

# Rokeby Park Primary School



## Pupil Premium Policy

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## **Rationale:**

At Rokeby Park Primary School, we aim for every pupil to 'aim to be the best they can be'.

The targeted and strategic use of pupil premium funding will support us in achieving our aims.

## **The Pupil Premium – DfE Guidance**

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

The government is giving schools extra funding to help improve outcomes for disadvantaged children and other pupils who need extra support.

Although the main aim of the pupil premium is to raise attainment, you can spend your pupil premium on:

- non-academic outcomes, such as improving pupils' mental health
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils

It is for schools to decide how the pupil premium funding, 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. Schools are free to spend the pupil premium funding as they see fit. The pupil premium strategy published on the website shows to parents how the pupil premium funding is spent.

## **Principles:**

- Quality First Teaching (QFT) needs to be at the forefront of all provision in place for pupil premium pupils.
- We ensure all teaching and learning opportunities are targeted to meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- We ensure appropriate provision is in place to address the attainment gap that may exist for some vulnerable groups, whilst recognising that not all pupils who receive free school meals will be socially disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We therefore allocate pupil premium funding to support any pupils or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Needs and analysis and deployment of resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.
- All work through pupil premium is aimed at the acceleration of pupil progress through focussing on teaching quality to raise the attainment of disadvantaged pupils of all abilities to reach their full potential. Alongside this, implementing wider strategies to support readiness to learn

### **Provision:**

The range of provision may include:

#### Quality First Teaching (QFT)

All teachers use QFT to ensure pupils make good progress in all lessons.

- Improve QFT through targeted support and CPD (internal and external programmes)
- Ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all pupils.
- Identify barriers to learning for disadvantaged pupils and implement strategies to remove these barriers.
- Use rigorous data and tracking to identify barriers to learning and ensure appropriate interventions are in place for any pupils who are at risk of falling behind.
- High quality feedback and marking is used to assess pupils and ensure they make good progress.
- QFT of phonics and daily phonics interventions in place for Y1 upwards to close the attainment gap.
- Use of precision teaching where necessary phonics daily catch up in Foundation Stage.

#### Reading

Promote reading throughout the school

- use of reading fluency project,
- home reading(3 times a week or more)
- reading buddies
- daily reading
- improved resources/library
- develop links with parents – reading and phonics workshops.

#### Speech and Language

Develop in school provision for speech and language through partnership working.

- All teachers are ensuring referrals are completed for SALT so that all children that have SLCN receive the support they need.
- In EYFS use of Early Talk & Talk Boost and Social skills groups alongside SALT support is implemented daily
- Across the rest of the school, ASAs have received CPD to deliver targets for children with SALT needs

- Intervention programmes are implemented weekly to accelerate pupils' progress and attainment
- All children that need it now have Northcott Outreach in place.

### PSHE/Well Being

Provide appropriate support to ensure that all children have positive attitudes to learning and develop a good level of resilience and are able to access the curriculum.

- Teachers ensure they are teaching a growth mindset approach in all curriculum areas.
- Daily mindfulness activities are further promoting positive attitudes as part of the PSHE curriculum.
- Across the school, ELSA support is in place for pupils and this also includes support for parents such as workshops and pupil drop ins.
- An Advotalk programme has been brought in for children to help support social and emotional needs of the children.
- Across the school, The Boxall Profile will be brought in to assess children's social and emotional needs in order to implement personalised provision.
- The Headstart programme is being developed.

### Curriculum

The school's curriculum meets the needs of all pupils and is relevant to the local context, helps raise aspirations and ambitions.

- Trips and experiences will be planned throughout the curriculum so that children gain as much first hand experiences as possible and make links to their learning.
- After school clubs and lunchtime clubs further enhance the pupils' enjoyment of learning and the wider curriculum.
- Y6 Booster groups delivered twice a week to prepare Y6 for SATs.

### Attendance

Attendance for all pupil premium pupils is carefully tracked and monitored to ensure this does not have a negative impact on their progress.

- Weekly attendance assemblies and reports ensure attendance is high profile within the school.
- Personalised attendance reports /sticker charts are working to encourage poor attenders and whole class treats for the best attendance.
- A subsidised breakfast club is provided in order for children to be ready to learn. This is an opportunity to provide a nutritious breakfast, structured social experience, an opportunity to complete homework and read to an adult. In turn this will support working parents and improve attendance.

### **Reporting:**

It is the responsibility of the Inclusion Lead, to include the following information in a termly report and data analysis for the Governors:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last termly report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision when compared with other forms of support.

It is the responsibility of the Headteacher to ensure this information is reported to the full governing body.

It has been a legal requirement since 2012 to publish an annual report to parents on how the Pupil Premium is spent and its impact (narrowing the gap for socially disadvantaged pupils)

**Review**

This policy will be reviewed every three years or if there is a change in legislation

Reviewed: February 2020 by Mrs K Wilde

Next review date: February 2023