

# Rokeby Primary School: Pupil premium strategy statement

1. Summary information				
<b>School</b>	ROKEBY PRIMARY SCHOOL			
<b>Academic Year</b>	2020/21	<b>Total PP budget</b> £96, 670	<b>Date of most recent PP Review</b>	01.05.20
<b>Total number of pupils</b>	195	<b>Number of pupils eligible for PP</b>	88	<b>Date for next internal review of this strategy</b> <b>July 2021</b>

2. Current attainment			
Percentage of children achieving the expected standard at the end of KS2 (2018 - 19).	Our pupils eligible for PP 18	Our pupils not eligible for PP	National all pupils
% of pupils achieving the expected standard in reading, writing and maths	25%	57%	64%
% of pupils achieving the expected standard in reading.	40%	65%	75%
% of pupils achieving the expected standard in writing.	55%	76%	70%
% of pupils achieving the expected standard in maths.	55%	77%	76%
% of pupils achieving the expected standard in SPAG.	50%	84%	80%
% achieving greater depth in reading, writing & maths	0%	3%	12%
Reading progress score	-3.87	-1.41	0.03
Writing progress score	-2.99	-0.57	0.03
Maths progress score	-2.57	-1.51	0.03

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	PP pupils enter school below age related expectations on entry (Nursery or reception) and need to make accelerated progress particularly in speech and language development.
<b>B.</b>	PP pupils are behind NA and their peers in most year groups at ARE and GD, and at GD in year 6.
<b>C.</b>	Leadership of core subjects needs developing so that they can impact on the closing of the gap.
<b>D.</b>	A large number of PP children come to school not in a good position to learn because of emotional, social and mental health difficulties

<b>E.</b>	PP children lacking in key skills of recall facts of times tables/number bonds, Comprehension/inference skills, Sentence structure and grammar. (written and spoken)	
<b>F.</b>	Inconsistent attitudes to learning and presenting work.	
<b>G.</b>	PP children do not produce as much work as their peers particularly in extended writing.	
<b>H.</b>	Maths level of challenge and problem solving/application.	
<b>External barriers</b>		
<b>I.</b>	Parental engagement – low attendance at meetings, poor communication and low support of homework. Children lacking in wider experiences and opportunities.	
<b>J.</b>	Attendance including lateness.	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Accelerate progress in speech and language development in the foundation stage so that they meet national expectations.	Targeted interventions language champions for time to talk, demonstrate accelerated progress for targeted pupils, closing attainment gap in this area.
<b>B.</b>	Accelerate progress, closing the attainment gap for all eligible for PP.	Targeted interventions demonstrate accelerated progress for targeted pupils, closing attainment gap in all areas. * for details see below.
<b>C.</b>	Leaders of core subjects give clear guidance to teachers to accelerate the progress and improve the provision of PP group in school.	Data for PP children in reading, writing and maths will show improved outcomes for this group of learners and show that the gap is closing in all of these areas. Outcomes for PP children will be greatly in line with national so that the majority of PP children (85%) meet end of year expectations.
<b>D.</b>	Children with emotional and behavioural needs (and their families) are supported by appropriate people and agencies. The children are given additional emotional and behavioural support to help them achieve.	Families are aware of the additional support available for them and their children both in and out of school. Children are given appropriate support by the appropriate agency(ies) to enable them to achieve.
<b>E.</b>	Improve key skills <ul style="list-style-type: none"> <li>– recall facts of times tables/number bonds.</li> <li>- Comprehension/inference skills</li> <li>- Sentence structure and grammar. (written and spoken)</li> </ul>	Quality first teaching of key skills results in accelerated progress for targeted pupils, closing attainment gap in these key skills.
<b>F.</b>	Books and learning of PP children shows high levels of care and presentation.	Books and learning of PP children will show a marked improvement.

G.	Books of PP children will show good examples of extended writing and minimal unfinished tasks.	PP children's books will contain similar or the same amount of work as their peers. No/little disparity between PP and non PP.
H.	There will be lots opportunities and provision for children to tackle challenges in maths and use their application skills to deepen their understanding.	Books will show a range of activities aimed at further challenging and deepening children's skills, given any starting point.
I.	Parents of PP children will readily engage with the school and their child's learning.	Attendance at parents evening will increase. More communication with parents in communication books. Increase the parental turnout at 'social' events at school.
J.	Increase the rates of attendance for pupils eligible for PP	In school attendance gap of pupils eligible for PP is reduced and also close the gap between national data (4%). Reduce current rates of persistent absence and lateness.

5. Planned expenditure					
Academic year		2020/21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review dates.
<b>B. Accelerate progress, closing the attainment gap for all eligible for PP.</b>	<p>Purchased new reading scheme for older/relevant readers and more recently project X.</p> <p>Power of reading training for 2 members of staff (£1200 each, plus purchase of inspiring and engaging texts) then disseminated to all staff and threaded through new curriculum to inspire and engage PP pupils.</p>	HMI report July 2016 'greater emphasis on the achievement of different groups'	<p>Governors monitoring – termly.</p> <p>Julia Kenny – chair of Governors.</p> <p>Timetabled interventions for each class.</p> <p>Data and pupil progress meetings</p> <p>Lesson observations with feedback for staff, learning walks and performance management</p> <p>SLT analysis each half term.</p>	<p>Jen James</p> <p>SENCo – Caroline Woodhill</p>	
<b>C. Leaders of core subjects can accelerate the progress and improve the provision of PP group in school.</b>	<p>Leaders given time to monitor learning and progress and to give timely feedback to staff. English and maths leads also to have 1 designated professional development meeting each half term.</p> <p>Power of Reading training and maths mastery training for English and maths leads to ensure improvements in English and maths are rapid.</p>	HMI report July 2016 'identify exact actions that will be taken to raise the achievement of different groups'. External PP review – Richard Sutton, November 2015.	Governors	<p>Jen James</p> <p>Fran Palmer</p> <p>Vicky Allan</p>	

<p><b>E. Improve key skills</b></p>	<p>Teachers to ensure planned time daily for improving key skills. Professional development meetings termly for teachers to ensure strategies in place are effective and considered. TAs time used wisely in the specific timetabling of interventions for children.</p>	<p>HMI report July 2016 ' make sure pupils spell correctly, use punctuation and grammar accurately'.</p>	<p>Governors moitoring – termly. Julia Kenny</p> <p>Timetabled interventions for each class.</p> <p>Data and pupil progress meetings</p> <p>Lesson observations with feedback for staff, learning walks and performance management</p>	<p>Jen James Fran Palmer Vicky Allan SENCo – Caroline Woodhill</p>	
<p><b>F. Improve presentation in all books so that it is neat, cared for and something that the children are proud of.</b></p>	<p>Teachers feedback (verbal and sometimes written) to pupil premium children gives clear steps on how they can improve their presentation – teaching assistants required to closely monitor these pupils in lessons – reminders/prompts.</p>	<p>External PP review – Richard Sutton. November 2015 HMI report July 2016 'make sure pupils ... present their work accurately'.</p>	<p>Lesson observations with feedback for staff, learning walks and performance management</p> <p>Governors moitoring – termly. Cath Sykes – chair of Governors. Sandra Bushell – PP governor.</p> <p>Conversations with learners.</p>	<p>Jen James Fran Palmer Vicky Allan Alison Lunn</p>	
<p><b>G. Books of PP children will show good examples of extended writing and minimal unfinished tasks.</b></p>	<p>Teachers to use new strategies for completion of work - rewards, dojos in line with behaviour policy. High expectation sets at all times from all staff Children given additional time, where needed to complete these tasks and be encouraged to do so. Homework/unfinished work club on Tuesday lunch times.</p>	<p>External PP review – Richard Sutton 2015 and internal monitoring since. .</p>	<p>Subject leader monitoring of books.</p> <p>Discussions with children about their learning and books.</p> <p>Governor monitoring termly.</p>	<p>Jen James Fran Palmer Vicky Allan Alison Lunn</p>	

<b>H. Increase the opportunities and provision for children to tackle challenges in maths and use their application skills to deepen their understanding.</b>	Teachers to plan in specific opportunities for maths challenges and application. Challenge walls in each classroom. Internal CPD on challenge and mastery to ensure more able pupils are pushed and challenged to meet their potential.	HMI report July 2016 'ensure that teachers plan activities that deepen pupils mathematical understanding'	Lesson observations with feedback for staff, learning walks and performance management  Conversations with learners.	Jen James  Vicky Allan	
<b>Total budgeted cost</b>					<b>18,750</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
<b>A. Accelerate progress in speech and language development in the foundation stage so that they meet national expectations.</b>	4 members of staff trained in the time to talk strategy. School to maintain language champion status. Children's language needs to be identified early on so that gaps can be closed by trained staff.	The EEF states the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress,	Monitoring by Alison Lunn – foundation stage manager.	Alison Lunn  4 members of staff	
<b>J. Increase the rates of attendance for pupils eligible for PP</b>	Attendance officer to be increasingly vigilant with lateness and non attendance. Phone calls home early on in the morning. Incentives for being at school at the end of each half term. Attendance panels for persistent absenteeism.	PP vs non PP attendance figures.	Checked by governors and head teacher.  Attendance for this group will begin to improve.  Conversations with families and children.	Jen James  Lorna Evans	

<b>Total budgeted cost</b>					£3900
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
<b>D. Children with emotional and behavioural needs (and their families) are supported by appropriate people and agencies. The children are given additional emotional and behavioural support to help them achieve.</b>	Introduction of new additional support referral form through SAFs team (safeguarding and family support). This will allow for early identification through parents and teachers of any additional needs that need addressing.	EEF Toolkit: targeted interventions matched to specific students with particular needs can be effective.	Monitored by head teacher.  Conversations with parents.  Impact log for SAFs team.	Jen James  Mel Pinks (SAFs team)	
<b>I. Parents of PP children will readily engage with the school and their child's learning.</b>	Open book afternoons. Coffee afternoons Celebration assemblies Outside agencies invited to parents evening.	EEF toolkit: parental involvement is consistently associated with pupils' success at school	Parent questionnaire.  Conversations with parents.	Jen James  Mel Pinks (SAFs team)	
<b>Total budgeted cost</b>					<b>21,000</b>
<b>TOTAL</b>					