

Royal Wharf Pupil Premium Strategy Statement 2021/22

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Royal Wharf Primary School
Number of pupils in school	180 + nursery
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	21st October 2021
Date on which it will be reviewed	26th May 2022
Statement authorised by	Linda-May Bingham
Pupil premium lead	Linda-May Bingham
Governor / Trustee lead	Helen Fernandes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,497.08
Recovery premium funding allocation this academic year	£5,945.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50,442.08

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. As we are a growing school and our PP grant is based on the number of children entitled in October 2021, it does not reflect the current number of disadvantaged pupils at our school.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Children in receipt of Pupil Premium Funding may face significant barriers to fulfilling their potential. At Royal Wharf Primary School we aim to provide the support pupils need to overcome these barriers. We have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. We maintain that children's ability to fulfil their potential should not be determined by their social background, but instead, by the opportunities that are provided for them to develop the essential skills and understanding required to succeed.

We aim to close the gap between disadvantaged pupils and their non-disadvantaged peers so that they have access to a wide range of opportunities after they leave our school. We identify barriers that need to be addressed and the interventions required, whether in large groups, small groups or as individuals, and allocate a budget accordingly. We provide quality teaching and targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.

In addition, we aim to provide disadvantaged pupils with a variety of exciting learning opportunities within the context of a broad and varied curriculum underpinned by our core values of inclusion, creativity and excellence.

Through our reporting, we demonstrate how and why this funding has been spent. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium; this allows us to be confident that pupils are being given opportunities to excel.

Challenges

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

Challenge number	Detail of challenge
1	Significant numbers of pupil premium children have lower attainment and slower progress rates than non disadvantaged children in our school. Significant numbers of children have gaps and misconceptions and find it difficult to retain and recall prior knowledge.
2	Some pupils have limited oral skills, limited access to books and poor expressive language impacting on social skills and writing ability.
3	Some pupils and their families have social and emotional difficulties, including poor living conditions, medical and mental health issues.
4	Pupils often have limited experiences beyond their home life and immediate community (a lack of cultural capital).
5	Pupil Premium children often have lower attendance than the majority of children in our school, meaning that valuable learning opportunities may be lost.

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
Disadvantaged pupils make at least expected progress from their individual starting points in Reading, Writing and Maths. The gap is narrowed in the progress between attainment of PP and non-PP children.	Pupils achieve above national average progress scores in KS2 Reading, Writing and Maths.
Pupils' oral skills are improved through a focus on oracy in the classroom as well as specific interventions such as Speech Bubbles and this has a positive impact on their writing ability.	- Pupils are able to communicate clearly and confidently and this is reflected in the quality of their writing. - Targeted pupils receive additional, high quality speech and language therapy and intervention.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are alleviated.	- Home School Support/ Safeguarding Officers, SENCo, School Counsellor and Designated Safeguarding Leads identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to nurture groups, sessions with the School Counsellor and individual sessions with other support staff.

Pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils enjoy learning and have access to a stimulating, broad and varied curriculum.	• The curriculum provides pupils with a creative and stimulating education. • Teachers plan a wide range of visits and experiences to inspire and enhance learning. • Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.
Disadvantaged pupils will meet national expectations for attendance and persistent absence.	• Attendance will be closely monitored by the attendance team and strategies to improve attendance will be implemented. • Disadvantaged pupils will achieve national averages for attendance for non-disadvantaged pupils (96.0%).

Activity in this academic year 2021 - 2022

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: £17,068.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teacher-pupil interactions and feedback enhanced through small class sizes	See EEF Toolkit - Feedback See EEF Toolkit - Collaborative learning approaches See EEF Toolkit - Reducing class size "As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils."	1
Evidence based teaching schemes of work - phonics and maths mastery.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF See EEF Toolkit - Mastery Learning	1
CPD in the use of technology and technological resources focused on supporting high quality teaching and learning, for example, training for all teachers in the use of Google classroom	Training teachers thoroughly in the use of Google for Education ensures that staff understand how to make the most of online tools to support learning in innovative ways. As a result of this, students receive a rich and varied curriculum while also learning digital skills that will support them in an increasingly technological society.	1
All children in school to be provided with opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding enriching experiences	Provision of a range of initiatives to extend children's experiences see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully . Education Endowment Trust Toolkit.	4

(such as theatre and other educational visits) and after school clubs and subsidised access to the residentials for Year 5 and Year 6 PP children.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated teacher intervention time within the school day	EEF - Individualised instruction EEF - Small group tuition	1 & 2
Tutoring in reading and maths	EEF - Individualised instruction EEF - Small group tuition EEF - Toolkit - One to one tuition	1 & 2
Oral language interventions including SALT (Speech and Language Therapist)	EEF Toolkit - Oral Language interventions	1 & 2

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

Budgeted cost: £12,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Vulnerable children in school to be offered weekly sessions with the School Counsellor - Safeguarding and Home School Officers to provide support for vulnerable children and their families, including signposting to appropriate provision	https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning	3
- Attendance Lead to ensure that all parents	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.	5

are made aware of attendance expectations - School attendance team to work in partnership with Attendance Management Service - Increased rewards for good attendance	Gov.uk/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully	
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Total budgeted cost: £50,442.08

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.

PUPIL PREMIUM OUTCOMES 2020 - 2021

During a challenging year, the school ensured that pupils' learning and wellbeing were at the forefront of our planning. Children in each year group worked to a timetable which included the full range of subjects. Pupils were able to work, play and communicate in year group bubbles. Collaborative learning was prioritised and communication and language opportunities were built into the curriculum. Children came into school confidently and settled well into learning.

Ensuring that pupils and families were prepared for potential bubble closures as a result of COVID-19 was another priority. Senior staff had regular contact with families who were self-isolating, ensuring that ipads were provided, where needed, to enable children to complete work successfully at home.

Extensive support was provided for Pupil Premium children through high quality online resources which were readily accessible through the school website. Ipads and chargers were provided for all children who requested them. Support with technical issues was provided by the ICT Lead, teachers and members of the Senior Leadership Team.

During the second national lockdown, ipads were again provided to families who requested them. Remote learning was carefully planned by teachers with levels of support should pupils need it. Daily videos from teachers provided clear explanations, instructions and modelling of key tasks. As a result, all pupils had access to remote learning throughout the lockdown and during bubble closures. Children were therefore able to continue to make progress against starting points. During the January to March lockdown around 30 pupils attended school each day. A wide range of lessons and activities were provided by teachers and external providers, including art, dance, drama, music, gymnastics and sports activities. Targeted pupils also benefited from additional pastoral support and interventions when back at school.

Live sessions were used to support Pupil Premium children who remained at home in small focus groups. These enabled teachers to address misconceptions and areas of under confidence. Teaching assistants played an active role in these sessions and were able to provide effective follow up with targeted pupils using additional resources when appropriate.

Regular contact with parents and children was maintained by teachers through Class Dojo messaging and telephone calls. AS the trust employs an additional teacher in each year group, all children had ready access to support that was enhanced by daily online marking and feedback using Google Classroom.

The Home School & Safeguarding Officer and members of the Senior Leadership Team provided support for parents and children whose home circumstances hindered online learning; this was facilitated through regular phone calls and home visits. In addition, the School Counsellor conducted weekly virtual sessions for some Pupil Premium children to support their well-being and learning..

Gaps in learning were identified after the national lockdown and were prioritised in order to support pupils in making progress from their starting points. Planning was adapted in order to fill gaps in learning, as well as build on prior learning.

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
Lexia reading intervention	Lexia UK