

# Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium 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                                                                                      | 211                                 |
| Proportion (%) of pupil premium eligible pupils                                                                 | 104 children                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published                                                                               | September 2024                      |
| Date on which it will be reviewed                                                                               |                                     |
| Statement authorised by                                                                                         |                                     |
| Pupil premium lead                                                                                              | Vicky Allan                         |
| Governor / Trustee lead                                                                                         | Adam Foster/Helen Brooker           |

## Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £153920 |
| Recovery premium funding allocation this academic year                                                                                                                      | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £153920 |

# 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                                                                                                                                                                                                                  |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Internal (in school) barriers</b> |                                                                                                                                                                                                                                      |
| 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. Many children also start EYFS lacking self-care skills. |
| 2                                    | PP pupils are working below their peers in most year groups at ARE and GD, and at GD in year 6.                                                                                                                                      |
| 3                                    | High proportion of PP children with SEMH needs, affecting their progress as they are not ready to learn/do not have the capacity to take on new learning.                                                                            |
| 4                                    | PP children lack in key skills of recall facts of times tables/number bonds, Comprehension/inference skills, Sentence structure and grammar. (written and spoken)                                                                    |
| 5                                    | Inconsistent attitudes to learning and presenting work.                                                                                                                                                                              |
| <b>External barriers</b>             |                                                                                                                                                                                                                                      |
| 6                                    | Parental engagement – low attendance at meetings, communication and low support of education. Children are not encouraged to continue with their learning at home-reading, arithmetic etc.                                           |
| 7                                    | Due to money and social factors, PP children are lacking in wider experiences and opportunities                                                                                                                                      |
| 8                                    | Attendance including lateness for PP children has been a problem in the past and remains a problem for some targeted PP families.                                                                                                    |
| 9                                    | Pupils do not always have the equipment and uniform needed to come to school and feel ready to learn.                                                                                                                                |

## 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 across all key stages for all eligible for PP children.                                                                          | Targeted interventions demonstrate accelerated progress for targeted pupils, closing attainment gap in all areas.                                                                                                                                                                                        |
| Leaders regularly meet to monitor PP levels and data, 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.             | Children's SEMH needs are supported by school staff, to enable them to be ready to learn. 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:<br><br>1. Recall facts of times tables/number bonds.<br><br>2. Comprehension/inference skills<br><br>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. Appropriate interventions are in place, to plug gaps and enable children to progress against ARE.                                                                  |
| Books/evidence of learning of PP children will show good engagement and enjoyment in their learning.                                                                             | PP children's books will be of the same standard as non-PP children and will demonstrate equal enjoyment.                                                                                                                                                                                                |
| Parents of PP children will increase in engagement with the school and their child's learning.                                                                                   | Attendance at parents evening will increase. More communication with parents in communication books and class dojo. Parents will attend shared learning afternoons.                                                                                                                                      |
| Increase the rates of attendance for pupils eligible for PP versus non-PP                                                                                                        | PP attendance in broadly in line with non-PP attendance-attendance is also in line with national expectations.                                                                                                                                                                                           |
| 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. Children will be engaged and will want to learn. Children will build the foundations for future 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: £26150

| Activity<br>(intended outcome in bold)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p><b>Accelerate progress, closing the attainment gap for all eligible for PP.</b></p> <p><b>Improve key skills</b></p> <p><b>1. recall facts of times tables/number bonds.</b></p> <p><b>2. Comprehension/inference skills</b></p> <p><b>3. Sentence structure and grammar. (written and spoken)</b></p> <p>ENGLISH:</p> <ul style="list-style-type: none"> <li>Continue to replenish new texts that are inspiring for children and topical texts across the year-£2000</li> <li>PP children will be heard to read regularly by an adult in school- 30 mins per day x 9 classes- £16500</li> <li>Reading Eggs subscription-£550</li> <li>Wandle reading groups 3 times a week-£750</li> </ul> <p>MATHS</p> <ul style="list-style-type: none"> <li>My Maths subscription- £550</li> <li>Maths Hub training for all staff and annual updates- £1000</li> </ul> | <p>Sutton Trust -Quality first teaching will always have the biggest impact on children with pupil premium.</p>                                                                                                                                                                                   | 2                             |
| <p><b>Leaders regularly meet to monitor PP levels and data, to accelerate the progress and improve the provision of PP group in school.</b></p> <p>English lead, maths lead, DHT and HT to meet regularly to review, discuss outcomes for PP children- cover for teachers half termly-£240 per day x 6 half terms=£1440</p> <p>Staff to use Pixl as a diagnostic tool for specific interventions.<br/>PIXL cost: £2700</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>EEF<br/>Small group tuition has an average 4 months' additional progress over the course of a year.<br/>Small group tuition is most likely to be effective if it is targeted at pupils' <b>specific needs. Diagnostic assessment</b> can be used to assess the best way to target support.</p> | 2                             |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |   |
| <p><b>Books and learning of PP children shows high levels of care and presentation.</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>Clicker1 software to support reluctant writers/children working below ARE-£660</p> |  | 2 |

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

Budgeted cost: £30105

| Activity<br>Intended outcome in bold                                                                                                                                                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
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| <b>Accelerate progress in speech and language development in the foundation stage so that they meet national expectations.</b><br>Speech and language therapist employed for approx half a day a week specifically targeted for PP children-£6000                                                                                                                                                                                          | 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,                                                                                                                                                                                                                                                                                                                            | 1                             |
| <b>Accelerate progress in speech and language development in the foundation stage so that they meet national expectations.</b><br>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.                                                                                                           | The NELI programme supports the language and early literacy skills of Reception pupils through additional targeted support provided by trained early years staff. Initially funded by the Nuffield Foundation, the EEF has since funded two randomised controlled trials testing its impact - the <b>most recent</b> found that children receiving the NELI programme made the equivalent of <b>+3 additional months' progress</b> in oral language skills, on average, compared to children who did not receive NELI | 1<br>1                        |
| <b>Accelerate progress, closing the attainment gap for all eligible for PP.</b><br>Readings<br>My Maths<br>Clicker1 software-£660<br><br>Intervention TA x 2 -5 afternoons per week (y6 group and group across KS1 and KS2)- £22000<br><br>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. | 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.<br><br>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic                                                                                                                                                                                        | 2                             |

|                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |
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|                                                                                                                                                                                                                                                                             | 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. |   |
| <b>Accelerate progress, closing the attainment gap for all eligible for PP.</b><br>Reception class teacher to carry out phonics and early reading intervention groups for targeted children and groups in years 1 and 2. Using Little Wandle scheme.<br>Little Wandle -£750 | EEF Toolkit: targeted interventions matched to specific students with particular needs can be effective.                                                                                                                                                                                                                                                                                                                                                                           | 2 |
| <b>CPD for staff to support children's SEMH</b><br>Protective Behaviours training- £180 and supply cover- £480<br><br>Train 3 members of staff in Drawing and Talking-£395                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |   |

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

Budgeted cost: £99,445

| Activity<br>Intended outcome in bold                                                                                                                                                                                                                                                                                   | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------|
| <b>Children's SEMH needs will be met, to enable them to engage with their learning and make progress academically</b><br>Morning Nurture/Learning group, where children do their maths and English lessons, with a combination of nurture based activities.<br>High adult: pupil ratio- 3 staff for 8 children- £39000 |                                      | 10                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
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| <p>2 afternoon Nurture groups- based on the Nurture Group principles- to support with SEMH</p> <p>Staffing- £30000</p> <p>Boxall subscription-£325</p>                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |
| <p><b>Increase the rates of attendance for pupils eligible for PP</b></p> <p>Family support worker to work with specific targeted families where attendance is a cause for concern</p> <p>Attendance lead to work with families, in a supportive capacity.</p>                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 |
| <p><b>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</b></p> <p>Drawing and talking therapy carried out by TA-£4000 and</p> <p>Art Therapist/Children's Mental Health Nurse in school one day per week- £10000</p>                                                                                                                                                               | <p>EEF</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> | 4  |
| <p><b>Parents of PP children will readily engage with the school, their child's learning and encourage learning.</b></p> <p>FSW to work closely with PP families, build relationships and support them in understanding the value of education.</p> <p>FSW to work with families on the barriers to education/ supporting their children in school-£10000</p> <p>Open book afternoons.</p> <p>Coffee afternoons</p> <p>Celebration assemblies</p> <p>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>                                                                                                                                                                                                                                                        | 8  |

|                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|                                                                                                                                                                                                                                                                                                                             | 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><b>Our PP children will have the same opportunity to access a breadth and depth of experiences</b></p> <p>As part of our whole school ethos to learning, our curriculum is based around experiences. PP children have a subsidy towards all trips, clubs and music tuition up to the value of £100 per year. (£1020)</p> | <p>EEF - There is intrinsic value in teaching pupils creative and performance skills and ensuring 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> | 9  |
| <p><b>Children will be as prepared to learn as possible by having appropriate uniform and equipment.</b></p> <p>All pupil premium children have a £50 uniform allowance per year. (£5100)</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>                                                                                                                                                                                            | 11 |

**Total budgeted cost: £ 155700**

## 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 2023 to 2024 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<br>EXS+<br>(13/30chn) | Gap  | 2018 at<br>EXS+<br>(20/51chn) | Gap  | 2019 at<br>EXS+<br>(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 |
|-------------|----------|
| Jigsaw PSHE | Jigsaw   |
|             |          |
|             |          |