

Pupil premium strategy statement

School overview

Metric	Data
School name	Rokeby Park Primary School
Number of pupils	188
Proportion of disadvantaged pupils	42.5%
Pupil premium allocation this academic year	£88,803 (£2000 EYPP)
Academic year or years covered by statement	2020-21
Publish date	02/11/20
Review date	November 2021
Statement authorised by	Claire Smith
Pupil premium lead	Kate Wilde
Governor lead	Hannah Stannard

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A Covid - 19
Writing	N/A Covid - 19
Maths	N/A Covid - 19

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	R 80% W 73% M 80%
Achieving high standard at KS2	R 47% W 20% M 40%
Measure	Activity
Priority 1	Provide quality CPD for teaching staff to ensure high quality teaching across the school. 2 x teachers in Year 6 every morning to accelerate progress. A high number of experienced teachers to support pupils.
Priority 2	Provide a high quality programme of catch up and intervention to narrow achievement gap
Barriers to learning these priorities address	Ensure teachers are providing QFT and using evidence based whole class teaching interventions Lack of support with home learning. Further lockdown/ virus outbreaks,

Projected spending	£16180.46
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	KS2 pupils to achieve at least expected progress from KS1	Sept 2021
Progress in Writing	To ensure a consistent and effective approach to the teaching of writing using TFW KS2 pupils to achieve at least expected progress from KS1	Sept 2021
Progress in Mathematics	KS2 pupils to achieve at least expected progress from KS1 To ensure a consistent and effective approach to the teaching of maths using the mastery approach	Sept 2021
Phonics	To ensure a consistent and effective approach to phonics using RWI and early reading Achieve national average expected standard in PSC	Sept 2021
Other	To secure good attendance across the school (96.1%) Providing School Health Plus weekly to support families with health needs and attendance support	Sept 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Highly experienced teachers in FS, Y2, Y3, Y4 and Y6. 2 teachers in Y6 4 mornings. Focus on Quality First Teaching across the school to accelerate attainment and progress of all pupils including disadvantaged pupils.
Priority 2	Establish low cost, high impact interventions (RWM) for disadvantaged pupils falling behind age related expectations after lockdown. Intervention groups to be based on baseline assessments in September. A focus on disadvantaged children in Y1 and Y2 passing PSC
Barriers to learning these priorities address	Encouraging wider home reading. Providing CPD and training to ensure consistency in QFT and delivering quality interventions

Projected spending	£52843.81
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Wider strategies for current academic year

Measure	Activity
Priority 1	To provide School Health Plus weekly to support families with health needs, school engagement and attendance support
Priority 2	To ensure provision is in place to support pupils' and parents' emotional well being
Barriers to learning these priorities address	Improving attendance for the most disadvantaged pupils. Pupil resilience, lack of support from home
Projected spending	£22571.42

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	The impact of COVID19 on the attainment and progress of the disadvantaged pupils.	Analysis of data to ensure gaps is narrowing. Use of baseline data to focus on underperforming pupils. CPD for QFT, focus on feedback, use of metacognition and self regulation strategies. Work on long term memory and retention
Targeted support	Children reaching the expected standard in the phonics check Ensure that interventions are planned, delivered and evaluated	Use of provision maps to plan out interventions. KW to support phase leaders and class teachers with implementing and monitor interventions. Phonics catch up HLTA in Y1 to boost phonics
Wider strategies	Families facing challenges and persistent non attenders	Attendance lead to do home visits, school nurse to boost parental engagement

Review: last year's aims and outcomes

Aim	Outcome
Phonics	<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

Quality first teaching	<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 throughout the school
Speech and language interventions	<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
Attendance and punctuality	<ul style="list-style-type: none"> • DUE TO COVID 19 and school closures – huge impact on attendance. Continue to be a priority for 2020/21