benefitted from this intervention.

The Mindfulness sessions for our children who are entitled to pupil premium grant have also proven beneficial, with pupil voice stating that they have found strategies to help support their well being.

Sensory circuits has proved vital in regulating many of our disadvantaged pupils prior to morning lessons.

Work by the attendance leads has improved the attendance of some persistent absentees and overall attendance has been in line with and, at times above, national throughout the year. For some families, persistent absence is still an area to be worked on; raising the profile of regular attendance in assemblies and around school and sharing of NHS guidance regarding when children can attend, despite coughs and colds, is starting to show better statistics for attendance across the schools.

Externally provided programmes

Programme	Provider
Maths on the Move	Fiesta
Think for the Future	TFTF
Little Wandle	Collins
NELI	Nuffield Early Language Intervention run by trained staff in school

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year	
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
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 has successfully completed studies to become a senior mental health lead, both of which helps to support our children, families and staff to improve and support mental health.