



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Rolls Crescent Primary School
Number of pupils in school	421 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	45% (190 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21, 2021-22, 2022-23
Date this statement was published	November 2020 originally December 2021 updated
Date on which it will be reviewed	September 2022
Statement authorised by	Local Governing Committee
Pupil premium lead	Helen Turner and Jeff Reynolds
Governor / Trustee lead	Robbie Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,911
Recovery premium funding allocation this academic year	£23,780
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	£247,691

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, the challenges they face or their prior attainment, make at least good, and sometimes accelerated, progress and achieve well across all subjects.

We intend to achieve this by considering the challenges faced by all of our vulnerable pupils and undertaking diagnostic assessment to ensure a precise and forensic understanding of pupils' needs. We will then respond through high quality teaching, targeted academic support and wider support (with strategies chosen based on robust evidence and professional expertise and then implemented well, as part of our commitment to evidence informed practice).

Our Pupil Premium Strategy is aligned with our whole School Development Plan as well as our plans for education recovery. High-quality teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is evidenced to have the greatest impact on closing the disadvantage attainment gap and will also benefit our non-disadvantaged pupils. To achieve this, we will implement a highly effective CPD programme for all staff, which includes a blend of up-front training and on-going support, enabling teaching, targeted support and wider support to be excellent in every area of the school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and diagnostic analysis of pupils' reading and writing indicate underdeveloped oral language and communication skills and vocabulary gaps for many disadvantaged pupils. This is evident in Nursery to Year 6 and is, in general, more prevalent among our disadvantaged pupils than their peers.
2	Baseline assessments on entry to Nursery and Reception indicate a significant gap in attainment between disadvantaged pupils and their peers, especially in communication and Language.
3	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers.
4	Our assessments and observations indicate an experience and 'cultural capital' gap for our disadvantaged learners, resulting in a narrower vocabulary and knowledge base.
5	Our assessments during the 2019-20 and 2020-21 academic years indicate that the Covid-19 pandemic and resulting school closures had a greater impact upon disadvantaged pupils than their peers, resulting in the attainment gap widening. There has also been a significant impact upon pupils' school readiness for both Nursery and

	Reception in September 2021 (toileting, social skills, behaviour, communication, self-regulation).
6	Our attendance data indicates higher rates of persistent absence for our disadvantaged pupils than their peers, resulting in greater lost learning time. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Some of our disadvantaged pupils have fewer effective adult role models (aspirations, expectations, resilience and reading/writing at home).
8	Many of our disadvantaged pupils experience additional vulnerability/ACEs (transience/mobility, social care involvement, relationships etc).

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 improve oral language skills and vocabulary among disadvantaged pupils.	Pupils improved oral language and vocabulary skills impacting positively upon pupils' reading, writing and maths progress and attainment. Assessments, observations and monitoring indicate significantly improved oral language among disadvantaged pupils.
To accelerate the progress of disadvantaged and vulnerable pupils in Reading.	Progress score of o+ for disadvantaged children in reading, achieving at least national average progress scores (pending published data and new progress measures). In-school data evidences good progress for all disadvantaged learners.
To further improve the phonics outcomes for disadvantaged learners.	Disadvantaged pupils achieve at least in line with the national average in PSC (82% target).
To accelerate the progress of disadvantaged and vulnerable pupils in Writing.	Progress score of o+ for disadvantaged children in writing, achieving at least national average progress scores (pending published data and new progress measures). In-school data evidences good progress for all disadvantaged learners.
To accelerate the progress of disadvantaged and vulnerable pupils in Maths.	Progress score of o+ for disadvantaged children in maths, achieving at least national average progress scores (pending published data and new progress measures). In-school data evidences good progress for all disadvantaged learners.
To raise the attainment of disadvantaged learners in all subjects.	Attainment and progress for disadvantaged learners is in the top 20% when compared with the 50 most statistically similar schools (Family of Schools Database).

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: £60,100

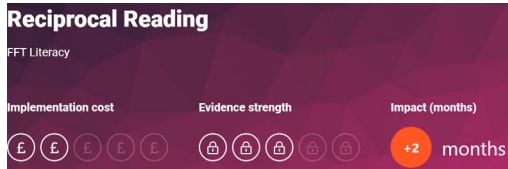

Activity	Evidence that supports this approach	Challenges addressed
<p>To implement high impact learning approaches, based on Cognitive Science Evidence</p> <ul style="list-style-type: none"> - CPD for all staff in understanding memory, metacognition and cognitive science research. - Implement: retrieval practices, spaced practice, activating prior knowledge, application of Cognitive Load Theory. - Staff coaching and monitoring focus. - Structured approaches to vocabulary and language acquisition – Alex Quigley and Word Aware blend of strategies. - Reading for Pleasure approaches and phonics based decodable books in earlier years. 	<p>Cognitive Science Evidence Review – EEF</p> <p>Metacognition Guidance Report – EEF</p> <p>EEF Teaching and Learning Toolkit:</p>  <p>Alloway and Gathercole – <i>Working Memory Classroom Guide</i></p> <p>Dunlosky, J. (2013) – <i>Strengthening The Student Toolbox</i></p> <p>Ebbinghaus, H. (1885/1913) – <i>Memory: A contribution to experimental psychology</i></p> <p>Karpicke, J. D. and Roediger, H. L. (2008) – <i>The critical importance of retrieval for learning</i></p> <p>Sweller, J. (1988) – <i>Cognitive load during problem solving: Effects on learning</i></p> <p>Weinstein, Y. et al (2018) – <i>Teaching The Science of Learning</i></p> <p>Westby and Badger (2018) – <i>Retrieval Practice In Primary Science Lessons</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>
<p>Consistently high quality use of diagnostic assessment toolkits.</p> <ul style="list-style-type: none"> - Targeted intervention diagnostics e.g. BRP, WELLCOMM, First class at number, Reception Literacy Program. - Staff CPD and coaching support. Clear staff expectations. Release 	<p>Assessment and Feedback – EEF</p> <p>Feedback Guidance Report – EEF</p> <p>EEF (January 2018) – The Attainment Gap Report</p> <p>Trial Evaluation:</p>  <p>BR@P Case Study</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>

<p>time for teachers for assessment analysis.</p> <ul style="list-style-type: none"> - EY2P Lead – diagnostic assessments in the EYFS to link to high impact curriculum planning. 		
<p>Excellent use of feedback to accelerate pupil progress.</p> <ul style="list-style-type: none"> - Key priority 2021/2022 (separate implementation plan.) - Review the evidence base around the highest impact approaches to feedback. - Revise school policy and implement high impact approaches 	<p>Assessment and Feedback – EEF Feedback Guidance Report – EEF EEF Teaching and Learning Toolkit:</p> <p>Feedback <small>Very high impact for very low cost based on extensive evidence</small></p>	<p>2 5</p>
<p>Further enhance our phonics provision.</p> <ul style="list-style-type: none"> - Researching best practice and review current provision and resources. - Enhance CPD for all staff – prioritise EYFS and KS1 but all staff needed. - Enhance resources to compliment current provision. (More phonic decodable books.) 	<p>EEF Teaching and Learning Toolkit:</p> <p>Phonics <small>High impact for very low cost based on very extensive evidence</small></p> <p>Government guidance</p>	<p>2 3 5</p>

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

Budgeted cost: £155,151

Activity	Evidence that supports this approach	Challenges addressed
<p>Targeted Covid Catch up and Disadvantaged Pupils interventions in English:</p> <ul style="list-style-type: none"> - Speech and Language: additional SALT; Wellcomm Training - Reading: Reception Literacy Programme – RLP; Boosting Reading at Primary – BR@P; Reciprocal Reading; Leicester Reading Intervention 	<p>Making Best Use of Teaching Assistants Guidance Report – EEF</p> <p>EEF Teaching and Learning Toolkit:</p> <p>Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small></p> <p>Feedback <small>Very high impact for very low cost based on extensive evidence</small></p> <p>One to one tuition <small>High impact for moderate cost based on moderate evidence</small></p> <p>Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small></p> <p>Small group tuition <small>Moderate impact for low cost based on moderate evidence</small></p> <p>Individualised instruction <small>Moderate impact for very low cost based on limited evidence</small></p>	<p>1 2 3 5 7</p>

<ul style="list-style-type: none"> - Writing: Pathways to Write; Teacher Conferencing (targeted feedback) - Academic Mentor - tuition (small group/1:1) 	<p>Trial evaluation:</p> 																										
<p>Targeted Covid Catch up and Disadvantaged Pupils interventions in Maths:</p> <ul style="list-style-type: none"> - Maths: 1st Class @ Number; Same Day Intervention - Academic Mentor - tuition (small group/1:1) – try again 	<p>Trial Evaluation:</p>  <p>EEF Teaching and Learning Toolkit:</p> <table border="0"> <tr> <td>Feedback</td> <td>Very high impact for very low cost based on extensive evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+6</td> </tr> <tr> <td>One to one tuition</td> <td>High impact for moderate cost based on moderate evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+5</td> </tr> <tr> <td>Teaching Assistant Interventions</td> <td>Moderate impact for moderate cost based on moderate evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> <tr> <td>Small group tuition</td> <td>Moderate impact for low cost based on moderate evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> <tr> <td>Individualised instruction</td> <td>Moderate impact for very low cost based on limited evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> </table>	Feedback	Very high impact for very low cost based on extensive evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+6	One to one tuition	High impact for moderate cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+5	Teaching Assistant Interventions	Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	Small group tuition	Moderate impact for low cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	Individualised instruction	Moderate impact for very low cost based on limited evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	<p>2 5</p>
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<p>Embed the evidence about the highest impact deployment of Teaching Assistants:</p> <ul style="list-style-type: none"> - Coaching for implementation from CPD 2021/2022 - Catch up training for new staff 	<p>Making Best Use of Teaching Assistants Guidance Report – EEF</p>	<p>1 2 3 5 7</p>																									

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

Budgeted cost: £91,722

Activity	Evidence that supports this approach	Challenges addressed																				
<p>Improve the attendance (reduce the rates of persistent absenteeism) and well-being of disadvantaged pupils.</p> <ul style="list-style-type: none"> - Use of Jigsaw materials for transition (post Covid). - Attendance Officer to target the attendance and punctuality of PP pupils. - Family Support Worker - Parents In Partnership worker - De-escalation training (Team Teach) 	<p>Jigsaw approach – alignment with school’s curriculum design and cognitive science research.</p> <p>EEF Teaching and Learning Toolkit:</p> <table border="0"> <tr> <td>Teaching Assistant Interventions</td> <td>Moderate impact for moderate cost based on moderate evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> <tr> <td>Social and emotional learning</td> <td>Moderate impact for very low cost based on very limited evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> <tr> <td>Parental engagement</td> <td>Moderate impact for very low cost based on extensive evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> <tr> <td>Behaviour interventions</td> <td>Moderate impact for low cost based on limited evidence</td> <td>£ £ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒 🔒</td> <td>+4</td> </tr> </table> <p>Social and Emotional Learning Guidance Report - EEF</p>	Teaching Assistant Interventions	Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	Social and emotional learning	Moderate impact for very low cost based on very limited evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	Parental engagement	Moderate impact for very low cost based on extensive evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	Behaviour interventions	Moderate impact for low cost based on limited evidence	£ £ £ £ £ £	🔒 🔒 🔒 🔒 🔒 🔒	+4	<p>4 6 7 8</p>
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- Play Therapy		
Support disadvantaged pupils who are new to the country and/or EAL	Based on a Research to Teaching Seminar with Professor Feyisa Demie.	1
- INA Support worker for Key Stages 1 and 2.		4
- EAL Teaching Assistant in EYFS.		7
		8

Total budgeted cost: £306,973

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.

Due to COVID-19, performance measures have not been published for 2019 to 2020 and 2020 to 2021.

Pupil Premium Pupils made accelerated progress from baselines and achieved in line with All Pupils in the recent Phonics Check in December 2021.

Y2 Phonics	All Pupils	PPG pupils
Baseline (Sept 2020)	63%	45%
Phonics Check Result (Dec 2021)	75%	74%

Year 6

Pupil Premium pupils made accelerated progress in all subjects and particularly in Writing and Maths in comparison to All Pupils.

Y6	All Pupils				PPG pupils			
	R	W	M	Comb	R	W	M	Comb
Baseline	26%	42%	36%	23%	23%	30%	27%	17%
End of Year Result	63%	57%	71%	53%	63%	53%	67%	53%

Externally provided programmes

Programme	Provider
NELI (Nuffield Early Language Intervention)	Nuffield Foundation (part of the government Covid-Recovery strategy)
Boosting Reading at Primary	Leah Crawford, Oasis Limeside
Pathways to Write: Poetry units	The Literacy Company

Service pupil premium funding (N/A)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

This strategy should be read alongside the main School Development Plan. The Key Priorities from the SDP this year are:

- **Narrowing the Gap: from baselines (on return after lockdown and between significant vulnerable groups)**
- **Progress and standards in the core subjects**
- **Curriculum: Impact of wider curriculum subjects**