Pupil premium strategy statement

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	The Royal School, Wolverhampton
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	124 pupils, 20%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-22 2022-23
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Mitchell
Pupil premium lead	KJ/JB/ES
Governor / Trustee lead	Rachel Morgan-Guthrie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,570
Recovery premium funding allocation this academic year	£14,106
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	£156,676

Part A: Pupil premium strategy plan

Statement of intent

The Royal's intention is that all pupils, irrespective of their background or the challenges they face, achieve good progress and high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We wish to ensure a level playing field for all students including redressing the gaps created by a lack of cultural capital experienced by those from low-income families. Our curriculum philosophy is based around the pedagogy of ceiling less learning allowing all students to access the curriculum whatever their starting points.

We strongly believe in developing the necessary skills and aspirations in all our learners that will enable to succeed in their chosen career path. This is not limited to academic achievement but rather nurturing the 'whole child' within our broad and enriching curriculum. This includes access for all students to our extensive after school programme.

As part of our commitment to reducing the gap between disadvantaged and non-disadvantaged learners, we will strive to build and strengthen relationships with families, further embed our tracking and monitoring of pupil groups to ensure needs are promptly addressed and develop SEMH support.

Challenges

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

Challenge number	Detail of challenge
1	Due to COVID and school closure the gaps between disadvantage and non-disadvantaged children in writing have broadened due to loss of scaffolded structure in school learning and lack of parental support or English expertise at home as a result there are significant vocabulary gaps and under-developed oral language skills among disadvantaged pupils.
2	Our most vulnerable students have been denied the skills development and vocabulary support to apply maths learning to problem solving in broader contexts during lockdown.
3	Lack of experiences, enrichment activities and cultural visits unable to take place due to pandemic restrictions resulting in missed key life experiences.

	This has had a detrimental effect on the emotional as well as academic development of students who are unable to relate classroom experiences to real life.
4	Restrictions on daily life have increased pressure on families and children at school and home, resulting in higher occurrences of behavioural and emotional needs on pupils within school life.
5	Data demonstrates that disadvantaged pupils encounter greater difficulties with phonics than non-PP, negatively impacting their ability to acquire the skills required to progress to early reading.

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
Embedding the tracking and monitoring of progress of PP children, to ensure appropriate and timely intervention where required.	Pupil Progress review meetings show that FFT is effectively used to address gaps in attainment and progress through fluid focus groups and other support.
Implementing a broad and balanced curriculum for PP students through accurate curriculum mapping to enable replenishment of cultural capital following Covid-19.	The percentage of pupil premium children accessing the after-school programme will be in line with non-pupil premium uptake.
Accelerated progress in writing enables a greater proportion of PP children to achieve ARE to counteract the impact of lockdown	A greater proportion of PP children achieve ARE in KS2 writing assessments than in summer 2021.
Accelerated progress in the application of skills in Maths enabling a greater proportion of PP pupils to achieve ARE	A greater proportion of PP children achieve ARE in KS2 maths assessments than in summer 2021.
Embed and develop middle leadership for effective monitoring and inclusion.	Data reports form Governors and Senior leaders show that middle leaders are effectively monitoring PP progress and intervening when necessary.
Social and Emotional Support for PP students.	PP children have access to additional support and nurture groups including school counsellor when available. Pupil voice, parent and teacher feedback and observations.

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 (Continuing Professional Development), recruitment and retention)

Budgeted cost: £ 45,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective use of working walls and the learning environment to support learners, including Communication in Print and Mighty Writer (KS1 (Key Stage 1)).	Embedding the use of structures such as working walls that will provide modelling and scaffolding for students to support them in working independently, as well as addressing misconceptions. Paul Miller: Understanding the impact of classroom environment on access to learning. J Bulcholz: Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome	1, 2
Use of FFT to target non-negotiables	Accurate tracking of gaps in progress and attainment allows for rapid and targeted intervention across cohort and individual children. Targeting non-negotiables allows all students the best opportunity of making progress and reaching age related expectations, by removing key barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback CERI/OECD: Assessment for learning: An analysis of assessment strategies. Kluger and DeNisi : The effects of feedback interventions on performance.	1, 2
Professional development of staff in use of whole-school genre maps and curriculum ladders to embed a broad and rich	Accurate plotting of curriculum and genre coverage to ensure a broad and balanced curriculum allows all students, including the most vulnerable, the opportunity to experience a rich variety of cultural and educational experiences. This is particularly key for those students who	1, 2

curriculum, including use of Communication in print to increase access for all.	may not have the opportunity to experience this at home. Creating a broad and balanced curriculum: Venki Ramakrishnan https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	
Development of reading for pleasure strategies, including resources.	Reading for pleasure and experiencing a range of different books is a key area of deprivation for students from low-income of vulnerable families, where such resources are not always available. It has been shown to have an impact on reading development and engagement in education from an early age. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1, 2, 3
CPD for staff in use of CPA in Maths	The use of CPA is a key factor in addressing misconceptions and supporting all mathematicians in developing a deeper understanding of mathematical thinking. It is key that all staff have a well-developed understanding of how to deliver this in order to ensure all students benefit from quality first teaching. Effective pedagogy in mathematics: Glenda Anthony and Margaret Walshaw Principles for the design of a fully resourced, coherent, research-informed mathematics curriculum: Foster, Francome, Hewitt and Shore	2
Development of scaffolding techniques and support for staff to apply them to teaching and learning	Effective scaffolding and challenge to enable all students to access the curriculum without limiting what they can achieve is particularly necessary for vulnerable and PP students, who may have structural or experiential barriers to learning. Once removed, their achievement and progress should match or outstrip their peers. Rosenthal and Jacobson: Urban Review Ian Warwick: Challenging More able children from disadvantaged backgrounds. Bob Cox: Radial Questioning.	1, 2

Develop and embed use of FFT to track PP children and close gaps	Awareness of who forms key pupil groups and their specific needs is vital to ensure appropriate support is developed as part of QFT. https://schoolleaders.thekeysupport.com/curriculum-and-learning/assessment-primary/tracking-progress-primary/pupil-premium-tracking-pupil-progress-primary/	1, 2, 5

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

Budgeted cost: £ *44,600*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused use of writing interventions to broaden use of vocabulary using visual representations, including Mighty Writer.	Recognising that PP and vulnerable groups often have a smaller vocabulary to draw on, particularly when using specialist terms, this intervention will scaffold vocabulary and structural development within writing in all subjects. Mayer et al: Cognitive Theory of Multimedia Learning (Journal of Educational Psychology).	1,3
Use of VR to engage in topics where cultural experience is lacking, including purchase of VR headsets for focus groups.	A deficit of 'cultural capital' and lack of what are considered 'usual' experiences can result in a skills and vocabulary deficit that these interventions will address. https://www.tandfonline.com/doi/abs/10.1080/0954896042000267161	1,3,
Focused echo reading books and experience of high-quality texts, including development of reading corners and reading for pleasure.	Access of PP/vulnerable children to high quality texts can be limited and have an impact on development of key skills such as vocabulary, as well as wider cultural awareness. https://core.ac.uk/download/71427049.pdf	1,3,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics boosters, including subscription to a Phonics scheme.	Research indicates that early delays suffered by PP students in achieving competence in phonetic decoding can significantly impact progression to reading fluency and thus access to the wider curriculum. https://www.scholastic.com/teachers/articles/teaching-content/how-phonics-contributes-reading-success/	1,5
Maths focus groups	Removal of barriers in maths, particularly in understanding of place value, will allow accelerated progress to take place. Effective pedagogy in mathematics: Glenda Anthony and Margaret Walshaw	2
'Little Acorns Club' to develop cross curricular skills	Research shows that PP students often miss opportunities to see skills applied effectively in different situations – e.g., budgeting. Little Acorns Club aims to develop these skills through creating a school garden. https://thirdspacelearning.com/blog/cross-curricular-learning-everyday-maths/	3, 4

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

Budgeted cost: £ *66,276*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion manager developing strategies to combat attendance issues	A key element in ensuring student success is regular attendance at school https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	1, 2, 3, 4, 5
Work of inclusion manager in engaging families	Lack of family engagement can be a characteristic of students who are failing to make expected or accelerated progress. The inclusion manager will engage with these families and develop strategies to support a closer working relationship with the school.	1, 2, 3, 4, 5

	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/#R21 Kellaghan, Sloane, Alvarez, & Bloom, 1993.	
Work of attendance officer to support families in attendance and punctuality	As well as attendance, punctuality is a key issue often related to problems within the family and can result in many hours of school being missed. In particular, times when extra support is given. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	1, 2, 3, 4, 5
Increased access to school counsellor	As a consequence of lockdown, there has been a marked increase in SEMH needs amongst students which in turn is impacting academic progress. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	4
Training and development of staff in supporting SEMH needs	SEMH needs can manifest themselves in challenging behaviours in the classroom, which cannot be dealt with using 'conventional' reward and sanctions strategies. Our staff will be upskilled to support these students effectively. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	4
Lunch clubs to support SEMH needs	https://discovery.ucl.ac.uk/id/eprint/10049363/1/Supporting%20pupils%20in%20school%20with%20SEMH%20a%20scoping%20review%20(final%20sub).pdf	4
Targeted support for PP students to access after school provision	The ability to access a range of experiences outside the curriculum can provide a breadth of opportunity to students which can be denied children from lower income families. Supporting students to access a range of clubs and activities can build confidence as well as increase 'Cultural Capital'.	1, 2, 3, 4, 5

	Social Class Differences in Family-School Relationships: The Importance of Cultural Capital : Annette Lareau	
Targeted provision to build cultural capital	Lacking a range of experiences can have a significant impact on students' ability to access the curriculum. E.g. a basic understanding of what it is like to visit a beach, associated vocabulary and sensory awareness. Targeting identified gaps in experience through educational visits and curriculum provision is a key part of redressing this deficit. https://www.tandfonline.com/doi/abs/10.1080/095489604 2000267161 Social Class Differences in Family-School Relationships: The Importance of Cultural Capital : Annette Lareau	3

Total budgeted cost: £ *156,676*

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.

In the absence of official data due to COVID we gathered internal assessment data through FFT, a new data system brought in to specifically track and monitor the progress and attainment of pupil groups, allowing us to show how the school performed against other FFT schools for end of KS2 (Key Stage 2) data 2021.

Internal KS2 data:

	Royal All Pupils 2021	Royal PP Pupils 2021	FFT National All Pupils 2021
Reading	90%	79%	77%
Writing	79%	36%	71%
Maths	87%	71%	74%
GaPS	90%	64%	61%
RWM combined	75%	36%	64%

When compared against FFT schools the data for all pupils demonstrates that we performed very strongly and that PP pupils performed well against National statistics, although a gap still occurs when compared to Non-PP within the school context. Identified areas of weakness for PP pupils include writing and GaPs, these areas have been addressed through the targeted interventions identified for the next academic year.

Throughout school closures, all pupils received high quality lessons and resources, including video links and recordings to daily work. All vulnerable pupils were targeted with small online zoom workshops, weekly phone calls home and provision of ICT if needed. Majority of PP pupils attended school and received first quality face-to-face teaching.

Improved attainment in Phonics: 91% of all pupils passed phonics screening in 2021 compared to 68% in 2019. In 2021 we can see that 74% of PP pupils at The Royal passed the phonics screening test compared to 71% Nationally in 2019. Specific phonic interventions to address gap identified between PP and Non-PP will be a focus for the next academic year.

Attendance: There was no distinguishable difference in whole school attendance between disadvantaged and non-disadvantaged pupils for 2020-2021, with PP pupils achieving 97.01% and Non-PP pupils achieved slightly higher 97.5%. We will continue to engage with families to ensure attendance remains high for the next academic year.

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

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

Further information (optional)