

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	Rokeby Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 - 2023
Date this statement was published	09.09.21
Date on which it will be reviewed	01.07.22
Statement authorised by	
Pupil premium lead	Jen James
Governor / Trustee lead	Julia Kenny

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,565
Recovery premium funding allocation this academic year	£12,760
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

At Rokeby we believe that all children should have equal opportunities to education, experiences and life chances.

Our current pupil premium strategies focuses not only on the academic progress of children but social and emotional progress needed to happy and healthy life-long learners.

The key principle of our strategy is that of a holistic view of our children. If we can look at the full life of a child as a jigsaw puzzle, we can help to fill any pieces that are holding them back from making more progress.

Challenges

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

Challenge number	Detail of challenge
Internal (in school) barriers	
1	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.
2	PP pupils are behind NA and their peers in most year groups at ARE and GD, and at GD in year 6.
3	Leaders of core subjects need to continue to be developed.They need time to monitor PP provision and data to see continued, sustained improvements. Leaders of curriculum subjects need to continue to be developed to ensure the curriculum is accessible and engaging for all learners.
4	A large number of PP children come to school not in a good position to learn because of emotional, social and mental health difficulties
5	PP children lacking in key skills of recall facts of times tables/number bonds, Comprehension/inference skills, Sentence structure and grammar. (written and spoken)
6	Inconsistent attitudes to learning and presenting work.
7	PP children do not produce as much work as their peers particularly in extended writing. They also do not always experience challenge in maths.
External barriers	
8	Parental engagement – low attendance at meetings, poor communication and low support of homework.
9	Due to money and social factors, PP children are lacking in wider experiences and opportunities
10	Attendance including lateness for PP children has been a problem in the past and remains a problem for some targeted PP families.

11	Pupils do not always have the equipment and uniform needed to come to school and feel ready to learn.
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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
Accelerate progress in speech and language development in the foundation stage so that they meet national expectations.	Targeted interventions in place in nursery and reception. WellCom trained staff carrying out assessments and small groups in Nursery and reception. Nursery and Reception children will show good outcomes in their profiles and end of year assessments.
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.
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 meet end of year expectations.
Children with SEMH needs (and their families) are supported by appropriate people and agencies. The children are given additional SEMH 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.
Improve key skills 1. recall facts of times tables/number bonds. 2. Comprehension/inference skills 3. Sentence structure and grammar. (written and spoken)	Quality first teaching of key skills results in accelerated progress for targeted pupils, closing attainment gap in these key skills. Intervention teacher to work with more able PP children on a weekly basis.
Books and learning of PP children shows high levels of care and presentation.	Books and learning of PP children will show a marked improvement.
Books of PP children will show good examples of extended writing, maths challenge 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.
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 and class dojo. Increase the parental turnout at 'social' events at school.
Increase the rates of attendance for pupils eligible for PP	In school attendance gap of pupils eligible for PP is reduced further. Improve the rates of persistent absence and lateness.

Children will be as prepared to learn as possible by having appropriate uniform and equipment.	Children feel a sense of belonging and do not feel singled out. Children have all the equipment they need to feel ready to learn.
Our PP children will have the same opportunity to access a breadth and depth of experiences	Children will be able to make links between their learning and experiences and develop a curiosity for wider experiences.
PP children will be fully engaged with a sequential and interesting curriculum	Children will be able to talk about their learning with excitement and interest for lifelong learning.

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: £31,000

Activity (intended outcome in bold)	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerate progress, closing the attainment gap for all eligible for PP.</p> <p>Improve key skills</p> <p>1. recall facts of times tables/number bonds.</p> <p>2. Comprehension/inference skills</p> <p>3. Sentence structure and grammar. (written and spoken)</p> <p>ENGLISH:</p> <ul style="list-style-type: none"> Continue to replenish new texts that are inspiring for children and topical texts across the year (£2000) Power of reading training for new 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. PP children will be heard to read regularly by an adult in school <p>MATHS</p> <ul style="list-style-type: none"> Power Maths training for all staff and annual updates (£1000) Power maths books for each year group(£1500) 	<p>Sutton Trust -Quality first teaching will always have the biggest impact on children with pupil premium.</p>	2
<p>Leaders of core subjects give clear guidance to teachers to accelerate the progress and improve the provision of PP group in school using diagnostic tools to plan small group work.</p> <p>Leaders given weekly planned non contact time to monitor learning and progress and to give timely feedback to staff.</p>	<p>EEF Small group tuition has an average 4 months' additional progress over the course of a year. Small group tuition is</p>	3

<p>English and maths leads also to have 1 designated professional development meeting each half term. Power of Reading training and Power Maths for English and maths leads to ensure improvements in English and maths are rapid. Staff to use pixl as a diagnostic tool for specific interventions. Supply costs - £6,000 approx Use of pixl for targeted intervention for more able PP children. (£2000)</p>	<p>most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	
<p>Accelerate progress, closing the attainment gap for all eligible for PP. Teachers to ensure planned time daily for improving key skills. Maths skills cards to be used consistently Spelling scheme bought and implemented Handwriting scheme bought and implemented 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 and hearing PP children read regularly in school Intervention teacher employed 2 days a week to carry out pixl therapy groups. (£12,000)</p>	<p>Evidence from EEF-Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition – 4 months progress gain over a year.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	5
<p>Books and learning of PP children shows high levels of care and presentation. 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>		6

<p>Books of PP children will show good examples of extended writing, maths challenge and minimal unfinished tasks.</p> <p>Teachers to use new strategies for completion of work - rewards, dojos in line with behaviour policy.</p> <p>High expectation sets at all times from all staff</p> <p>Children given additional time, where needed to complete these tasks and be encouraged to do so.</p> <p>Teachers to plan in specific opportunities for maths challenges and application.</p> <p>CPD on challenge and mastery to ensure more able pupils are pushed and challenged to meet their potential.</p>		7
<p>Books of PP children will show good examples of extended writing, maths challenge and minimal unfinished tasks.</p> <p>PP children will be fully engaged with a sequential and interesting curriculum</p> <p>CPD bought through gateway alliance for all subjects so that curriculum leads can appropriately adapt the curriculum to our learners.</p> <p>£3000</p>		

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

Budgeted cost: £25,000

Activity Intended outcome in bold	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerate progress in speech and language development in the foundation stage so that they meet national expectations.</p> <p>Speech and language therapist employed for 2 days a week - approx half a day a week specifically targeted for PP children with some of this being used for NELI in Reception (£4000)</p>	<p>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,</p>	1
<p>Accelerate progress in speech and language development in the foundation stage so that they meet national expectations.</p> <p>NELI intervention taking place in reception – release time for this member of staff, teacher cover needed (£9,000)</p>	<p>The NELI programme supports the language and early literacy skills of Reception pupils through additional targeted support provided by trained early years staff.</p>	1
<p>Accelerate progress in speech and language</p>		1

<p>development in the foundation stage so that they meet national expectations. Children’s language needs to be identified early on through WelComm, NELI and trained staff spotting concerns, so that gaps can be closed by trained staff. – ongoing training £250 per year.</p>	<p>Initially funded by the Nuffield Foundation, the EEF has since funded two randomised controlled trials testing its impact - the most recent found that children receiving the NELI programme made the equivalent of +3 additional months’ progress in oral language skills, on average, compared to children who did not receive NELI</p>	
<p>Accelerate progress, closing the attainment gap for all eligible for PP. Teacher lead UKS2 writing intervention weekly using pixl and writing descriptions to target improvement. Cover for teacher £3000</p>	<p>EEF Toolkit: targeted interventions matched to specific students with particular needs can be effective.</p>	2
<p>Accelerate progress, closing the attainment gap for all eligible for PP. More able PP writing, reading and mathematics groups weekly for years 3, 4 and 5. Using pixl resources and class teacher planning to help children accelerate their learning in these subjects.</p>	<p>EEF Toolkit: targeted interventions matched to specific students with particular needs can be effective.</p>	2
<p>Accelerate progress, closing the attainment gap for all eligible for PP. Reception class teacher to carry out phonics and early reading intervention groups for targeted children and groups in years 1 and 2. Using Little Wondle scheme. £3000 additional hours. Little Wondle -£750</p>	<p>EEF Toolkit: targeted interventions matched to specific students with particular needs can be effective.</p>	2

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

Budgeted cost: £35,250

Activity Intended outcome in bold	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the rates of attendance for pupils eligible for PP 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.</p>		10

<p>Family support worker to work with specific targeted families where attendance is a cause for concern.</p> <p>Membership to ACE – attendance and compliance team (£1300)</p>		
<p>Children with SEMH needs (and their families) are supported by appropriate people and agencies. The children are given additional SEMH support to help them achieve</p> <p>Use of CPOMS to refer to Mel. This will allow for early identification through parents and teachers of any additional needs that need addressing.</p> <p>Drawing and talking therapy carried out by SENCo and FSW.</p> <p>Counselling purchased for specific children that need it. Taking the reins therapy funded for PP children who would benefit. (£150 per block of work) Play therapy for PP children who have been identified as needing it. (£40 a session) Places in our nurture setting allocated for PP children.</p>	<p>EEF 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>	4
<p>Parents of PP children will readily engage with the school and their child's learning.</p> <p>Open book afternoons. Coffee afternoons Celebration assemblies Outside agencies invited to parents evening.</p>	<p>EEF research Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	8
<p>Our PP children will have the same opportunity to access a breadth and depth of experiences</p> <p>As part of our whole school ethos to learning, our curriculum is based around experiences. PP children have</p>	<p>EEF - There is intrinsic value in teaching pupils creative and performance skills and ensuring</p>	9

<p>a subsidy towards all trips, clubs and music tuition up to the value of £100 per year. (£9000)</p>	<p>disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	
<p>Children will be as prepared to learn as possible by having appropriate uniform and equipment. All pupil premium children have a £50 uniform allowance per year. (£4500)</p>	<p>EEF- If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform</p> <p>Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils reflect</p>	<p>11</p>

Total budgeted cost: £ 92,250

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.

Our PP strategy was heavily around getting children ready to learn after a huge disruption during COVID. We also used our PP strategy money to provide equipment, ICT resources and food for many families who needed it.

Our Family Support worker increased her hours in the absence of social care who could visit home and to strengthen our safeguarding team.

Historic data for PP closing the gap:

	2017 % at EXS+ (13/30chn)	Gap	2018 at EXS+ (20/51chn)	Gap	2019 at EXS+ (12/28chn)	Gap
Reading	38%	-39%	40%	-42%	69%	-12%
Writing	54%	-29%	55%	-29%	75%	-9%
Mathematics	54%	-25%	55%	-26%	58%	-24%
GPS	46%	-36%	50%	-34%	58%	-24%
Combined	31%	-37%	25%	-47%	50%	-21%

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
No Nonsense Spelling	Raintree
No Nonsense Grammar	Raintree
Switched on Computing	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Family support worker support for the family.

	Wishes and feelings work for pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Child started to make improvements with eating and relationships between parents has improved. Child is making good progress.,