



Rokeby Park Primary School
Pupil Premium Strategy Statement 2018 - 2019

1. Summary information					
School	Rokeby Park Primary School				
Academic Year	2018 -2019	Total PP budget	£85470 + £3000 EYPP	Date of most recent internal PP review	July 2018
Total number of pupils	208	Number of pupils eligible for PP	72	Date for next internal review of this strategy	January 2019

Current attainment (Summer 2018)					
	Pupils eligible for PP (14 pupils)	Others in school (9 pupils)	In school gap	Others National	Gap with National
% achieving the expected standard or above in reading, writing and maths in KS2	43%	56%	-13%	70%	27%
Progress score for Reading	-0.22	-1.37	-1.15	0.31	0.53
Progress score for Writing	2.19	-0.31	2.50	0.24	1.95
Progress score for Maths	-0.96	-1.31	-0.35	0.31	1.27

2. Barriers to future attainment (for all pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A	When children join the school in the Early Years those eligible for pupil premium have skills which are below age related expectations and generally below their in-school non-disadvantaged peers. Pupil premium funding will be used to ensure pupils in EYFS who are eligible for pupil premium have access to high quality provision and teaching.

B	Pupils eligible for pupil premium make slower progress in phonics in Y1. In 2018 the proportion of pupils eligible for pupil premium who reached the expected standard in phonics (67%) was significantly below the proportion of children not eligible for pupil premium (81%). Therefore, support needs to be in place to allow the children eligible for pupil premium to achieve the expected standard for the Year 1 phonics screening test.
C	The proportion of KS1 pupils eligible for the pupil premium who reached the expected level in reading (67%), writing (67%) and maths (67%) is below other pupils nationally for this cohort. Throughout 2018/2019 pupil premium funding will be used to ensure pupil premium pupils from this cohort have support in place to ensure they make good progress throughout KS2. Data analysis will also be used to identify pupils in KS1 who need extra support to ensure they make good progress.
D	Fewer KS2 pupils eligible for pupil premium achieved the expected standard and a high score in maths. Fewer pupils eligible for pupil premium in KS2 achieved a high score in GPS. In order to rectify this, strategies will be in place to ensure more pupils achieve the expected standard or high score in maths and more pupils achieve a high score in GPS.
External barriers (issues which also require action outside school)	
H	In 2018 the attendance rate for pupils eligible for pupil premium was 94.5% compared to their non-disadvantaged peers of 96.3%

3. Desired Outcomes		
Link to identified barriers	Desired outcomes and how they will be measured	Success Criteria
A	Ensure the percentage of pupils eligible for pupil premium achieving GLD at the end of EYFS is in line with the national average. Ensure quality first teaching in EYFS.	<ul style="list-style-type: none"> The percentage of pupils eligible for pupil premium achieving GLD at the end of EYFS is in line with national.
B	Ensure the percentage of pupils eligible for pupil premium achieving the expected standard in the Y1 and Y2 phonic screening check increases and is in line with national. Ensure quality first teaching of phonics.	<ul style="list-style-type: none"> The percentage of Y1 and Y2 pupils eligible for pupil premium achieving the expected standard in the phonics screening check is in line with national.
C	Continue to increase rates of progress in reading, writing and maths for pupils eligible for pupil premium at KS1 to support more children to make accelerated progress and achieve ARE and GD. Ensure the needs of individual pupils are met through quality first teaching.	<ul style="list-style-type: none"> The percentage of pupils eligible for pupil premium making good progress from their EYFS starting point in reading, writing and maths at KS1 is in line with national.

		<ul style="list-style-type: none"> The percentage of pupils achieve ARE and GD in all subjects (reading, writing and maths) is in line with national.
D	Increase rates of progress and achievement in reading and maths for pupils eligible for pupil premium. Ensure the needs of individual pupils are met through quality first teaching. Ensure the in-school gap closes.	<ul style="list-style-type: none"> The percentage of pupils eligible for pupil premium achieving ARE or a high score in maths in all classes across KS2 is in line with national. Ensure the percentage of pupils eligible for pupil premium achieving a high score in GPS is in line with national. The percentage of pupils in all classes in KS2 eligible for pupil premium, making good progress in reading, writing and maths is in line with national.
E	Increased attendance rates for pupils eligible for pupil premium. Decrease in the rates of absence for persistently absent pupil premium pupils. Attendance team to establish positive links with families of persistent absentees.	<ul style="list-style-type: none"> Reduce the number of persistent absentees amongst pupils eligible for pupil premium to 10% or below. Overall pupil premium attendance improves and is in line with national.

4. Planned expenditure					
Academic year	2018 - 19				
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	When will you review implementation?
A, B, C & D	Embed the curriculum for English and maths.	Refined use of mastery maths leads to	Rigorous and robust system of staff CPD.	Claire Smith Michelle Ball	Oct 2018 Dec 2018

<p>To ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all pupils.</p>	<p>Secure high standards by embedding high expectations and monitoring performance. Teachers use rigorous data and tracking to identify barriers to learning and establish ways forward. Teachers provide quality feedback and marking which informs pupils how to make next steps in learning. Ensure the effective deployment of all staff. CPD programme for staff internal and external providers. Appraisal and accountability for all staff. Continue to develop the EYFS outdoor learning environment to ensure this meets the needs of all pupils. Curriculum linked school visits are subsidised to ensure that all pupils have access to a wide range of visits and experiences that enhance their ability to access the curriculum and raise their achievement and aspirations.</p>	<p>increased rates of progress and helps to address barriers to learning. Use of Talk for Writing is equipping children with the vocabulary and structures needed to be able to write a quality text. Whole class reading enables pupils to engage with a wide range of quality texts and explore different styles of questions and responses. High expectations for every child, regardless of their background are crucial if pupils are to make good progress. Quality feedback and marking supports pupils to identify next steps in learning and make progress.</p>	<p>Termly PPMs. Planning and work scrutinies. Lesson observations. English, Maths and EYFS Leaders given timetabled management time. Monitoring of pupil premium pupils and strategies put in place to remove barriers to learning.</p>		<p>Feb 2019 April 2019 May 2019 July 2019</p>
Total budgeted cost					£56018
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>A, B, C & D Continue to track, monitor and provide targeted support in order to close the gap between PP and non PP pupils.</p>	<p>Inclusion lead has responsibility for tracking and monitoring the progress of pupils eligible for pupil premium. Sharp and focused use of the school's assessment system to ensure rigorous data analysis and pupil tracking linked to cohorts. Identify those pupils at risk of not making the progress of which they are capable. What are barriers to learning and what will be put in place to eradicate these? Implementation of support and intervention programmes tailored to meet pupils' needs and designed to accelerate their progress. The provision of two Emotional Literacy Support Workers (ELSA) to support pupils and families allowing teachers to focus on their core business of teaching and learning. CPD – to ensure intervention programmes and support is</p>	<p>Thorough data analysis used to measure the impact of:</p> <ul style="list-style-type: none"> - the effectiveness of support and interventions etc. - the effectiveness of teaching <p>NFER report stresses the importance of deploying staff effectively and how interventions which target social and emotional needs can have an impact on learning. Interventions by highly qualified staff have been shown to be effective, as discussed in reliable evidence sources, such as Visible Learning by John Hattie and the EEF Toolkit.</p>	<p>Review interventions through intervention impact reports at termly PPMs. Observations of trained support staff and interviews with children accessing provision/intervention. Analysis of work produced by children.</p>	<p>Claire Smith Michelle Ball</p>	<p>Oct 2018 Dec 2018 Feb 2019 April 2019 May 2019 July 2019</p>

	<p>provided by highly trained and skilled support staff.</p> <p>Y6 booster club to be run by teaching staff. These clubs will ensure Y6 pupils are fully prepared for SATs.</p> <p>Use of Pet Respect and Advotalk to help support the social and emotional needs of pupils eligible for pupil premium.</p> <p>Early Talk Boost and 1 to 1 interventions for pupils in EYFS and Y1 (phonics etc.)</p>				
Total budgeted cost					£18038
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>A, D</p> <p>To continue to work closely with parents and carers to promote and reward high levels of attendance and punctuality.</p>	<p>First day response, home visits and link work with school's EWO ensure that PP attendance is rigorously monitored and is a high profile issue throughout the school.</p> <p>To be led by an in-house Attendance Team. Introduce attendance support plans.</p> <p>Attendance assembly every week so that children understand the importance of attendance.</p>	<p>NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.</p>	<p>Monitor rates of attendance daily and weekly.</p> <p>Review attendance plans to measure impact.</p>	<p>Claire Smith</p> <p>Sally Chaytor</p>	<p>Weekly basis</p>

	Subsidised Breakfast Club to ensure that all PP children who attend have the best start to the day through a nutritious breakfast and a structured social experience.				
Total budgeted cost					£13826