





PUPIL PREMIUM STRATEGY STATEMENT

2022/23

**RAWMARSH SANDHILL
PRIMARY SCHOOL**

Kilnhurst Road, Rawmarsh, Rotherham, S62 5LH

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 rawmarshshandhill.org **HEADTEACHER:** Mr M Roddison



Pupil premium strategy statement – Rawmarsh Sandhill Primary School 2021-2024

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	242
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>M.Roddison,</i> Headteacher
Pupil premium lead	<i>M.Roddison,</i> Headteacher
Governor / Trustee lead	<i>M.Nicholson,</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£12,150
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£103,875

Part A: Pupil premium strategy plan

Statement of intent

At Rawmarsh Sandhill, we aim to send every student into an ever-changing world *able* and *qualified* to play their full part in it. Our ethos is that every child, regardless of background, is given the same opportunities to thrive and succeed, which is a core theme that runs throughout our Trust.

To ensure that students leave school 'qualified,' our primary approach is a focus on quality first teaching through research-driven CPD at whole school and discrete curriculum subject level, including all system leaders across the school and trust, as well as through collaboration with our partner schools within the trust. This allows us to develop the right teaching and learning approaches that will help meet the needs of all of our students. To facilitate progress and further improve outcomes for our students, we also adopt layers of targeted interventions to remove barriers to learning and support students to achieve their full academic potential.

For our students to become well-rounded individuals, we are also committed to ensuring that students leave school 'able' and equipped with the personal attributes that they need to thrive in society. To achieve this, we offer a comprehensive programme of extra-curricular and enrichment opportunities to broaden students' horizons and encourage wider participation. With the right blend of academic focus and personal development, we believe that our disadvantaged students can achieve and thrive in-line and even beyond, their non-disadvantaged peers.

We have a focus in school on ensuring children's reading is prioritised. Children are aware of their status as readers and how to read for pleasure. Underpinning our priority to this learning and barrier for our children, we make use of many reading focuses throughout school as a point of principle— echo reading, reading fluency, additional reading materials, phonics interventions, afternoon boosters, after school boosters.

As a school, we gather data/target/identify clear areas that support children's needs. We use data such as the impact on attainment, behaviour incidents, attendance and phonics screening data to assess our disadvantaged pupils and their level of need. We also use wider surveys such as pupil voice to support the outcomes of our interventions and the targeting of needs.

We reserve the right to allocate our funding to support any child the school has identified as being socially disadvantaged.

We understand that not all 'disadvantaged' students are socially deprived and underachieving, while not all students who are socially and academically disadvantaged are eligible for Pupil Premium funding.

For this reason, we have high expectations of all students, and adopt a 'no excuses' approach towards disadvantage. To equip students with the skills, knowledge and attributes that they need to succeed in the next phase of their education and their working life, we have four key intentions:

- Removal of barriers to learning
- Developing skills for learning
- Fostering of personal attributes
- Enriching student experiences and broadening horizons

As a school, we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum in all its fullness. We adopt a whole-school approach in which staff take responsibility for the outcomes of all students, and raise expectations for all students. Our approach includes:

- Quality first teaching is paramount to our belief. This is one of the proven ways of closing the disadvantage attainment gap, and at the same time improve outcomes for all. Thus outcomes for all will be improved. We use our Pillars approach in this regard to ensure academic achievement for disadvantaged pupils is prioritised as a matter of habit and focus. (See PP policy)
- Interventions will be targeted to ensure that disadvantaged pupils are challenged in the work that they are set and as a school we act early and intervene at the point that is identified. This may be, but is not limited to:
 - Classroom teacher intervention through quality first teaching
 - BRAG marking and bespoke follow up intervention
 - Intensive phonics and SALT programmes targeting the youngest children
 - After school interventions
 - Additional reading for children in the lowest 20% of reading attainment.

The EEF has identified that high quality teaching as having the biggest impact on the progress of disadvantaged pupils whilst maintaining the progress of all students that attend the school. The strategy will focus on equipping all staff with the tools they need to design high challenge, knowledge rich and accessible curriculums across as well as ensuring the right staff can support the right children.

Assessments will be used to judge the impact of the curriculum and then to target interventions towards all students (but in particular the disadvantaged students) that are not making the desired progress. Leaders and class teachers identify through assessments and data students for wave 2 interventions outside of the classroom. This results in:

The curriculum is designed to provide high challenge to all students and build upon prior knowledge and learning through a progression from EYFS to year 6.

Data is inputted accurately and efficiently to allow subject leaders and SLT to analyse and identify students for intervention. This data is shared with all stakeholders so that all are aware of students identified, their areas of weakness and the progress achieved from these interventions.

The progress data is swiftly shared with appropriate members of staff to ensure that the quality of education the disadvantaged students receive is maintained at a high level.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- that disadvantaged students are given a broad range of enrichment and enhancement opportunities in their school life
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4% lower than for disadvantaged pupils national (2018-19)</p> <p>36% of disadvantaged pupils have been 'persistently absent' compared to 39% of their peers during that period, although the national PA category was 24.7%. Our assessments and observations indicate that absenteeism in key children and families is negatively impacting disadvantaged pupils' progress</p>
2	<p>Our community has historic low-engagement in their children's academic and cultural development, and there is a sense of low-expectations from parents towards their children. Our children do not have the same cultural capital to draw on as their non-disadvantaged peers.</p>
3	<p>Our disadvantaged pupils do not access wider curriculum and holistic opportunities out of school and do not have a strong sense of what they would like to achieve or the wider skills they will need in life to succeed.</p>
4	<p>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.</p> <p>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. A large percentage of Fs2 children enter school in need of SALT</p>
5	<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 poor parental support and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment and behaviours for learning.</p> <p>Teacher referrals for support remain relatively high. 46 pupils (25 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 (20 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 70-90% of our disadvantaged pupils arrive below age-related expectations compared to 40-60% of other pupils. This gap remains steady to the end of KS2.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**,

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Monitoring and evaluation 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. There is an increase in the number of disadvantaged children passing the phonics screen in 2024/25
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard (currently 25%).
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard (currently 65%)
Wider curriculum and enrichment experiences are being prioritised and used by disadvantaged pupils.	<ul style="list-style-type: none"> • The number of children achieving Silver and gold pledges over their time in school increases by Summer 2023 • Registers for clubs, after school events and wider enrichment activities shows that at least 40% of disadvantaged children take place at any one time by Summer 2023
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in referrals to CAHMS, WMIM, and EH by Summer 2023.
To achieve and sustain improved attendance for disadvantaged pupils.	Sustained high attendance by 2022/23 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to reduce against national levels. • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 4% lower than their peers. • A reduction in the minutes late for this group of children termly

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£9,500**

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> <p>Purchase of PIRA and PUMA tests</p> <p>SNAP assessments</p>	4,5,6
<p>Purchase of reading and phonics resources to support disadvantaged book matching and availability.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Cracking Comprehension £300</p> <p>Phonics Bug £500</p> <p>Books supporting phonics and wider reading £4,500</p>	4
<p>Curriculum development days to support resourcing and refining quality first teaching in wider subject areas (science, RE, Maths). Matching curriculum to teaching sequence approaches and brag marking opportunities for disadvantaged pupils – avoiding cognitive overload.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.</p> <p>Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>	2,3

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

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all children in Early Years for support in SALT development at an initial point, supporting their progress through school.</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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>19 x 10.70 = 203.30 x 24 weeks = £4,879</p>	4
<p>Additional phonics sessions and staffing targeted at disadvantaged pupils who require further phonics support. These will take advantage of allowing bespoke groups to be set up for precise pitch and pace.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>£10.70 x 15 hours = £160.5 x 39 weeks = £6,259</p>	4
<p>Increased TA hours to provide additional booster sessions in reading and maths for PP children who have fallen behind age-related expectations.</p>	<p>Reading fluency project information from LA (Year 4 focus) Reciprocal reading strategies (+2 months) Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>75 hours x £12.5 x 39 = 36,562</p>	2,3,4

Small group tutoring for mathematics, focussing on reasoning skills and identification of key information.	Impact of intervention shows children make quicker progress than those taught in larger groups or with a lesser degree of tutoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition £2k	6

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

Budgeted cost: **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support SEMH needs identified, regulation activities and deliver ELSA and similar interventions through learning mentor.	25 of 46 of disadvantaged pupils have been identified as requiring additional SEMH support. This support is at a wave 2 or wave 3 level and covers a range of needs including attachment, bereavement and building positive self-esteem and work around identity. Children are more likely to attend school and on time, with LM Meet and Greet breakfast and activity, including zone of regulation activity. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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.	6
Subsidise enrichment activities for PP children where interest is expressed or for targeted initiatives		2,3

(such as after-school clubs, breakfast club etc)		
Contingency fund for acute issues.	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.	All

Total budgeted cost: £97,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was lower than non-disadvantaged peers, and this was the case in PA too. We recognise this gap is reducing and shows the impact of a focus on school systems and first-contact attendance pathways on these children.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Programme	Provider

Further information (optional)

Additional activity