

## Pupil premium strategy statement

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	Royds Hall Primaries (Luck Lane and Lily Park)
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	50.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2023
Date this statement was published	Oct 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Michelle Lee
Pupil premium lead	Dan Gough
Governor / Trustee lead	Michelle Wood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,517
Recovery premium funding allocation this academic year	£28,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£284,792</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We want our disadvantaged children to achieve as well as their non-disadvantaged peers and it is our ultimate objective to promote an ethos of attainment for all pupils rather than stereotyping disadvantaged pupils with less potential to succeed. The aim is to therefore ensure that this gap between disadvantaged and non-disadvantaged pupils is as narrow as possible

Our strategies within school focus on high quality teaching first and foremost and the effective deployment of the best staff who know the pupils well. Our decision-making will always be based on precise gap analysis and we will never accept low aspirations amongst staff or pupils. We recognise that some of our pupils and families require pastoral and SEMH support and factors such as attendance, behaviour and emotional regulation is important for academic success. This plan also aims to support other contextual factors not listed above so they are removed/ reduced as much as possible.

The consideration of 'possibilities' drives the breadth of our curriculum. Many of our disadvantaged pupils have limited aspirations and struggle to see beyond their 'immediate and familiar'. Through the use of this curriculum driver, and by helping to mitigate financial pressures on families, we aim to ensure that we give our children appropriate and ambitious curriculum opportunities. This includes a full programme of visits and visitors, a focus on providing an extensive enrichment and extra-curricular programme and removing barriers to learning around reading for pleasure.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance; poor punctuality and persistent absenteeism of disadvantaged pupils
2	Contextual factors outside school: families who require further multi-agency support to address financial, emotional, safeguarding and other concerns
3	Children's resilience, self-regulation and SEMH with a particular focus on personal development and wellbeing
4	Gaps in basic skills within core subjects
5	Disadvantaged children accessing educational visits and enrichment activities including extra-curricular sessions

## 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
<p>Attendance for PP pupils increases and is broadly in-line with the national average.</p> <p><b><i>All children attend school regularly.</i></b></p>	<ul style="list-style-type: none"> <li>Attendance for PP pupils to increase from 93% to be in line with or exceeding current national average for PP children (94.4%)</li> <li>Pastoral team to continue to engage proactively with families to find out the causes for absence and provide the correct practical support where possible</li> <li>Uniform is provided to any disadvantaged child who require it</li> <li>Foodbanks and purchased supermarket vouchers targets any families who may be suffering from food shortages – particularly during the winter months</li> <li>Parents and carers to be held to account for pupils attendance. Supportive measures put in place</li> <li>Parents and carers to be kept informed about a pupils attendance through 'level' system, letters, parental contracts and proactive engagement</li> <li>Successful prosecutions are achieved when supportive attendance measures fail</li> </ul>
<p>Persistent absenteeism is reduced for PP pupils and is broadly in-line with the national average.</p>	<ul style="list-style-type: none"> <li>Persistent absenteeism to decrease significantly from 30.5% to below the 21% national average</li> <li>Successful prosecutions are achieved when supportive attendance measures fail</li> <li>See above</li> </ul>
<p>Progress in reading, writing and maths continues to be good for PP pupils.</p>	<ul style="list-style-type: none"> <li>Progress for PP pupils is + from baseline in R/W/M from Year 1 to 6</li> <li>Progress for PP pupils is not significantly different to Non-PP pupils</li> </ul>
<p>Attainment of PP pupils in reading, writing and maths continues to be good i.e. above the national averages for PP children</p>	<ul style="list-style-type: none"> <li>Attainment for PP pupils in Y2 and Y6 in R/W/M continues to be better than the national averages and is at least in line with peers</li> <li>Attainment for PP pupils at least matches the positive results in 2022 in Y2 and Y6 for R/W/M (Y2: 62/55/62, Y6: 76/76/60)</li> <li>PP book subscription service continues to provide PP children with access to a wide range of reading books to develop a love of reading from home</li> <li>75% of disadvantaged pupils use online apps including Accelerated Reader/ OR Buddy and Doodle Maths/ English to improve basic skills</li> </ul>

<p>PP pupils actively engage with and are challenged by the wider curriculum.</p>	<ul style="list-style-type: none"> <li>• PP premium books across the curriculum demonstrate challenge, engagement and pupils taking pride in their work</li> <li>• More PP are working at an advancing level in Y1/Y3/Y5 and a deep level in Y2/Y4/Y6</li> <li>• PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more</li> <li>• All PP pupils attend trips and take part in in-house workshops.</li> </ul>
<p>The personal development and wellbeing of PP children continues to take priority and is valued as importantly as academic success</p>	<ul style="list-style-type: none"> <li>• A further increased % of PP pupils achieve their bronze, silver and gold personal development badges</li> <li>• More PP children are nominated to become school ambassadors, school councillors, librarians and buddies</li> <li>• Pupil surveys indicate that PP pupils growth mindset and resilience scores (ImpactEd surveys) are in line or surpassing non-PP peers</li> </ul>

## Activity in this academic year

### Teaching

Budgeted cost: **£126,458**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher in Year 6 to lower class sizes and to better support progress/catch-up in UKS2 <b>£51,971</b></p> <p>HLTA to assist classroom practice and facilitate high quality interactions, provide increased flexibility for co-teaching and identified support for targeted group of individuals <b>£30,987</b></p> <p>Additional coaching/mentor support for teachers across the curriculum to include providing extra curricula support for targeted PP children (KS1, LKS2, UKS2) 3 x TLR3 – <b>£7,500</b></p>	<p><i>EEF Teaching and Learning Toolkit – Smaller class sizes:</i></p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption – <i>this will continue to be the case in UKS2 where the 3 classes will work closely and innovatively to achieve best outcomes. Pupil progress meetings each half term will focus on attainment and progress of PP children in particular.</i></p> <p>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>When a change in teaching approach does accompany a class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>Some studies have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p><i>Distributed Leadership (Hallinger and Heck, 2009)</i> has been found to impact upon organisations improvement and pupil achievement.</p> <p><i>EEF Model of Implementation (2019)</i> – focuses on the need to create an action plan and then prepare for its delivery – we need additional leadership capacity to ensure that aims for accelerating pupil progress across the curriculum can be achieved.</p>	1, 3, 4, 5
<p>Use of resources to accelerate progress in English:</p> <ul style="list-style-type: none"> <li>Accelerated Reader (KS2) <b>£3,147</b></li> <li>Oxford Reading Buddy (EYFS/ KS1) <b>£800</b></li> </ul>	<p><i>EEF Teaching and Learning Toolkit – Phonics:</i></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the</p>	3, 4

<ul style="list-style-type: none"> <li>• Doodle English <b>£1,500</b></li> <li>• Phonics Tracker <b>£750</b></li> <li>• Phonics matched reading books <b>£4000</b></li> <li>• SATs Companion (UKS2) <b>£700</b></li> <li>• Book to supplement library/reading spine <b>£4000</b></li> </ul>	<p>development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><i>EEF Teaching and Learning Toolkit – Reading Comprehension:</i></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><i>EEF Teaching and Learning Toolkit - Impact of homework:</i></p> <p>Homework (<i>in this case classroom work extended through Accelerated Reader, Doodle English/maths, TT Rockstars, SATs Companion</i>) that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning – <i>a range of apps available to pupils intelligently extend learning from the classroom at levels appropriate to the individual – giving immediate feedback along the way.</i></p> <p><i>EEF Teaching and Learning Toolkit – Individualised learning:</i></p> <p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology. <b>On average, individualised instruction approaches have an impact of 4 months' additional progress.</b> Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement – <i>this is the approach with the range of apps/digital books available and highlights the need for enough devices for regular pupil access.</i></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to</p>	
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	address misconceptions or overcome specific barriers to learning.	
Use of resources to accelerate progress in maths: <ul style="list-style-type: none"> <li>• Doodle Maths <b>£2,500</b></li> <li>• TT Rockstars <b>£100</b></li> <li>• Maths In Motion <b>£300</b></li> <li>• Testbase <b>£300</b></li> </ul>	<i>See points above relating to individualised learning and homework.</i>	4,5
Use of resources/strategies to accelerate progress across the wider curriculum: <ul style="list-style-type: none"> <li>• Depth of learning <b>£900</b></li> <li>• Curriculum linked resources linked to fact-files <b>£3000</b></li> <li>• Subject Leadership time to develop standards/provision across the curriculum: (two HLTA sessions per week allocated to subject leadership cover) <b>£6000</b></li> </ul>	EEF Teaching and Learning Toolkit – Mastery Learning: Core components of the mastery approach that schools should be careful to implement include: <ul style="list-style-type: none"> <li>• Effective diagnostic assessment to identify areas of strength and weakness – <i>DoL does this</i></li> <li>• Carefully sequencing topics so that they gradually build on foundational knowledge – <i>LTPs/Fact-files ensure this</i></li> <li>• Monitoring of pupil learning and regular feedback so that pupils can master topics prior to moving to the next – <i>DoL ensures this</i></li> <li>• Additional support for pupils that struggle to master topic areas – <i>DoL unpicks gaps and fact-files plan to recover prior learning</i></li> </ul>	2,4,5
Offset costs of trips and visits linked to the curriculum/long term plan and to improve Social and Emotional learning: <ul style="list-style-type: none"> <li>• Cost of visitors to school to avoid additional requests for money from parents <b>£3,000</b></li> <li>• Cost of trips out (including residential) when PP families need support to afford (increase budget due to increased pupil numbers) <b>£5000</b></li> </ul>	... Social and Emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.  Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	2,5

## Targeted academic support

Budgeted cost: **£64,236**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Academic Mentor: 40% salary + on costs (from Jan 23) <b>£7537</b>	<i>EEF Teaching and Learning Toolkit – Mentoring:</i>  Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes  Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.  Additional care should be given to the recruitment of reliable mentors when interventions are being used to support disadvantaged pupils	3,4
Use of School-led tutoring (KS2 Booster/ SATS Companion clubs) <b>£9,000</b>	<i>Small group tuition   EEF</i> (educationendowmentfoundation.org.uk)	3,4
Additional tutoring hours for experienced KS1 practitioner (0.1 FTE additional) <b>£5000</b>	<i>Teaching Assistant Interventions: Teaching and Learning Toolkit – EEF</i>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
SEND resourcing: <ul style="list-style-type: none"> <li>SEND TA <b>£20,753</b> (1:1 support/intervention)</li> <li>Nessy Reading and Spelling licence <b>£306</b></li> <li>Pebbles (costed into DoL)</li> </ul>	<i>EEF SEN in mainstream schools – summary of recommendations:</i>  Create a positive and supportive environment for all pupils, without exception - ensure all pupils can access best teaching.  Build an ongoing, holistic understanding of pupils and their needs – use the graduated response, and regular assessment. Make use of the information collected.  Complement high quality teaching with carefully selected small-group and 1:1 intervention.	2, 4



<p>Exploration of other intervention packages/support</p> <p>Lightning Squad intervention: <b>£640</b></p> <p>Employment of ETA to deliver above intervention package across school <b>£21000</b></p>	<p><i>EEF Teaching and Learning Toolkit – Small group tuition:</i></p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Frequent sessions, three times a week or so, lasting up to an hour over about 10 weeks typically show the greatest impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	4
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## Wider strategies

Budgeted cost: **£94,098**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that the Pastoral Team are focussed on targeting key PP pupils with additional support and intervention to support their SEMH:</p> <p>Head of Inclusion, Learning Mentor (Pastoral team) <b>£63,000</b></p>	<p><i>EEF Teaching and Learning Toolkit – Social and emotional learning:</i></p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	1,2,3,4, 5
<p>Use of resources to support provision for supporting SEMH needs:</p>	<p><i>EEF Teaching and Learning Toolkit – Impact of behaviour interventions:</i></p>	2,3,4

Pastoral resources: <ul style="list-style-type: none"> <li>Boxall user credits <b>£500</b></li> <li>Kirklees APSO Consultancy support <b>£360</b></li> </ul> CPD/other resources: <b>£500</b>	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	
Support with attendance procedures given volume of caseload: <ul style="list-style-type: none"> <li>1 day per week Band D admin support <b>£5,000</b></li> </ul>	<i>DfE Improving school attendance: support for schools and local authorities: principles underpinning an effective whole school strategy for attendance:</i> <ol style="list-style-type: none"> <li>1. Use clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences.</li> <li>2. Make sure escalation procedures to address absence are initiated proactively, understood by pupils and families, implemented consistently and their impact reviewed regularly.</li> <li>3. Every member of staff should know and understand their responsibilities for attendance.</li> <li>4. Robust school systems provide useful data at cohort, group and individual pupil level to give an accurate view of attendance, reasons for absence and patterns amongst groups.</li> <li>5. Monitor and analyse attendance data regularly to allow early intervention to address issues. This includes raising concerns with other agencies like children's social care and early help services which are working with families.</li> </ol>	1
Free breakfast for all new children who transitioned to the school in October 22 <b>£7000</b>	<i>Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology:</i> The positive effects of breakfast consumption on cognitive function tended to be stronger in children who were undernourished. Habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast more regularly have better school grades and achievement test scores. We also found a positive effect of breakfast on on-task behaviour in the classroom.	1, 2, 5
Purchasing of Uniform/sports kit to offset costs for PP families who need support <b>£2,000</b>		2

Provision for wider experiences/treats: <ul style="list-style-type: none"> <li>• Discos/class parties</li> <li>• Xmas present (book each)</li> </ul> <b>£3000</b>  Pupil premium book subscription – providing one free book each month of the school year to each PP child to promote positive reading habits and a love of reading at home £6 (price per book) x 193 PP children x 11 month year <b>£12738</b>	A large proportion of our pupils do not own books, nor do they have the opportunity to host/attend parties/celebrations etc. We feel this is highly beneficial for their social/emotional development – and their happiness.  1 in 8 of the nation's most disadvantaged children say they don't have a book of their own at home. The research report, <u><b>Book ownership and reading outcomes</b></u> , found that children who own a book are 15 times more likely to read above the level expected for their age and are four times less likely to read below the expected level. (National Literacy Trust)	2, 4, 5
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### Total budgeted cost:

**Teaching (£126,458) + Targeted Support (£64,236) + Wider Strategies (£94,098) = £284,792**

## 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.

**Attendance figures for disadvantaged pupils are within 1% of the 2018-19 national average (94.4%)**

There was no distinguishable gap between our disadvantaged and non-disadvantaged pupils attendance during the 21-22 academic year (0.4%). This figure of 92.9% was lower than the pre-pandemic PP figure of 94.4% but higher than anecdotal figures for all disadvantaged children during the pandemic (figures not published)

	LL PP 21-22	National PP (18/19)	LL All pupils 21-22
Attendance	92.9%	94.4%	93.3%

**Persistent absences amongst the disadvantaged is below the national average (22.8%)**

	LL PP 21-22	National PA PP 18-19	All pupils
PA	30.5%	22.8%	21.7%

It is difficult comparing to pre-pandemic levels but roughly 30% of our disadvantaged pupils had an attendance figure of 90% or lower for the 21-22 academic year. We know that a significant proportion of these absences were due to term time holidays with fixed penalty notices issued upon a families return. Prosecutions were also sought for a number of families during the year but mitigating circumstance meant that these were not issued by the local authority.

**There is a reduction in the % of PP children who are persistently late**

There was a reduction in the minutes late that PP children were accruing throughout the year. This was due to the diligence and persistence of the pastoral team and the introduction of the 'late door' at the start of the academic year. This figure now needs to continue to improve during the next year.

**Disadvantaged attendance is better than the national average (92.5%)**

This figure was 92.9 for the academic year, above the national average.

**Uniform is provided to any disadvantaged child who require it**

This was provided at the point of need and was welcomed by families who required support throughout the year

~~Fareshare food bank targets any families who may be suffering from food shortages — particularly during the winter months~~

This was explored but not possible due to mitigating circumstances

**Progress for PP pupils is + from baseline in R/W/M from Year 1 to 6**

With the exception of Y3 disadvantaged pupils in maths who made neutral progress, each other year group achieved positive progress scores.

### Progress for PP pupils is not significantly different to other pupils

Progress compared to all pupils was not noticeably different across any year group and, in the cases of Y6 reading and Y4 maths, disadvantaged pupils outperformed their peers when it came to progress points made.

\* denotes average Scaled Score progress made from baseline assessment to summer SATs score in Y2 and Y6 and average Standardised Score progress made from autumn assessment to summer assessment in Y3,4 and 5

Progress from Autumn 21 - Summer 22		Reading		Maths	
		All	PP	All	PP
Y2	SATs	+11.3	+7.8	+8.3	+6.2
Y3	NFER	+2.5	+1.1	+1.7	0
Y4	NFER	+6.8	+5.9	-0.3	+0.8
Y5	NFER	+10.2	+10.1	+8.3	+8.2
Y6	SATs	+9.5	+11.8	+9.7	+9.7

### Attainment for PP pupils in Y2 in R/W/M is better than in 2019 and, in Year 6, is near national average

In Year 2, there has been a slight drop in the % of disadvantaged pupils reaching the expected standard in reading (5%) and maths (5%). This is wider in writing (12%). However, it must be noted that disadvantaged children outperformed all children in writing and maths and were within 1% of all children in reading. Disadvantaged pupils at Luck Lane also outperformed the provisional 2022 national statistics in all areas and achieved well throughout the curriculum.

### The gap between PP and non-PP attainment in Y2 and Y6 is within 5% of the national average

In Year 2 and Year 6, disadvantaged pupils perform well compared to their peers and outperformed them in all areas. Disadvantaged pupils also score higher than the provisional national averages listed in brackets.

\* 2022 provisional national averages in brackets

Attainment		Reading				Writing				Maths			
		All 22	PP 22	All 19	PP 19	All 22	PP 22	All 19	PP 19	All 22	PP 22	All 19	PP 19
Y2	%EXS	63 (72)	62 (51)	64	67	41 (63)	55 (41)	63	67	61 (73)	62 (52)	71	67
Y6	%EXS	50 (80)	76 (62)	N/A	N/A	63 (75)	76 (55)	N/A	N/A	59 (78)	60 (56)	N/A	N/A

### PP premium books across the curriculum demonstrate challenge and engagement.

More PP are working at the expected standard across all years

PP pupils talk confidently, articulately and positively about their learning in foundation subjects – demonstrating they know and remember more

PP pupils actively engage with and are challenged by the wider curriculum.

### 100% of PP children were able to engage with educational visits and visitors.

This was prioritised throughout the year so all pupils, irrespective of status, were able to access the full curriculum offer.

### For residentials, all PP families are engaged on a personal level and are actively encouraged to partake

All PP families who contacted the school were able to benefit from subsidised rates for enrichment, extra curricula activities and residential trips in Years 4 and 6.

