



Rokeby Park Primary School
Pupil Premium Evaluation 2019-2020

The pupil premium is additional funding for publicly funded schools in England to 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 2019-20, how it was spent and the impact it had on pupils' achievement. Pupil premium funding enables us to tailor provision to meet the 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. 69% 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 36.3% which is broadly in line with the LA average but above national.

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.

Evaluation of Pupil Premium 2019-20

School Overview

| | |
|---|----------------------------|
| Total number of pupils on roll | 184 |
| Percentage eligible for Pupil Premium | 39.6% |
| Total amount of Pupil Premium received | £89821 (EYPP £2000) |

Year Group Overview 2019/2020

| Year Group | Cohort Size | Pupil Premium |
|-------------------|--------------------|----------------------|
| Reception | 25 | 9 |
| Year 1 | 25 | 9 |
| Year 2 | 30 | 10 |
| Year 3 | 30 | 11 |
| Year 4 | 28 | 12 |
| Year 5 | 26 | 14 |
| Year 6 | 20 | 8 |

**Summary of Spend
Data 2018/2019
(due to COVID19 data is from the previous year)
Quantitative Outcomes**

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 |

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 | 74 | -11.5 |
| 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 | 84 | 21 |
| Number of pupils | 8 | 20 | | | |

Of the 28 pupils in Y1 in 2018/2019, 8 were pupils eligible for 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 eligible for pupil premium in Y2.

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 | 70 | -13 | 75 | -5 |
| Reading - Greater depth | 0 | 19 | -25 | 25 | -6 |
| Writing WA+ | 57 | 67 | -10 | 69 | -2 |
| Writing – Greater depth | 0 | 19 | -19 | 15 | +4 |
| Mathematics WA+ | 57 | 74 | -23 | 76 | -2 |
| Mathematics - Greater depth | 14 | 22 | -8 | 22 | 0 |

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+ | 92 | 93 | -1 | 73 | +20 |
| Reading – Higher Score | 38 | 37 | +1 | 27 | +10 |
| Reading – average scaled score | 108 | 108 | 0 | 105 | +3 |
| Writing at WA+ | 77 | 74 | +3 | 78 | -4 |
| Writing GD | 0 | 15 | -15 | 20 | -5 |
| Mathematics WA+ | 92 | 89 | +3 | 79 | +10 |
| Mathematics Higher score | 23 | 33 | -10 | 27 | +6 |

| | | | | | |
|---|-----|-----|-----|-----|-----|
| Mathematics average scaled score | 105 | 106 | -1 | 105 | 0 |
| GPS | 92 | 96 | -4 | 78 | +18 |
| GPS Higher score | 38 | 48 | -10 | 36 | +12 |
| GPS average scaled score | 108 | 109 | -1 | 106 | -3 |
| RWM combined | 69 | 67 | +2 | 65 | +2 |
| RWM combined – higher score | 0 | 7 | -7 | 11 | -4 |

The percentage of pupils eligible for pupil premium achieving the expected standard is higher than the percentage of non pupil premium

Average Progress

| | Disadv | Others in school | Others Nat |
|--------------------|--------|------------------|------------|
| Reading | 7.7 | 5.8 | 0.03 |
| Writing | 1.3 | 1.1 | 0.03 |
| Mathematics | 3.3 | 2.6 | 0.03 |

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

Qualitative Outcomes 2019-2020

| Resource and intended impact | Qualitative Outcomes |
|--|---|
| <p>Phonics Teaching</p> <ul style="list-style-type: none"> English lead coordinate phonics – new lead in September 2019 and another new lead in January 2020 Additional members of staff trained to deliver RWI phonics (EYFS & KS1) QFT of phonics – due to school closures not chance to implement programmes Ensure percentage of disadvantaged pupils achieving the expected standard in the Y1 and Y2 phonic screening check increases and is in line with national, due to COVID 19 unable to see impact. Ensure the delivery of high quality teaching, learning and assessment strategies in order to improve outcomes for all pupils – lots of new staff joined in Sept 2019 so this will be continuing into 2020/21 Rigorous tracking of phonics progress throughout the school to and identify barriers to learning and ensure appropriate interventions are in place for any pupils who are at risk from falling behind – needs to continue into 2020/21 | <ul style="list-style-type: none"> High quality interventions are used to ensure pupils make good progress in phonics due to school closures not chance to implement programmes fully Phonics catch up intervention in place for pupils in Y1-Y4 from Jan to March RWI programme new staff running it, continue throughout 2020/21 |
| <p>Quality First Teaching for all pupils</p> <ul style="list-style-type: none"> Secure high standards by establishing high expectations, monitoring performance and quality CPD – focused on pupils outcomes, new staff in Sept 2019 and school closures in March – need to continue this into 2020/21 | <ul style="list-style-type: none"> Consistently high quality teaching - new staff in Sept 2019 and school closures in March – need to continue this into 2020/21 – more work to be done on consistency of high quality teaching |

| | |
|--|--|
| <ul style="list-style-type: none"> • Additional time for teachers to plan, track and evaluate their impact on disadvantaged children (half termly) so that they identify barriers to learning • Rigorous tracking of individuals and accountability for individual teacher • Effective deployment of staff, including support staff – use to support teaching not replace it • Increase rates of progress and achievement in writing for all pupils • Live marking, verbal feedback and same day intervention used effectively | <p>throughout the school</p> <ul style="list-style-type: none"> • All pupils in all classes across the school receive ‘quality first teaching’ • Need for intervention reduced • Rigorous tracking demonstrates good progress and where this is not the case intervention is in place which is rigorously monitored and evaluated for impact • All staff know who disadvantaged pupils are and their barriers to learning • Gap between disadvantaged and other pupils closes |
| <p>Speech and language interventions</p> <ul style="list-style-type: none"> • Support staff trained in speech and language interventions • NHS website uploaded on sharepoint for all SALT resources to be accessed • Early referral and intervention of SALT children | <ul style="list-style-type: none"> • Support staff are trained through the NHS speech and language programme which has impacted on pupil progress until COVID19 which halted pupil progress due to school closures • Implementation of support and intervention programmes tailored to meet pupils’ needs and designed to accelerate their progress – not had chance to review impact due to COVID19 and school closures • Early talk boost and 1 to 1 intervention for pupils in EYFS |
| <p>Growth mindset</p> <ul style="list-style-type: none"> • Two emotional well being workers (ELSA teachers) working to support pupils to have a positive attitude to learning and support families • Secure the safety and well being of all pupils • Reflective CPD and mindfulness training to support teachers well being • Weekly PSHE lessons and mindfulness to promote positive attitude to learning • Training and development of the Headstart programme, headstart lead/personal development lead set up a headstart team but due to COVID19 did not get finished. • Advotalk programme to help support the social and emotional needs of pupils. • Develop understanding of barriers to learning • Promote positive relationships with pupils to ensure a positive and ‘can do’ attitude | <ul style="list-style-type: none"> • Teachers and support staff encourage pupils to have a positive attitude to learning • Children’s resilience is improved • Star of the week assembly focussing on growth mindset and positive attitudes to learning • ELSA drop ins at lunchtime promoted • Parental workshops introduced to support and promote parental engagement across the school • Due to COVID19, children’s emotional well being needs to be at the forefront of the pupil |

| towards school | premium strategy for 2020/21 |
|---|---|
| <p>Reading</p> <ul style="list-style-type: none"> • High quality reading resources to be sent home • Improve the library to promote a love of reading • Tracking of home/school reading • Arrange for visits in school and out of school from authors • English lead to raise the profile of reading across the school • Home reading is matched to RWI programme • At least once a week, every child reads to an adult | <ul style="list-style-type: none"> • Due to COVID19 and school closures, reading will continue to be a priority for 2020/21 • New reading lead in Sept 2019 and new reading lead in Jan 2020 • Weekly reading assemblies to celebrate children that have read 3 or more times – high quality books as prizes • Teacher’s reading corners are inviting and engaging • Pupils develop a love of reading • Pupils make good progress in reading • Phonics and reading workshops for parents |
| <p>Curriculum</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 • Curriculum leads to map out the curriculum across the school to ensure progression and consistency in teaching and learning • To ensure all pupils have access to a broad and balanced curriculum that meets the needs of the pupils, is relevant to the local context, helps raise aspirations, challenges stereotypes and challenges pupils • Use of pupil voice to ensure the curriculum at Rokeby is child centred and the core values of our school are at the heart of the curriculum • CPD programme focussed on building a rich and vibrant curriculum • High quality feedback and marking is used to assess pupils and ensure they make good progress • Increased range of experiences and activities which promote the development of SMSC • Children take part in invaluable learning experiences aimed at raising future aspirations and ambitions | <ul style="list-style-type: none"> • Due to COVID19 curriculum will continue to be a focus in 2020/21 • New curriculum leaders in Sept 2019 and new curriculum leaders in Jan 2020 • Each subject lead has created scheme of work, subject intent, knowledge organisers and word banks • Use of FLIC across the school to assess progress in curriculum subjects • Subject leads take ownership of their subject through tracking, monitoring and work scrutinies • All staff attended curriculum planning INSETs to work on the development of the curriculum across the school • Visits facilitated proved very successful in widening our children’s opportunities and experiences • Children gain enjoyment of learning and raise aspirations |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Children make good progress in reading, writing and maths |
| <p>Subsidised Breakfast Club including</p> <ul style="list-style-type: none"> • Identified children ready to learn • Opportunity to complete homework • Fluency in reading • Improve attendance and punctuality • Support working parents • Social skills support, resources and games | <ul style="list-style-type: none"> • DUE TO COVID 19 – ASC and breakfast club was shut from March to August 2019 • 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 highly trained support staff • Secure high rates of attendance • Development of social skills |
| <p>Attendance and Punctuality</p> <ul style="list-style-type: none"> • Attendance lead • Weekly attendance assemblies • Decrease in the rates of absence for persistently absent disadvantaged children • Attendance team to establish positive links with families of persistent absentees • End of term / year awards for attendance <ul style="list-style-type: none"> ○ Termly attendance prize draw £60 ○ End of year 100% attendance medals and trophies £50 • Attendance monitored to ensure it does not have a negative impact on progress | <ul style="list-style-type: none"> • DUE TO COVID 19 and school closures – huge impact on attendance • Punctuality improved – before and after close of registration • Reduce the number of persistent absentees amongst disadvantaged pupils to 10% or below. • 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 • Since returning to school attendance is higher than average and will continue to be monitored into 2020/21 |

*** All evaluation has been impacted severely due to COVID19 and school closures and large number of new staff in September 2019. These initiatives will continue into 2020/21

The evaluation of our spending for 2019/2020 has informed elements of our School Improvement Plan for 2020/2021, our new Pupil Premium Strategy Statement for 2020/2021 and is also a key part of our appraisal / performance management procedures.

Allocation of Pupil Premium Funding for 2020/2021

| | Rationale | Cost |
|---|--|-----------|
| <p>Quality of teaching for all</p> <ul style="list-style-type: none"> • High quality teaching and learning and assessment strategies • All pupils regardless of starting point reach their full potential • Y6 booster groups led by SLT twice weekly during spring and summer term to close gaps in learning (14 weeks) £2552 | <ul style="list-style-type: none"> • 2 x teachers in Year 6 every morning to accelerate progress. • A high number of experienced teachers to support pupils. • QFT to ensure all pupil premium pupils make good progress during their time at school • Quality CPD for all teachers • Clear assessment and data tracking systems in place • Rigorous monitoring and evaluation systems are in place • Children well prepared for Y6 SATs • Metacognition and self regulation strategies used. • Strategies to enhance long term memory and retention • Collaborative learning – peers supporting each other’s learning • Promoting independent and resilient learners • Feedback focus on improvement prompts and next steps in learning • Work scrutiny shows children responding to feedback • Evidence of pupils, planning, monitoring and evaluating their own learning • Children make good progress in reading, writing and maths | £16180.46 |
| <p>Targeted Support To provide a high quality programme of catch up and intervention to target pupils where lost learning is most significant Bespoke intervention based on evidence based research – catch up curriculum Make use of EEF Toolkit with particular focus on:</p> <ul style="list-style-type: none"> • CPD linked to evidence based research • Inference • Catch Up Literacy – Fresh Start, RWI • Bespoke interventions for identified children to close gaps • Reading fluency • SDI (Same day intervention) | <ul style="list-style-type: none"> • Carry out baseline assessments, including question level analysis, to accurately identify gaps in learning. • Identify pupils who require additional support and intervention to catch up • Target pupils through additional intervention programmes, catch up programmes • Identify low cost high impact intervention • Monitor QFT and ensure that all teachers are closing the gap for all pupils • Closely track and monitor progress for underperforming pupils to measure impact and effectiveness of intervention programmes • Ensure ongoing programme of intervention and catch up for any pupil identified as underperforming, particularly disadvantaged pupils. • Provide CPD for teachers to ensure a high quality programme of catch up and intervention is in place | £52843.81 |

| | | |
|--|---|------------------|
| <ul style="list-style-type: none"> • 1:1 Phonics | | |
| <p>Attendance and Punctuality</p> <ul style="list-style-type: none"> • Attendance lead • Weekly attendance assemblies • Decrease in the rates of absence for persistently absent disadvantaged children • Attendance team to establish positive links with families of persistent absentees • End of term / year awards for attendance <ul style="list-style-type: none"> ○ Termly attendance prize draw £60 ○ End of year 100% attendance medals and trophies £50 • Attendance monitored to ensure it does not have a negative impact on progress | <ul style="list-style-type: none"> • Higher levels of attendance achieved • Punctuality improved – before and after close of registration • Reduce the number of persistent absentees amongst disadvantaged pupils to 10% or below. • PA amongst disadvantaged pupils is below NA • Attendance of children from vulnerable families improved • 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 • Subsidised breakfast club • School nurse (0.5 day per week) | <p>£22571.42</p> |
| | | |
| | TOTAL | £91595.69 |