

# Pupil premium strategy statement (Reviewed June 2023)

## Roxbourne Primary School

### (3 year plan)

At Roxbourne Primary School, we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We intend to set children up to have the skills, knowledge and confidence to succeed. We have high expectations for all of our pupils, and believe that with great teaching and a lot of love and care, every child can fulfil their potential.

It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels. As an inclusive school, Roxbourne Primary School strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the school's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium.

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. The funding amounts are live at June 2023 for the academic year 23/24.

## School overview

Detail	Data
School Name	Roxbourne Primary School
Number of pupils in school (excl Nursery)	433
Number of pupil premium eligible pupils	81 <sup>1</sup>
Proportion (%) of pupil premium eligible pupils	18.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	June 2023 - June 2026
Date this statement was published	June 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Rashid Benserghin, Headteacher
Pupil premium lead	Rabia Jahani, Assistant Headteacher
Governor / Trustee lead	Seb Siersted

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<sup>1</sup> See appendix 1 for year group breakdown

## Funding overview

Detail	2022/23 Actuals	2023/24 Projections
Pupil premium funding allocation this academic year	£123,265	£114,945
Recovery premium funding allocation this academic year	£12,904	£3,226
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0	£0
<b>Total budget for this academic year</b>	£136,169	£118,171

# Part A: Pupil premium strategy plan

## Statement of intent

*We will provide a transformational education and rich opportunities which will enable our pupils to seize their potential as lifelong learners. This will give them access to lives of choice and opportunity - and the confidence to aspire for success.*

At Roxbourne Primary School we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no opt out culture, setting children up to have the skills, knowledge and confidence to succeed. We have high expectations for all of our pupils and believe that with great teaching and a lot of love and care, every child can fulfil their potential.

There can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore not confuse or conflate eligibility for the Pupil Premium with low attainment. We must focus on supporting all disadvantaged children and children below expected standard to achieve the highest levels.

As a school committed to every child achieving lifelong success, we strongly believe that no pupil should be disadvantaged as a result of background and support is provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium. Interventions such as our tutoring programme are adopted on a whole school basis and are not restricted to pupil premium eligible pupils only, but by raising the standard of education we benefit Pupil Premium eligible pupils.

We believe that using the pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils, specifically through mastery learning, feedback, transformational, and collaborative learning. This is where the majority of the pupil premium grant at Roxbourne Primary School is therefore invested, in improving the quality of teaching and learning in classrooms. By investing in teaching quality non-eligible pupils will inevitably benefit as well.

At Roxbourne Primary School we will:

- Make decisions about the spending of Pupil Premium funding based on educational research and best practice
- Make decisions about the spending of Pupil Premium based on our knowledge of the children and their families
- Ensure that staff are aware of the potential barriers to learning for FSM, PP and LAC pupils
- Track the attainment and progress of disadvantaged pupils as a group and ensure this is in line with the progress and attainment of the wider cohort
- Measure the success of the PPG investment against the extent to which we overcome educational disadvantage by closing the achievement gap between disadvantaged pupils and their peers

The challenges outlined below overlap in the ways in which they impact our disadvantaged students. We plan carefully to address these barriers through an overall plan which is designed around three strategies. Just as the barriers co-occur and can exacerbate each other, so our strategy areas overlap in the way in which they impact pupils from disadvantage. The strategies also work to address more

than one barrier at a time where possible so that our vision can be achieved. Whilst each year we evaluate and adapt our expenditure and approaches, our strategy for achieving our vision is based on a long term commitment in our primary school to closing the achievement gap.

## Challenges

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

Challenge number	Challenge	Detail of challenge
1	Low levels of attendance	Improving the attendance of our disadvantaged pupils is a key challenge. We know that attendance has a causal correlation with outcomes. Based on the last census, overall absence of our disadvantaged pupils has increased by 2.9%. Although the overall average of 7.4% is lower than the national disadvantaged figure, it's still higher than the non-disadvantaged average of 2.3%.
2	Low Academic attainment	Our attainment data shows that our disadvantaged pupils have lower attainment on average (though this is not true for all). This is due to the lower attendance during the pandemic, lack of engagement at home and low prior attainment on entry. For example, 77.8% of our school's Disadvantaged cohort achieved the expected standard in Reading. This is 1.7% lower than the national Non-Disadvantaged cohort at 79.5%.
3	Ensuring Exceptional Teachers are in front of every child	We have a large profile of teacher trainee and ECTs. Teaching is not always of the highest quality. We provide them with quality training to become highly effective.
4	Low prior attainment on entry	Assessments and observations indicate underdeveloped 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. Weak foundations in academic learning mean that Nursery and Reception children from disadvantaged backgrounds have low prior attainment across the EYFS Profile.
5	Lack of Parent Engagement and Awareness of Learning Benefits	Across the school, there is low parent engagement in our parent workshops and support for those parents that are identified as needing support. There is a lack of understanding in the benefits of this support. Additionally, the parents/carers of pupils from our disadvantaged homes often struggle to exert the correct boundaries and support for their children and habits that are learnt at home do not support children's learning. Some parents also lack confidence in how to support with homework. There is a lack of awareness on the benefits on extracurricular activities. Currently, only 29% of all students taking music tuition are pupil premium students that benefit from the discounted lessons.
6	Lack of Engagement with Online Learning Portals	Across all year groups, there is low engagement with online portals and often pupil premium children access these least. These are in place to maximise learning both in and out of school to help all children reach their potential.

## 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
1	High levels of attendance for all Pupil Premium students	<ul style="list-style-type: none"> <li>Pupil attendance for all Pupil Premium pupils is above 95%</li> <li>All pupil premium children attend national examinations i.e. KS2 SATs</li> </ul>
2	Increase academic ability to allow rapid academic progress and curriculum access	<ul style="list-style-type: none"> <li>Progress of Pupil Premium pupils in Reception is exceptional (100% of pupils make expected progress achieving a good level of development at the end of Reception)</li> <li>Progress of Pupil Premium pupils in Maths, Writing and Reading at KS1 Stage 1 and 2 is well above average</li> <li>Attainment in Attainment in Maths, Writing and Reading KS1 and SATs for Pupil Premium pupils is well above national averages for PP pupils</li> </ul>
3	Raising quality of teaching and learning so that Pupil Premium pupils achieve academically	<ul style="list-style-type: none"> <li>100% successful completion of all ECTs and trainee teachers on training programmes</li> <li>100% success of completion of specialist NPQs</li> <li>Be a model instructional coaching school where teachers form coaching triads, networks within hubs and self video for coaching</li> <li>Be an outlier for standard of teaching within Harrow and lead Teaching and Learning CPD for Borough based on TLAC strategies and Rosenshines Principles</li> </ul>
4	Support children from day 1 to close the disadvantaged gap	<ul style="list-style-type: none"> <li>Non statutory baselines for Reading and Maths done within 6 weeks of new children starting.</li> <li>Home visits are done for every Nursery and Reception child that are new entrants to the school to support a strong start</li> <li>Attainment and access to online learning portals of all Disadvantaged children tracked (even those that are above expected standard) through pupil progress trackers</li> <li>80% of all pupil premium children attend residential and out of school enrichment</li> </ul>
5	Improve parental support, engagement and awareness of learning	<ul style="list-style-type: none"> <li>Pupil attendance for Pupil Premium pupils is above national average for all pupils nationally</li> <li>Almost all (90%+) of our Pupil Premium pupils attend residential trips and enrichment out of school hours e.g. Theatre trips</li> <li>60% of all Pupil premium students attend clubs</li> <li>40% of all Pupil premium students attend individual music tuition classes</li> <li>100% of all pupil premium students attend group music tuition</li> </ul>
6	All pupil premium students engage with online learning platforms	<ul style="list-style-type: none"> <li>100% access of pupil premium students on online platforms</li> <li>20% of all students accessing 'Millionaires club' (read 1,000,000 words) are PP (accessed through accelerated reader)</li> <li>PP achievement on are proportional to school cohort (i.e. 20% of PP should be in top achieving etc)</li> </ul>

## 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: **£82,288 (Teaching and Learning)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving teacher quality to improve quality of feedback,, reading comprehension, mastery learning through CPD:</p> <ul style="list-style-type: none"> <li>• Expanding the capacity of skilled staff with the responsibility for coaching and improving teacher effectiveness across the school. -</li> <li>• Increasing capacity to ensure that teachers are able to co-plan an effective curriculum and have their teaching developed.</li> <li>• Ensuring that teachers are able to differentiate between diverse students</li> <li>• TLaC provides high quality training on effective principles of pedagogy.</li> <li>• Teachers will have a more effective set of strategies for teaching writing, providing quality first instruction around writing.</li> </ul>	<p>The EEF toolkit lays out a strong evidence base to support investment of Pupil Premium funding in developing higher quality teaching.</p> <p>Evidence shows our PP chn perform significantly less well in writing, reading and maths than their peers on average.</p>	3, 4
<p><b>Curriculum Adoption</b></p> <p>We adopt a large number of curriculum programmes so that teachers can focus on curriculum delivery rather than curriculum design. Programmes include:</p> <ul style="list-style-type: none"> <li>- Reading Programme (Read Write Inc)</li> <li>- Mathematics Programme (Mathematics Mastery)</li> <li>- Knowledge Rich Humanities Curriculum (Ark Curriculum Plus)</li> <li>- Knowledge Rich Science Curriculum (Ark Curriculum Plus)</li> <li>- Knowledge Rich Art / DT Curriculum (Knowledge Schools Trust)</li> <li>- PE Programme (GetSet4PE)</li> <li>- PSHCE Programme (Jigsaw)</li> </ul>	<p>Evidence shows that quality teaching is produced from strong planning and structured curriculums that are knowledge rich. Evidence from the adopted curriculum suggests that these are strongest to help raise attainment. For example, (RWI) is a phonics complete literacy programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling and Maths Mastery.</p>	2, 3, 4 and 6
<p>We implement an incremental coaching approach for all staff which takes a 'one step at a time' approach to developing</p>	<p><a href="#">Incremental coaching How can it help your teachers develop?</a></p>	2, 3, 4 and 6

teachers. We combine short observations and follow up 1:1 action-based coaching sessions - importantly, the coaching sessions fits in with existing timetables. In total this is about 4 hours 45 mins of 'observation' followed by 19 coaching meetings of approx. 25 mins each which totals approx. 8 hours.		
<b>Use of a curriculum offering (Maths Mastery) that offers highly effective instruction for Mathematics. This includes</b> development days to support the team to identify next steps for development. It offers training throughout the year focusing on differentiation will ensure that pupils who are not yet at expected will make rapid progress towards their goals.	EEF Research: <a href="#">Ark Mathematics Mastery: Primary</a> . The research shows that effective teaching is the most important level for closing the attainment gap between disadvantaged children and their peers.	3, 4, 6
<b>Use of a curriculum offering (Read Write Inc) that offers highly effective instruction for Phonics.</b> RWInc development days support the Phonics lead to become highly effective in intervention.  RWInc offers resources that parents can use at home to support phonics.	EEF Research: <a href="#">Improving Literacy in Key Stage 1</a> . Research demonstrates that pupils who fall behind in reading will struggle to catch up and PP often perform less well than their peers academically. High quality training of phonics instruction will ensure that PP children do not fall behind their peers in reading. Phonics material was sent home as home learning during Covid-19 to ensure that children did not fall behind and the benefits of this have been seen.	2, 4
<b>Use of a Reading platform (Accelerated Reader) that</b> provides children with a platform to access texts at home and answer questions on what they are reading. Other input put into pushing reading include launch of the new library to foster the love for reading and purchase of high quality texts to ensure children are having the opportunity to access a wide range of literature in school	Research shows that PP children do not always have the same access to high quality literature at home. Research shows the huge impact that reading has on attainment and future aspirations.	2, 4, 5, 6
Homework books are provided for PP children at no cost. Homework club is provided for those PP children who can't access work at home and Chromebooks to be provided to ensure online engagement.	Research shows that a lack of funding can mean that PP children do not have access to the same learning resources at home.	6



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

Budgeted cost: **£10,448 (Curriculum)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing tutoring for disadvantaged students	The National Tutoring Programme (NTP) has been developed to support schools across England that have been dealing with the challenges caused as a result of school closures during the coronavirus pandemic. Research has shown Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Tutoring has been offered to all pupil premium children that are working below the expected level and the benefits have been seen in academic progress within KS1.	2, 4
Structured Interventions	Providing in-class support, online portals and tuition for learners who are furthest behind national expectations in core subjects helps to level the playing field. TA support in the classroom is in line with the guidance offered from the EEF about what constitutes best practice for TAs. PP pupils prioritised for these interventions so that they make at least as good progress as their peers. Ensuring they are highly effective will mean that they are able to have a significant impact upon pupils. TA support in classrooms is increasingly effective and TA support in classrooms provides support that scaffolds learning.	2, 3, 4, 6
Speech and Language specialist intervention	We provide speech and language specialist interventions as we can see the benefits of this and how this can level the playing field. Research has shown that these interventions have the potential to improve literacy and communication.	5
Increase Online Learning Portal Engagement	<a href="#">Research from EEF</a> has shown that Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools and Pupils eligible for free school meals typically receive additional benefits from homework.  In the most effective examples homework was an integral part of learning, rather than an add-on which is why online platforms such as	2, 5, 6

	<p>TTRS and accelerated reader are used to create bespoke learning for each child.</p> <p>Literature from Teach Like a Champion also emphasises the importance of maximising learning time where possible.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 28,480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vouchers are provided to Pupil Premium students to support them to have the same access as non-disadvantaged pupils. A £65 voucher is provided to each PP family (per child) so 50% discount for Breakfast and After School Care	Due to financial difficulties PP families can find it difficult to purchase new or appropriately fitting uniforms. This can have an impact on a pupil's confidence and presentation in school. Children are more confident in themselves due to having the correct uniform for school and ready to learn, financial burden on families is relieved.	2, 4, 5
Music tuition is subsidised for pupil premium students by 50%. This will develop their cultural capital and open up activities and learning they may not otherwise have access to.	This opportunity has seen an increased uptake of the school's Music/Instrumental Programme from PP students. PP Pupils don't usually have access to a wide range of music opportunities including live performances. There is a growing body of international evidence relating to the impact of active engagement with music on attainment in school. However, we are aware that there is relatively little evidence from schools in the UK.	2, 4, 5
Violin lessons provided to all students at no additional cost	The music strings programme will mean all PP children in this year group will receive qualified music tuition from year 3 onwards (levelling the playing field).	2, 4, 5
Subsidised Trips including residential trips	Knowing our pupils, many of them have limited opportunity or experience to travel outside their immediate locality or attend enriching learning experiences. Residential trips have been shown to impact relationships and engagement in learning, and this alongside the raising of aspirations, is the evidence of trips at Roxbourne Primary School. We acknowledge the impact of trips is unclear in the EEF framework, but believe our context and the way trips are integrated into learning and character development is unrepresented in the research base.	2, 4, 5
The Pastoral Lead will provide highly targeted mentoring support specifically aimed at PP children underachieving or emotionally insecure to ensure their emotional needs are met so that they are ready to learn.	Our Pastoral lead checks-in on each PP child every half term to monitor wellbeing, mental health or safeguarding concerns if children are emotionally insecure and the benefits of this have been seen. We recognise that PP pupils can often face challenges with their emotional and personal development. <a href="#">Evidence from EEF</a> suggests that children from disadvantaged backgrounds have, on average, weaker SEL (Social and Emotional Learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked	1, 2, 4, 5

	<p>with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. These can also support students who do not have the same parent support as non-disadvantaged students.</p>	
Parent Ambassador will be the initial support point for parents regarding factors which could impact children including attendance and lateness.	PP families can often face other challenges in accessing their education. These may be related to home circumstances, parent capacity or financial resources. The Parent Ambassador will focus their work on PP families to ensure they are able to overcome any wider barriers to learning such as housing, financial challenges or challenges with parents e.g behaviour management in the home.	1, 5
Club and Enrichment Opportunities	Due to financial difficulties PP families can find it difficult to provide their children with additional extra curricular activities. Pupil Premium children pay half the cost to give them the opportunity to try new experiences. <sup>2</sup> Teachers and Phase Leads also speak to parents to ensure they understand the benefits of these enrichment and club opportunities and we have seen an improvement in the attendance of this.	5

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<sup>2</sup> See Appendix 2 for club breakdown.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 21/22

	HT2 Reading % EXS+ (21/22)	HT4 Reading % EXS+ (21/22)	Diff	HT6 Reading % EXS+ (21/22)	Diff
Y1	73.4	81.3	7.9	93.8	12.5
Y2	66.7	46.2	-20.5	69.2	23.0
Y3	57.2	62.5	5.3	87.5	25.0
Y4	58.9	76.5	17.6	88.2	11.7
Y5	40.0	50.0	10.0	70.0	20.0
Y6	66.7	79.0	12.3	73.7	-5.3

	HT2 Maths % EXS+ (21/22)	HT4 Maths % EXS+ (21/22)	Diff	HT6 Maths % EXS+ (21/22)	Diff
Y1	70.6	83.8	13.2	88.9	5.1
Y2	58.3	53.9	-4.4	69.3	15.4
Y3	50.0	77.8	27.8	77.8	0.0
Y4	85.8	72.8	-13.0	85.7	12.9
Y5	50.0	40.0	-10.0	40.0	0.0
Y6	61.1	73.7	12.6	85.8	12.1

	HT2 Writing % EXS+ (21/22)	HT4 Writing % EXS+ (21/22)	Diff	HT6 Writing % EXS+ (21/22)	Diff
Y1	26.7	75.0	48.3	81.3	6.3
Y2	66.8	38.5	-28.3	67.0	28.5
Y3	85.7	75.0	-10.7	87.5	12.5
Y4	41.2	47.1	5.9	70.6	23.5
Y5	60.0	50.0	-10.0	60.0	10.0

<b>Y6</b>	66.7	52.6	-14.1	78.0	25.4
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## Outcomes for disadvantaged pupils 22/23

	Number of students	HT2 Reading % EXS+ (22/23)	HT4 Reading % EXS+ (22/23)	Diff	HT6 Reading % EXS+ (22/23)	Diff
<b>Y1</b>	5	60.0	60.0	0.0		
<b>Y2</b>	18	73.3	81.3	8.0		
<b>Y3</b>	15	45.5	91.6	46.1		
<b>Y4</b>	8	37.5	62.5	25.0		
<b>Y5</b>	18	72.2	66.7	-5.5		
<b>Y6</b>	12	40.0	84.0	44.0		
<b>Average</b>		<b>54.8</b>	<b>74.4</b>	<b>19.6</b>		

	Number of children	HT2 Writing % EXS+ (22/23)	HT4 Writing % EXS+ (22/23)	Diff	HT6 Writing % EXS+ (22/23)	Diff
<b>Y1</b>	5	100.0	80.0	-20.0		
<b>Y2</b>	18	50.1	41.2	-8.9		
<b>Y3</b>	15	78.6	78.6	0.0		
<b>Y4</b>	8	87.5	87.5	0.0		
<b>Y5</b>	18	72.3	72.3	0.0		
<b>Y6</b>	12	66.7	66.6	-0.1		
<b>Average</b>		<b>75.9</b>	<b>71.0</b>	<b>-4.8</b>		

	Number of children	HT2 Maths % EXS+ (22/23)	HT4 Maths % EXS+ (22/23)	Diff	HT6 Maths % EXS+ (22/23)	Diff
<b>Y1</b>	5	100.0	60.0	-40.0		
<b>Y2</b>	18	93.3	93.8	0.5		
<b>Y3</b>	15	63.7	90.9	27.2		
<b>Y4</b>	8	12.5	62.5	50.0		
<b>Y5</b>	18	66.6	72.2	5.6		

Y6	12	50.0	50.0	0.0		
Average		<b>64.4</b>	<b>71.6</b>	<b>7.2</b>		

## Appendices

### Appendix 1 - Total Pupil Premium Breakdown (June 2023)

Year Group	2021/22	2022/2023
Reception	2	5
Year 1	17	5
Year 2	12	18
Year 3	8	15
Year 4	22	8
Year 5	9	18
Year 6	18	12
<b>Total</b>	<b>91</b>	<b>81</b>

### Appendix 2 - Clubs and Enrichment 22/23

	Autumn Term	Spring Term	Summer Term
Total number of children attending Clubs	249	292	235
Total number of Pupil premium attending clubs	34	46	38
% PP attending clubs	13.7%	15.8%	16.2%

There was a 50% discount offered to all eligible PP for residential and enrichment trips outside of school hours. We only have 2 PP children that didn't sign up to either everyone else signed up for at least one meaning that in 22/23 83% attended at least one out of school hours enrichment.

#### Summer Term

Year 6: Total number of pupil premium students attending Lion King	7 out of 12
Year 6: Total number of pupil premium students attending PGL	9 out of 12