

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	Ropley C of E Primary School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers	23 - 24
Date this statement was published	January 2024
Date on which it will be reviewed	December 2024
Statement authorised by	Sarah Vittle, Headteacher
Pupil premium lead	Leoni Hayes
Governor lead	Sarah Densham

Funding overview for 2023 - 24

Detail	Amount
Pupil premium funding allocation this academic year	£16,295
Recovery premium funding allocation this academic year	£1000
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	£17,295

Part A: Pupil premium strategy plan

Statement of intent

At Ropley CE Primary, we strive for all pupils to have the same learning opportunities. We ensure we meet the needs of all the pupils. We work hard to deliver the appropriate provision for pupils who belong to vulnerable groups. We recognise that not all pupils who receive free school meals are socially disadvantaged and not all socially disadvantaged children receive free school meals. We work together to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged. We identify priority groups and individuals before allocating Pupil Premium funding. The limited funding and resources means that not all children will be in receipt of pupil premium interventions at one time. However, all identified children will receive appropriate support throughout their time at our school.

Main objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To provide additional emotional support and strategies for children who have been negatively impacted by social disadvantage including the global pandemic that may affect their attainment.

Challenges

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

Challenge number	Detail of challenge
1	Social communication skills of children entering Year R. Although expressive language and vocabulary are good, receptive language understanding can hinder learning through difficulties with turn taking, collaborative learning through play etc. (Language links, SALT interventions)
2	Core skill development is not as developed as it needs to be for children to flourish with their gross and fine motor skills. (ABC body control, clever bodies etc)
3	Cultural capital is less secure and broad in children from disadvantaged backgrounds. (Trips, visits, visitors)
4	Application of phonics from Year R into KS2 can affect children's attainment in reading and writing.(RWI)

5	Attendance needs to be 95% or better for all children, particularly those from disadvantaged backgrounds.(Attendance checks, parent meetings etc)
6	Pupils in receipt of PPG can have lower aspirations and a poor home learning environment which can impact negatively on their attitude to learning. Many children lack the Cultural capital experiences out of school that underpin development in language and enhance their learning, including home environment (a place/ space to learn) and the resources and tools to learn (e.g. IT hardware and access). These provide opportunities for improved language, imagination and communication as well as impacting on children’s social and emotional wellbeing (book choices, library, diversity day etc)
7	The emotional well-being of some of our children is fragile. This can be linked to additional needs such as ASC, ADHD or attachment disorder. Evidence remains from the global pandemic impacting on emotional well-being of pupils. (Emotion coaching, positive reinforcement, ELSA, clear rules of Ready, respectful, safe.)
8	Attainment of pupils in receipt of PPG can fall below age related expectations. This can be due to reasons noted above but may also be linked to multiple barriers such as additional needs.

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
Communication of PP pupils is as good if not better than peers	Social communication skills of children entering Year R who are PP match their peers by the end of the academic year. As measured by GLD.
Core skill is strong resulting in good function within gross and fine motor	PP children have good gross and fine motor skills.
Pupils are able to participate fully in school trips and residential trips that support learning, cultural capital and enhance the school's curriculum.	PP children have opportunities to take part in and talk about wide range of experiences offered by school that may ordinarily not be part of their childhood.
Pupils eligible for PP improve their phonic knowledge. Pupils eligible for PP will pass the Year 1 or 2 phonics test.	PP pupils learn to read through the systematic teaching of phonics which enables them to enjoy a wide variety of texts. This contributes to their vocabulary and understanding.
Attendance will be 95% or better for all children, particularly those from disadvantaged backgrounds.(Attendance checks, parent meetings etc)	Records will show an improvement in attendance, particularly for children receiving PPG, and an overall attendance rate of 95%
PP pupils have equally matched or higher aspirations to their peers and have a positive outlook on learning.	Pupil interviews will show children can discuss their positive thoughts and feelings with regards to learning
Pupils will be able to identify their emotions, associated physiological and can regulate their emotions.	Pupils will be taught what their emotions are and the associated physiological responses. They will be able to regulate effectively. Staff will use emotion coaching techniques to support this development.
Attainment of PP pupils is as good if not better than peers and is at age related expectations .	Pupils in receipt of PPG will meet age related expectations as measured by baseline, phonic screen, national tests and teacher assessments.

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: £26,045 (additional teacher), £2,000 (additional LSA) £425 (SALT Intervention time). **Total: £28,470**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher. Children are taught in smaller, discreet year groups ensuring teaching is modified to meet particular needs and specific year group objectives. This is particularly pertinent in our small school where we have missed aged classes that cross multiple age groups.</p>	<p>Evidence suggests that mixed-age teaching can be a challenge where teachers must constantly adapt their planning. The small size of a single year group means that teachers know pupils more personally and can learn about their individual needs thus meeting their needs more specifically.</p>	4, 8
<p>Increasing Phonics screening results for disadvantaged pupils.</p> <p>Phonics lead in school to model RWI phonics sessions, offer training, support new to school teachers and LSAs to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1. Planned time released from class teaching to enable this.</p> <p>1:1 RWI tutoring is available to help support KS1 and 2 PP children.</p>	<p>RWI provides a systematic, synthetic phonics approach. It is suitable for delivery from all members of staff including LSAs. Regular assessments allow children to make progress at their own rate and move groups accordingly.</p>	4, 8

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

Budgeted cost: £1,185.60 (Precision teaching time), £65.90 (Language link intervention time), £400 (SALT intervention time) **Total: £1651.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus in EYFS to increase communication modelling and dialogue in continuous provision and small group work. This will be achieved through Language link and Speech and Language programmes.	Evidence shows that modelling language to children is the most effective way of increasing communication and dialogue.	1
To provide targeted English intervention (Precision teaching) with trained LSAs focussing on next steps and where there are gaps in learning.	1:1, short intervention sessions are proven to be most effective at learning and retaining specific sounds and key words that children may struggle with.	8
SALT interventions in KS1 EYFS.	Evidence provided from the Language Link programmes show that targeting children's specific needs significantly closes the gap.	1
Active encouragement to attend after school clubs and trips (25% financial discount). A variety of clubs on offer to meet the interests of all children. Financial support offered to all PP children and targeted invitations for some.	Equal opportunities to attend clubs and go on trips to support physical and emotional well-being.	3, 7
1:1 tutoring with 3 rd Space learning	A target based bespoke tutoring session for children in maths to help them reach their potential.	8

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

Budgeted cost: £400 (LSA time for physio), £410.45 (supplement for trips and residential) £250 (admin time), **Total: £1,060.45**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular communication with parents and children regarding attendance (phone calls home)	Positive impact on children's attendance in school.	5
Visits and visitors. All children given the opportunity to attend special in-school days and residential. Discount offered.	Pupil's access to learning beyond the classroom has a positive impact on their achievement and well-being. Social skills, independence, perseverance and teamwork are developed through participation in group activities and over-night stays.	3
Special days	Pupil's access to learning beyond the classroom has a positive impact on their achievement and well-being.	3
Choose a book to go in the library	All PP children have chosen a book to go into the school library. Ensuring they are developing a sense of belonging and a love of reading.	3, 6
Physio. To develop core strength and gross motor skills to support hypermobility.	The improvement of core strength ensures there is a good development of gross and fine motor skills.	2
Consistent use of whole school behaviour code to ensure all children are treated fairly. Class credits given to KS2 and marble in jar (or equivalent) given to KS1. Whole school worships on kindness and acceptance of others to develop a strong sense of belonging.	Ensuring children feel heard and valued develops their sense of belonging regardless of their background. Equal opportunities for all allows children to feel safe and secure.	7
Use of whole school strategy of emotion coaching to help pupils to identify and manage their emotions. This leads to less dysregulated time and upset.	Emotion coaching focuses on recognising that children may be feeling a certain way and offering support to help the child to overcome or resolve unhappy barriers.	7

Total budgeted cost: £31,181.95

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 2022 to 2023 academic year. Total budget £16,460

Last strategy plan can be evaluated in the following way:

Social communication skills of children entering Year R who are PP match their peers by the end of the academic year. As measured by GLD. This affected one pupil in this year group, she achieved GLD and is now making good progress in Yr1. Other pupils also benefitted from the enhanced communication focus through such inputs as Language Link, communication friendly spaces and targeted Speech and language interventions.

PP children have made pleasing progress within their gross and fine motor skills as measured by their individual Physio therapy and fine and gross motor interventions.

PP children have a strong sense of belonging and importance through additional opportunities to take responsibility and feedback on their experiences and ideas about school.

Opportunities have been further developed for PP pupils to read a wide variety of texts that contributes to their vocabulary and understanding. These are from a variety of cultures and settings and provide opportunities for talk and understanding. PP pupils are priority readers for visiting adult volunteers.

Whole school attendance is strong and better than national. 80% of PP pupils have attendance of higher than 95%. Where attendance is lower there have been parent meetings and extenuating circumstances.

Pupil interviews will show children can discuss their positive thoughts and feelings with regards to learning. They are able to share the tools and strategies they have been taught that scaffold and enable them to further achieve.

Assessments (PIRA, PUMA, Benchmarking and SWST) show progress pupils have made. Gaps are beginning to close in specific areas after interventions and targeted high quality teaching strategies.

Discrete year group teaching offers smaller class sizes and a more focused objective led curriculum which benefits all pupils but particularly those with a higher level of need. This arrangement also means that teachers are able to engage and support parents with higher levels of vulnerability more efficiently and regularly.

Pupils eligible for PP had appropriate support to try to meet age related expectations in Phonics (y1) and end of Key Stage age related expectations. Their scores were close to the pass mark but not quite at expectations. They have continued to have targeted phonics support to reach the standard in year 2.

Approximately 40% reached ARE in Reading, writing and maths. 60% were ARE or close to in all three subjects. Pupils achieving below ARE have additional needs with 75% of these in receipt of and EHCP. Teachers and LSAs are confident in accurately identifying particular barriers to learning using a suitable diagnostic test. Interventions, where used, show a high impact in closing the gap particularly where precision teaching is used.

The number of persistent absentees is low. One pupil has particularly low attendance due an extended period of time abroad.

The development of our school values and christain values remains paramount to ensuring good learning habits and attitudes as well as a continued sense of community.

We ensure there were representatives from the PP groups in pupil groups such as school council, house captains and other responsible roles across the school.

Externally provided programmes

Programme	Provider
Language Link	Speech Link
White Rose Maths	White Rose
The Literacy Tree	Literacy Curriculum
RWI phonics	Oxford press
Nessy	Nessy
Third Space learning	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supplementing school trips and residential Additional library books and handwriting support. Additional small group sessions to focus on writing achievement
What was the impact of that spending on service pupil premium eligible pupils?	Pupils were able to participate fully in school trips and residential trips, which support learning and enhance the school's curriculum. Improvement in literacy skills.