



Rokeby Park Primary School
Pupil Premium Analysis
2018 - 2019

The pupil premium is additional funding for publicly funded schools in England to use to help raise the attainment of disadvantaged pupils and close the gap between them and their peers.

The pupil premium is allocated to schools for:

- Children of statutory school age from low-income families who are known to be eligible for Free School Meals (FSM)
- Looked –after children
- Children whose parents are currently working in the armed forces

The DFE offer the following guidance:

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However, they also state that:

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families.

Our school receives additional funding via the Pupil Premium to help ensure that all groups of children have the opportunity to achieve well. Funding is linked to the number of pupils who are, or have been, eligible to receive free school meals or are 'Looked After' or belong to 'Service Families.' This does not include those in receipt of Universal Free School Meals in Key Stage 1.

The purpose of this report is to inform parents, carers and governors how much pupil premium funding the school received for 2018/2019 academic year, how it was spent and the impact it had on pupils' achievement. Pupil Premium funding enables us to tailor provision to meet individual needs through the use of research based teaching and learning programmes that can offer sustained and accelerated progress for our children. This funding is utilised to ensure that any identified gap in attainment between Pupil Premium children and non-pupil premium children is addressed and the gap is closed.

Rokeby Park Primary school is a smaller than averaged sized school. The level of deprivation in the school is above the Local Authority average. 73% of households are categorised within 10% of the most deprived households nationally. The percentage of pupils eligible for a free school meal (eligible for and claiming FSM at any time in the last 6 years) is 33.2% which is above the LA and national average.

Whilst we have an above average number of children who attract the Pupil Premium we also have a significant proportion who do not. The parents of these children may not fulfil the eligibility criteria as they make a conscience effort to work, albeit sometimes in very low paid employment, rather than claim benefits. A small minority of parents choose not to register their entitlement. Some children in the school who are not eligible for pupil premium could also be classed as disadvantaged due to a range of factors.

We understand that the barriers to learning are not the same for all children and we strive to identify those barriers for individuals. Disadvantage cannot and will not be used as an excuse for underachievement at Rokeby Park. Senior leaders have extremely high expectations and will relentlessly challenge low aspirations amongst staff, parents and the wider school community. There are high levels of support and challenge and all staff are held to account. Rigorous assessment and tracking procedures are in place which enables us to quickly identify any children who are not making the progress expected. Data analysis is robust and is available for individual, cohorts and groups of children.

Spending from our Pupil Premium funding has, and will continue to be, focused on the development of *Quality First Teaching* across the school so that all children have the very best opportunity to succeed.

School Overview

Total number of pupils on roll	185 (YR – Y6)
Percentage eligible for Pupil Premium	38%
Total amount of Pupil Premium received	£85470

Year Group Overview 2018/2019

Year Group	Cohort Size	Pupil Premium
Reception	26	31%
Year 1	28	29%
Year 2	27	26%
Year 3	29	34%
Year 4	30	40%
Year 5	18	50%
Year 6	27	52%

NB: We feel that the PP data in Reception and Y1 is artificially low due to the impact of UIFSM. All children in KS1 are entitled to a free school meal, which means parents may not be claiming for free school meal, even though they are entitled to these. If parents do not claim the school does not receive the pupil premium funding the children are entitled to.

Summary of Spend Data 2018/2019

Absence

	Absence					Persistent Absence				
	Disadv.	Others In school	Others nationally	In school gap	Gap with national	Disadv.	Others In school	Others nationally	In school gap	Gap with national
2019	6.7	4.6	3.7	-2.1	-3.0	19.7	13.5	5.8	-6.2	-13.9

The absence of pupil premium pupils is below that of others nationally and has increased since 2017/2018. The absence of pupil premium pupils is above that of our non-pupil premium pupils. Improving the attendance of pupils eligible for pupil premium will be a focus of the school improvement plan for 2019/2020.

Early Years Foundation Stage

	Disadv.	Others In school	In school gap	Others Nat	Gap with Nat
% achieving Good Level of Development	62.5	72.2	-9.7		
Number of pupils	8	18			

There were 26 pupils in Reception in 2018/2019 and 8 of these were pupil premium pupils.

Year 1 Phonics Screening

	Disadv.	Others In school	In school gap	Others Nat	Gap with Nat
% reaching required standard	63	65	-2		
Number of pupils	8	20			

Of the 28 pupils in Y1 in 2018/2019, 8 were pupils eligible for the pupil premium. 63% of pupil premium pupils reached the expected standard – this was well below the national figure for all pupils 82%. Any pupil who does not meet the expected standard in Y1 will continue to receive daily phonics to help ensure they are on track to achieve the expected standard at the end of Y2.

Year 2 Phonics Re-check

	Disadv.	Others In school	In school gap	Others Nat	Gap with Nat
% reaching required standard	33	100	-67		
Number of pupils	3	3			

There were only 3 children eligible for pupil premium in Y2.

End of Key Stage 1

	Disadv.	Others In school	In school gap	Others Nat	Gap with Nat
Number of pupils in total	7	20			
Reading WA+	57	76	-19		
Reading - Greater depth	0	25	-25		
Writing WA+	57	70	-13		
Writing – Greater depth	0	25	-25		
Mathematics WA+	57	80	-23		
Mathematics - Greater depth	14	25	-11		

57% of pupil premium pupils were assessed to be working at the expected standard or above in the subjects of reading, writing and maths by the end of KS1. This represents good progress because at the end of EYFS in 43% of pupil premium pupils achieved a good level of development.

End of Key Stage 2

	Disadv	Others in school	In school gap	Others Nat	Gap with Nat
Number of pupils in total	14	13			
Reading WA+	93	92	+1		
Reading – Higher Score	36	38	-2		
Reading – average scaled score	108	108	0		
Writing at WA+	71	77	-6		
Writing GD	0	31	-31		
Mathematics WA+	93	93	0		
Mathematics Higher score	21	46	-25		
Mathematics - average scaled score	105	106	-1		
GPS	93	100	-7		
GPS Higher score	36	62	26		
GPS average scaled score	108	111	-3		
RWM combined	64	69	-5		
RWM combined – higher score	0	15	-15		

The percentage of pupils eligible for pupil premium achieving the expected standard is higher than the percentage of non-pupil premium pupils achieving the expected standard in reading and it is the same in maths; however, it is lower in writing and GPS. The percentage of pupil premium pupils achieving the expected standard in reading, maths and GPS is higher than the national average. However, the percentage of pupils achieving the expected standard in writing is lower than national.

The average scaled scores of pupil premium pupils are below that of non-pupil premium pupils in maths and GPS. However, the average scale score is the same in reading.

The attainment and progress of pupil premium pupils will be a focus for the school improvement plan for 2019/2020.

Average Progress

	Disadv	Others in school	Others Nat
Reading	7.7	4.0	
Writing	1.3	0.9	
Mathematics	3.2	1.9	

In 2019 pupils eligible for the pupil premium made better progress in reading, writing and maths than other pupils nationally.

Qualitative Outcomes

Resource and intended impact	Qualitative Outcomes
<p>Development of EYFS</p> <ul style="list-style-type: none"> Continue to develop the EYFS learning environment to ensure pupils have a positive start to school and excellent learning environment. All new EYFS staff to be trained in observation and appropriate assessment. 	<ul style="list-style-type: none"> EYFS outdoor area developed and is accessible to all EYFS pupils in all weathers. High quality resources are available and are used appropriately by all pupils in EYFS. All staff are highly trained and effective.
<p>Phonics Teaching</p> <ul style="list-style-type: none"> English lead and HLTA coordinate phonics. QFT of phonics. Ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all pupils. Rigorous data tracking is used to identify barriers to learning and ensure appropriate interventions are in place for any pupils who are at risk of falling behind. 	<ul style="list-style-type: none"> HLTA ensures all teachers and support staff delivering phonics lessons regularly attend training. High quality interventions are used to ensure pupils make good progress in phonics.
<p>Embed curriculum for English and maths</p> <ul style="list-style-type: none"> Ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all pupils. Rigorous data tracking is used to identify barriers to learning and ensure appropriate interventions are in place for any pupils who are at risk of falling behind. CPD programme for staff internal and external. High quality feedback and marking is used to assess pupils and ensure they make good progress. 	<ul style="list-style-type: none"> Throughout the year all staff have had opportunities to engage in high quality CPD, and they have also had the opportunity to work with Trust lead teachers to develop practice. Teachers understand how to use data to ensure pupils are carefully tracked and monitored and that effective interventions are put in place when needed. Feedback and marking are used effectively to ensure pupils understand how they need to improve their work and next steps in learning are identified. Marking and feedback policy reviewed and updated. Marking key rings introduced for writing. New whole class guided reading introduced for Y2-Y6.
<p>Curriculum Development</p> <ul style="list-style-type: none"> All staff involved in working on developing the school curriculum to ensure this meets pupils' needs and is in line with the context of the school. 	<ul style="list-style-type: none"> All staff attended curriculum planning INSETs to work on the development of the curriculum across the school. More work is to be completed from 2019 (6 new teachers will

	<p>be starting at the school in Sept 2019).</p> <ul style="list-style-type: none"> • Visits and visitors have been used to help engage pupils in their learning and develop pupils' experiences.
<p>Booster Groups</p> <ul style="list-style-type: none"> • Y6 booster groups led by teachers twice weekly during spring and summer term to close gaps in learning 	<ul style="list-style-type: none"> • Children prepared for Y6 SATs.
<p>Subsidised Breakfast Club including</p> <ul style="list-style-type: none"> • Identified children ready to learn. • Opportunity to complete homework and read to an adult. • Improved attendance. • Support working parents. 	<ul style="list-style-type: none"> • Children start the day having had breakfast and the opportunity to develop social skills with peers alongside adult support. • Children who do not have opportunity to read at home access support from staff.
<p>Well-being and Parental Engagement/Support</p> <ul style="list-style-type: none"> • Two members of staff developing roles as emotional well-being workers (ELSA) to support pupils and families. • Secure the safety and well-being of all pupils. • Support families who have specific needs. • Develop parental capacity to support learning. • Improvements in attendance of children from vulnerable families. • Advotalk continue to support pupils with emotional well-being needs. 	<ul style="list-style-type: none"> • ELSAs are now fully trained and work with a range of pupils and families from across the school. • DSL and attendance lead appointed internally to support pupils and families with safeguarding and attendance issues. • Attendance is closely monitored and home visits are carried out when necessary. • Support given to vulnerable families to help them engage with the school. • Attendance of some children from vulnerable families improved. • Advotalk in school 2 afternoons per week – working with a range of pupils from across the school to meet their needs.

The evaluation of our spending for 2018/2019 has informed elements of our School Improvement Plan for 2019/2020, our new Pupil Premium Strategy Statement for 2019/2020 and is also a key part of our appraisal/performance management procedures.