

Pupil Premium Strategy Statement 2022-23

Rodbourne Cheney Primary School

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	Rodbourne Cheney Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 Current Year – 2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lisa Davies
Pupil premium lead	George Sykes
Governor / Trustee lead	Andrew Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,175
Recovery premium funding allocation this academic year	£8,120
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	£84,295

Part A: Pupil premium strategy plan

Statement of intent

At Rodbourne Cheney Primary School, it is our intent for our Pupil Premium children to thrive academically, socially and emotionally so that they have the cultural capital to succeed in life. As a school, we firmly believe that culture is everything when it comes to disadvantaged children and we recognise that for our pupils to flourish, it is everyone's responsibility. Consequently, all of our staff are driven in their desire to provide the best possible education for our disadvantaged children. Through evidenced based research from the EEF, we have developed a curriculum (which is delivered through Quality-First teaching and is supplemented by targeted interventions) that allows our disadvantaged children to not just succeed, but also to thrive.

Our objectives at the start of our three-year cycle were designed to match the school's intent which in turn is driven by the current barriers and challenges faced by our disadvantaged children. Data is also used to inform our objectives and is subsequently used to monitor impact so that we rigorously ensure our Pupil Premium children are given the best possible education/ school experience.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in Reading, Writing and Maths.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To equip our children with the knowledge and cultural capital they need to succeed in life.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

How we will achieve these objectives:

- Quality First Planning and Teaching to ensure that teaching and learning opportunities meet the needs of our disadvantaged pupils.
- Planned and Targeted Interventions to ensure that gaps in learning are addressed and the appropriate support is put in place. All staff take ownership of provision maps detailing the support that our Pupil Premium children get. Wide-ranging targeted support includes reduced class size lessons, small group interventions and 1:1 interventions. These are delivered predominantly by teachers and TAs but we are also employing a 'catch-up' tutor as well.
- The implementation of an immersive, thematic and book-based curriculum that is designed to equip our children with the knowledge and cultural capital to succeed in life. Cultural capital is further developed by, and not limited to, support from specialist Sport, Music and Languages provision whilst school trips and experiences are heavily subsidised.

- The implementation of a whole-school health and wellbeing curriculum, intertwined with our school values and the four British Values, to ensure that mental and physical wellbeing is prioritised. Our focus on health and wellbeing is further strengthened by the employment of a Learning Support Mentor and close links to TAMHS and a Parent Support Advisor.

Achieving these objectives:

- To achieve these objectives, we implement a rigorous monitoring programme inclusive of data analysis, book looks, learning walks, pupil and parent voice. This ensures that we are always fully aware of the current picture regarding Pupil Premium in our school and can subsequently plan to continually meet the needs of our Pupil Premium children. Ensuring all teaching and targeted interventions are well-planned and expertly delivered will ensure that our Pupil Premium children are given the best possible chance to close attainment gaps and meet or exceed nationally expected progress rates. Our focus on values and health and wellbeing is evidenced and monitored too as we look to develop the 'whole child', equipping them to succeed later in life.
- Where required, children and families will also be supported by our Learning Mentor, Parent Support Advisor and TAMHs. We will also ensure that children have first-hand experiences to use in their learning in the classroom through supporting payment for activities, educational visits and residentials. This 'extra support' aims to complement our focus on the academic side of school life so that we are developing and nurturing life-long learning skills.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills resulting in large attainment gap in reading. The gap is currently at 26% using data obtained in September 2022. Positively, this is a closing of the gap by 2% from September 2021 at the start of the three-year cycle.
2	Widening of gaps created by lockdown/ school closures (see Review section for evidence and actions previously taken attempting to limit this). Currently, there are attainment gaps in Reading, Writing and Maths.
3	Attendance of Pupil Premium Children which is currently slightly below that of Not-Pupil Premium peers. From a positive perspective, the most recent IDSR details that overall absence for pupils in receipt of free school meals (4.1%) was in the lowest 20% of all schools in 2018/19. Persistent absence for pupils in receipt of free school meals (5.5%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18.

4	High level of Child Protection/ Safeguarding.
5	Financial constraints causing lack of life experiences and cultural capital at home. In the school's 2021 Geodemographic Profile, it was found that 44% of our families are hard pressed (21% above the Swindon average). In most recent IDSR (October 2022), it was found that the pupil base is in quintile 4 (more deprived).

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
To raise the attainment of Pupil Premium children in Reading through a range of strategies including a development of oral language skills through vocabulary progression maps in each subject and a three phased approach to Reading.	-Teachers report improved comprehension and oral language in pupil premium children through improvements in Reading Age scores. -An increase in the attainment of Pupil Premium children in Reading (Both On Track + and GD)
To raise the attainment of Pupil Premium children in Writing through a range of strategies including implementation of a three phased approach to Writing.	-An increase in Pupil Premium children who are On Track + in Writing.
To raise the attainment of Pupil Premium children in Maths through the development of an embedded mastery approach to Maths.	-An increase in Pupil Premium children who are On Track + in Maths
To ensure that all Pupil Premium children have access to consistently high-quality teaching and learning across all subject areas. Where interventions are needed, teachers to plan these carefully through use of Pupil Premium Provision Maps.	-Book Looks to show evidence of Quality First Teaching. -Planning Scrutiny to show evidence of Quality First Teaching. -Learning Walk to show evidence of Quality First Teaching. -Provision maps to show high-quality targeted interventions. -Book Looks to show evidence of high-quality targeted interventions. -Progress in Reading Age and Maths Ages of Pupil Premium children. -An increase in Pupil Premium children who are On Track + in Reading, Writing and Maths.

To ensure attendance of Pupil Premium children is at 96% and in-line with peers.	-Attendance average of disadvantaged children to be 96% by the end of the academic year. -Attendance to be tracked termly to ensure that any attendance issues are caught and families are supported.
To continue developing a whole-school Wellbeing curriculum to support children with their mental and physical health upon their return to school.	-Positive Pupil Voice feedback on the school's curriculum offer. -Positive feedback from parents on how school supports children's mental and physical health.
To give disadvantaged pupils an enriching, exciting curriculum offer with opportunities to increase cultural capital (Subsidised trips, Sports coaches, Dance Teacher, Music Service etc.)	-Positive Pupil Voice feedback on the school's curriculum offer.

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: £26,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A three-phased approach to English driven by language-rich texts to raise attainment of PP children in Reading and Writing.</p> <p><u>Actions and Approach</u></p> <p>To continue implementing a three phased approach to English to support children in their</p>	<p>Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. 'What happens in the classroom makes the biggest difference'</p> <p>EEF Attainment Gap Report 2018</p> <p>EEF Covid-19 Support Guide for Schools 2020</p>	1 and 2

<p>Reading, Writing and use of vocabulary.</p>		
<p>A sequenced topic-based curriculum (that intertwines with our chosen quality-texts) that allows our children to immerse themselves in their learning, make connections and gain experiences whilst gaining a breadth of knowledge for each subject area.</p> <p><u>Actions and Approach</u></p> <p>To continue to implement and monitor the delivery of our curriculum offer.</p>	<p>For our children to prosper, our “Curriculum must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success”</p> <p>EEF Blog 2019</p> <p>Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. ‘What happens in the classroom makes the biggest difference’</p> <p>EEF Attainment Gap Report 2018</p> <p>EEF Covid-19 Support Guide for Schools 2020</p>	<p>1, 2 and 5</p>
<p>A inclusive mastery approach to maths that builds self-confidence and resilience in pupils. Through the approach, our children focus on small steps each lesson and there are daily opportunities to verbalise their learning and understanding.</p> <p><u>Actions and Approach</u></p> <p>To continue to implement and monitor the delivery of our mastery maths curriculum.</p>	<p>“Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. A high level of success should be required before pupils move on to new content. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.”</p> <p>EEF Teaching and Learning Toolkit: Mastery Learning +5 months</p>	<p>1, 2 and 5</p>

<p>Dance coach and teacher led interventions to improve dance and gym skills whilst also giving teachers the time to impart quality first teaching on small groups of children.</p> <p><u>Actions and Approach</u></p> <p>Teacher to provide half-class teaching sessions whilst other half complete dance session. Teaching sessions designed to narrow the gap between vulnerable groups as planning will be targeted at gaps identified from in-school Reading, Writing and Maths assessments.</p> <p>Dance sessions designed to improve overall fitness and support children in being healthy in mind and body whilst developing a lifelong skills and enjoyment for dance for all pupils.</p>	<p>“Reducing class size has a small positive impact of +2 months on average”. Greater impact is seen when class sizes are reduced by at least 10 pupils.</p> <p>EEF Teaching and Learning Toolkit: Reducing Class Size +2 months</p> <p>High level dance for Reception and Year 6 pupils as dance to be taught by dance teacher from. Increased flexibility, health benefits. Children to have better fitness and therefore be more healthy. Dance team to have at feature good proportion of FSM children and to enter national dance competitions and performance opportunities. This supports raising self-esteem, growth mindset and confidence.</p> <p>EEF Teaching and Learning Toolkit: Physical Activity +1 month</p>	<p>1 and 2</p>
<p>Swindon Town In the Community sessions to supplement PE curriculum, thus also giving time for teachers to impart quality first teaching on a reduced class size.</p>	<p>“Reducing class size has a small positive impact of +2 months on average”. Greater impact is seen when class sizes are reduced by at least 10 pupils.</p> <p>EEF Teaching and Learning Toolkit: Reducing Class Size +2 months</p>	

<p><u>Actions and Approach</u></p> <p>Teacher to provide half-class teaching sessions whilst other half complete PE session. Teaching sessions designed to narrow the gap between vulnerable groups as planning will be targeted at gaps identified from in-school Reading, Writing and Maths assessments.</p>	<p>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”</p> <p>EEF Covid-19 Support Guide for Schools 2020</p> <p>EEF Teaching and Learning Toolkit: Physical Activity +1 month</p>	
<p>Music Provision intervention sessions delivered to SEND and Disadvantaged groups.</p> <p><u>Actions and Approach</u></p> <p>Music provision (specialist music teaching delivered by Swindon Music Service)</p>	<p>“Overall, the average impact of arts participation appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.”</p> <p>EEF Teaching and Learning Toolkit: Arts Participation +3 months</p>	1, 2 and 5
<p>Accelerated Reader for Year 5 and Year 6</p> <p><u>Actions and Approach</u></p> <p>Improve reading outcomes at the end of year 6 by giving ‘free readers’ levelled texts and quizzes to support comprehension. Inclusive of CPD.</p>	<p>“Reading comprehension strategies are high impact on average (+6 months). It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.”</p> <p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies +6 months</p>	1 and 2
<p>SAT Buster Books for Upper Key Stage 2</p>	<p>“Homework has a positive impact on average (+5 months). Homework that is linked to classroom work tends to be more effective.”</p>	1 and 2

<p><u>Actions and Approach</u></p> <p>Improved grammar, reading and maths skills through regular practice in class and through consolidation home learning activities.</p>	<p>EEF Teaching and Learning Toolkit: Homework +5 months</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of targeted interventions planned through provision maps to support the catch-up of Pupil Premium children in Reading, Writing and Maths.</p> <p><u>Actions and Approach</u></p> <p>Provision maps used to plan high-quality catch-up intervention sessions for identified Pupil Premium children. Catch-up sessions inclusive of reduced class size sessions, small group interventions and 1:1 interventions.</p>	<p>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”</p> <p>EEF Covid-19 Support Guide for Schools 2020</p> <p>“Reducing class size has a small positive impact of +2 months on average”. Greater impact is seen when class sizes are reduced by at least 10 pupils.</p> <p>EEF Teaching and Learning Toolkit: Reducing Class Size +2 months</p>	<p>1 and 2</p>
<p>School-Led Tutoring to supplement final 40% of ring-fenced school-led tutoring budget.</p>	<p>“There is extensive evidence supporting the impact of high-quality one to one and small group tuition as a catch-up strategy.”</p>	<p>1 and 2</p>

<p><u>Actions and Approach</u></p> <p>Tutor to be employed to work with identified disadvantaged children to support Reading, Writing and Maths in 1:1 and Small Groups.</p>	<p>EEF Covid-19 Support Guide for Schools 2020</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quicker identification, improved outcome for SEND children, parental support.</p> <p><u>Actions and Approach</u></p> <p>Educational Psychologist.</p>	<p>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective”.</p> <p>EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation +7 months</p> <p>“Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.”</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p> <p>“Both targeted intervention and universal approaches have positive overall effects. There is evidence across a range of different interventions with higher impacts for</p>	<p>4</p>

	<p>approaches that focus on self-management.”</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions +4 months</p>	
<p>Improved outcomes for vulnerable and anxious children. Support for those exhibiting mental health difficulties</p> <p><u>Actions and Approach</u></p> <p>Targeted Mental Health (TAMHS) - A course of support for children with identified mental health needs. TAMHs support worker to run a school clinic.</p>	<p>“Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.”</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	4
<p>Disadvantaged pupils are supported to make good levels of progress and therefore they do not have any barriers to learning and attendance.</p> <p><u>Actions and Approach</u></p> <p>Parent Support Advisor (PSA) - To support children and parents who need support with parenting or issues arising in the home environment</p>	<p>“Parental engagement has a positive impact on average of 4 months’ additional progress.”</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement +4 months</p>	3
<p>Children are kept safe and therefore able to</p>	<p>“The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.”</p>	2, 3 and 4

<p>achieve their full potential.</p> <p>Progress and higher attainment of Pupil Premium children across Reading, Writing and Maths.</p> <p>Attendance improvement for disadvantaged children and there is a reduction in number of persistent absences and persistent lates.</p> <p><u>Actions and Approach</u></p> <p>Employment of a Learning Support Mentor</p>	<p>EEF Teaching and Learning Toolkit: Mentoring +2 months</p> <p>“Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.”</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p> <p>“Parental engagement has a positive impact on average of 4 months’ additional progress.”</p> <p>EEF Teaching and Learning Toolkit: Parental Engagement +4 months</p>	
<p>Subsidising trips to increase cultural capital.</p> <p><u>Actions and Approach</u></p> <p>Residential trips subsidised and trips for enriched curriculum offer (swimming, travel to football matches etc. also subsidised)</p>	<p>Support given to children to enhance cultural capital by giving them access to experiences and an enriching curriculum.</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p>	5

Total budgeted cost: £84,150

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 2021 to 2022 academic year.

Activity area 2021/22	Impact from 2021-2022																																																																				
Teaching and Interventions	<p>Data analysis completed ahead of September 2022, showed that while gaps in attainment between Pupil Premium and Not Pupil Premium persist, we have seen percentage improvements in the attainment of our disadvantaged pupils in Reading (a 2% increase). This is a huge positive for the school given our commitment to providing children with a crafted three phased approach to English driven by high quality texts, rich with high-level vocabulary.</p> <p>The current academic picture is as follows:</p> <table border="1"> <thead> <tr> <th colspan="5">Whole school</th> </tr> <tr> <th></th> <th></th> <th>NC Maths</th> <th>NC Writing - Composition</th> <th>NC Reading</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Cohorts</td> <td></td> <td>Attainment (Green+)</td> <td>Attainment (Green+)</td> <td>Attainment (Green+)</td> </tr> <tr> <td></td> <td>(units of assessment)</td> <td>(units of assessment)</td> <td>(units of assessment)</td> </tr> <tr> <td>General</td> <td>Whole school</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pupil Premium</td> <td>45</td> <td>51.1%</td> <td>40%</td> <td>55.6%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>105</td> <td>80%</td> <td>73.3%</td> <td>81.9%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">Whole school</th> </tr> <tr> <th></th> <th></th> <th>NC Maths</th> <th>NC Writing - Composition</th> <th>NC Reading</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Cohorts</td> <td></td> <td>Attainment (Blue+)</td> <td>Attainment (Blue+)</td> <td>Attainment (Blue+)</td> </tr> <tr> <td></td> <td>(units of assessment)</td> <td>(units of assessment)</td> <td>(units of assessment)</td> </tr> <tr> <td>General</td> <td>Whole school</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pupil Premium</td> <td>45</td> <td>11.1%</td> <td>6.7%</td> <td>8.9%</td> </tr> <tr> <td>Not Pupil Premium</td> <td>105</td> <td>12.4%</td> <td>12.4%</td> <td>20%</td> </tr> </tbody> </table> <p>As can be seen from the data, there are significant gaps in attainment between Pupil Premium and Not Pupil Premium. School closures in 2019-20 and 2020-21 were predicted to have</p>	Whole school							NC Maths	NC Writing - Composition	NC Reading	Cohorts		Attainment (Green+)	Attainment (Green+)	Attainment (Green+)		(units of assessment)	(units of assessment)	(units of assessment)	General	Whole school				Pupil Premium	45	51.1%	40%	55.6%	Not Pupil Premium	105	80%	73.3%	81.9%	Whole school							NC Maths	NC Writing - Composition	NC Reading	Cohorts		Attainment (Blue+)	Attainment (Blue+)	Attainment (Blue+)		(units of assessment)	(units of assessment)	(units of assessment)	General	Whole school				Pupil Premium	45	11.1%	6.7%	8.9%	Not Pupil Premium	105	12.4%	12.4%	20%
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had a huge impact on Pupil Premium children's attainment. Current research confirming this as follows:

- DfE Study January 2022 states ““For primary pupils from disadvantaged backgrounds, the report finds on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers.”
- EEF Report May 2022 states, “Studies show that Covid-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds. A recent DfE study (2022) suggests that pupils have experienced a greater impact in areas of high deprivation. There is evidence that the attainment gap between disadvantaged pupils and their classmates has grown since the onset of the pandemic.”

To counteract the above, we have worked hard as a school continuing to raise the profile of Pupil Premium and create a positive culture around disadvantaged as our intent suggests. We completed rigorous assessments of how well our Pupil Premium children engaged during 2020-21 lockdowns (detailed more in 2021-22 PP folder) and implemented provision maps for all Pupil Premium children in the 2021-22 academic year. The impact has been positive for many children with some success stories highlighted on the following page. Names have been omitted to protect anonymity:

Name	Year Group	Prior Attainment	Current Attainment
Year 2 child	2	GLD not achieved in Reception.	On Track in Maths.
Year 3 child	3	Not On Track at End of Year 1 in Reading.	On Track in Reading. 35 scored in Phonics.
Year 4 child	4	ELG Emerging in Reception.	On Track in Maths.
Year 4 child	4	Working Towards at end of KS1 in Writing. Working Towards at end of KS1 in Reading.	On Track in Writing. On Track in Reading.
Year 5 child	5	On Track at end of KS1 in Reading.	Greater Depth in Reading.
Year 5 child	5	Working Below at end of Year 3 in Writing.	Not On Track in Writing.
Year 5 child	5	ELG Emerging in Reception. Not On Track at end of Year 3 in Maths. Not On Track at end of Year 3 in Reading.	On Track in Maths. On Track in Reading.
Year 6 child	6	On Track at end of Year 4 in Maths and MA PAG.	Greater Depth in Maths.

In addition to the above, we also achieved great success in the end of 2022 Key Stage 2 assessments. Data taken from our November 2022 FFT dashboard placed Free School Meal (FSM) children as a higher performing group for Reading, Maths and Overall. See below for further information:

KS2 higher and lower performing pupil groups 2022

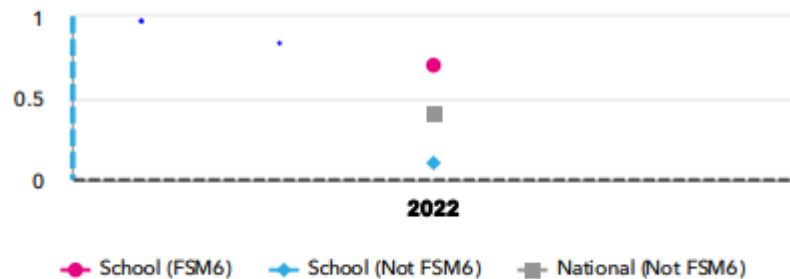
Minimum group size: 5

	Higher performing
Overall achievement pupil progress	Autumn Term (9) FSM (9) No SEN (26)
KS2 reading achievement pupil progress	FSM (9) Autumn Term (9) No SEN (26)
KS2 writing achievement pupil progress	Autumn Term (9) Higher attainers (10) Male (14)
KS2 mathematics achievement pupil progress	Autumn Term (9) FSM (9) Summer Term (11)
KS2 grammar, punctuation & spelling achievement pupil progress	Autumn Term (9) Higher attainers (10) Male (14)

In addition to the above, our FSM children achieved **+2.5** in progress whilst our disadvantaged cohort achieved greater progress than National (Not FSM). See graph below for evidence:

KS2 progress for disadvantaged pupils 2022

Average Scaled Score (Re, Ma)



Our commitment to providing a safe, inclusive and inspiring setting for our disadvantaged children has also resulted in positive outcomes with regards to attendance. In our school's latest IDSR, released in October 2022, headline figures are as follows:

- The rate of overall absence (2.9%) in summer 2021 was in the lowest 20% of schools with a similar level of deprivation.

	<ul style="list-style-type: none"> Overall absence for pupils in receipt of free school meals (4.1%) was in the lowest 20% of all schools in 2018/19. Persistent absence for pupils in receipt of free school meals (5.5%) was in the lowest 20% of all schools in 2018/19 as well as in 2017/18. <p>From the school's own analysis, data from 2021-22 also suggests that there was no meaningful gap in attendance of disadvantaged pupils compared to their non-disadvantaged peers.</p>
<p>Targeted Support and Wider Strategies</p>	<p>Targeted support accounted for over half of our Pupil Premium budget but this remains largely due to the school's demographic. As stated previously, in the school's 2021 Geodemographic Profile, it was found that 44% of our families are hard pressed (21% above the Swindon average). In most recent IDSR (October 2022), it was found that the pupil base is in quintile 4 (more deprived). The school has a large number of Pupil Premium children and meeting their social and emotional needs is incredibly important to the school. The learning mentor works closely with the children and families of vulnerable children and has a positive impact on the children's wellbeing which leads to better behaviour, attainment and attendance. Similarly, money spent on Educational Psychologist, PSA and EWO has enabled us to better meet the needs of our Pupil Premium children, keeping their attendance percentage at excellent levels as previously documented. High attendance will also be a contributing factor to the aforementioned rise in attainment of our Pupil Premium children in Reading and in the success stories of individual children. Consequently, money will be spent in similar areas next year.</p> <p>The school continues to give the children the cultural capital required to succeed in life. Residential and trips are subsidised and teachers are challenged to plan immersive lessons across all subjects to help our disadvantaged children make the necessary connections needed for learning to become permanent. British values are upheld and interwoven with our termly school values as we seek to develop the whole child. Both are then complemented by our PSHE and Wellbeing curriculums which seek to ensure that children have a secure understanding of how to be healthy in mind, body and relationships.</p> <p>To show impact of our commitment to the children's wellbeing, we completed a Parent Voice in the last academic year and received overwhelmingly positive feedback from parents/ carers. From 128 parental responses, 95% of parents either agreed or strongly agreed that their child was happy at Rodbourne Cheney Primary School (the remaining 5% were neutral with no parent disagreeing/ strongly disagreeing). 93% of parents either</p>

	<p>agreed or strongly agreed that the school supports their child's emotional wellbeing. A further 5% were neutral.</p>
<p>Response to Covid-19 2020-2022</p>	<p>A range of measures were introduced with the aim of minimising the potential widening of the attainment gap. These included:</p> <ul style="list-style-type: none"> • Phone Calls – Regular phone calls were made to all children (including extra calls for our most vulnerable). On top of this, teachers posted daily on Twitter to maintain regular contact. Verbal feedback on the support given both through Twitter and via phone calls was extremely positive. • Care Packages – Our most vulnerable families were given care packages which included food, nappies and other essentials. These were made by us as a school and parents have collected them or we have dropped them off. • Laptops – Laptops were secured from the LA and given to identified families to support with home learning. • Devices – Amazon Fire tablets were secured as part of a Trust initiative and donated to identified families to support with home learning. • Food Bank - Due to us being a registered Food Bank provider, we issued vulnerable families with vouchers. These have been gratefully received. • Learning Packs - For some of our nursery families, we dropped off learning packs with arts and crafts, small toys, books, glue sticks, playdoh and more to support the children's learning and playing at home • Extra contact - In line with government and LA guidance, we made daily contact with some of more identified disadvantaged: children with social worker, previous social worker, young carers, identified vulnerable etc. Again, parents have been very grateful. We have also continued to make referrals to agencies where people are struggling. Referrals have been made to TAMHs, Early Help, Health Visitors and more. • Reading – To support families with reading at home, teachers set reading books using Serial Mash on Purple Mash. Other online books and websites were also used to support reading at home. • 2Email – To support children's mental wellbeing, we set up 2Email in each class so children could communicate with each other in a safe environment. • Video – To maintain a sense of community, whole-school videos were made and posted on our social media channels. Videos showed children's work, again with the aim of supporting the wellbeing of our children.

- Connect – To maintain a sense of community, whole-school challenges were devised and posted on our Social Media pages. We also held a ‘Joy of Moving’ afternoon in February 2021 and a ‘Big Bedtime Story’ event in March 2021 based on a tiger coming to our school playground.

As well as the above, we completed in-school analysis on the impact of Covid-19 school closures. In March 2021, we benchmarked where we were as a school with obtaining data based on pupil engagement during school closures. What we found confirmed the theories put forward in NFER and RS report and suggested that the last school closures could indeed have had a negative impact on our disadvantaged children. When purely analysing engagement, teachers reported that across the school, 59% of PP children were actively engaged in online learning with 41% partially engaged. Only a very small minority of children across the school barely engaged at all but many steps would put in place to counteract this. If you only look at non-PP, 80% of children were actively engaged, a gap of 21%. To counteract this, targeted interventions were put in place with the aim of stopping a widening of the gap as predicted. Distance marking sheets were introduced and teachers were challenged to plan specifically for PP children as part of Catch-Up intervention sessions. Although gaps remained, when comparing data from September 2021 against September 2020, positive impact is as follows:

A 1% increase in the academic year 2020-2021 in the percentage of children meeting expectations in Writing.

A 2% increase in the academic year 2020-2021 in the percentage of children meeting expectations in Reading.

A 4% increase in the academic year 2020-2021 in the percentage of children achieving Greater Depth in Maths.

As stated previously, given the expected impact of school closures, the above data was hugely positive for the school and shows the impact of measures taken from March 2021 – July 2021. The gains were small but given the fact that widening of the attainment gap was predicted, increases in Pupil Premium attainment percentage were encouraging and we aim to continue raising the attainment of our Pupil Premium children in the 2022-2023 academic year.

With a focus on Interventions, Book Looks completed in May 2021, July 2021 and April 2022 showed clear evidence of targeted interventions happening for Pupil Premium children across all year groups. Both Maths and English were being well planned for.

	<p>Furthermore, Pupil Voice completed in October 2022 has given support to our areas of focus and some of our PP spends. Evidenced in PP folder, Pupils spoke positively about:</p> <p>Trips and Residential; Swindon Music Provision; Dance Lessons; Interventions and small-group teaching; Accelerated Reader; Mini Police; Swindon Foodbank.</p> <p>Despite the positives above, attainment gaps do remain and the measures introduced to negate a widening of the gap (Quality First Teaching, Catch Up and Targeted Interventions – based on rationale from the EEF) will need to continue to show impact in the academic year 2022-2023. Planning and delivery will need to be monitored rigorously and it is our hope that percentages will continue to climb in Reading and Writing, as they did in Reading last academic year.</p>
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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
Accelerated Reader	Renaissance
Can Do Maths	Buzzard Publishing
Discovery RE	Discovery RE
Little Wandle	Collins
Teach Computing	NCCE
Primary PE Planning	PPP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA

What was the impact of that spending on service pupil premium eligible pupils?	NA
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