



Rokeby Park Primary School
Pupil Premium Evaluation 2020-2021

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 2020-21, 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. 68.7% 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 29.7% 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 2020-21

School Overview

Total number of pupils on roll	188
Percentage eligible for Pupil Premium	42.5%
Total amount of Pupil Premium received	£88,803(EYPP £2000)

Year Group Overview 2019/2020

Year Group	Cohort Size	Pupil Premium
Reception	24	6
Year 1	24	10
Year 2	25	9
Year 3	29	12
Year 4	32	12
Year 5	24	10
Year 6	28	14

**Summary of Spend
Data 2020/21
(taken from the SASS pack 2021 edition)
Quantitative Outcomes**

Absence

	Absence					Persistent Absence				
	Disadv	Others In school	Others nationally	In school gap	Gap with national	Disadv	Others In school	Others nationall y	In school gap	Gap with national
2021	9.7	4.1	3.5	-5.6	-4.1	36.2	8,2	5.4	-28.0	-20.1

Early Years Foundation Stage

	Disadv	Others In school	In school gap	Others Nat	Gap with Nat
% achieving Good Level of Development	75.0	60.0	+15	56.7	+3.3
Number of pupils	3				

There were 24 pupils in Reception in 2020/21 and 6 of these were pupil premium pupils.

Year 2 Phonics Autumn 2020

	Disadv	Others In school	In school gap	Others Nat	Gap with Nat
% reaching required standard	77	87	+10		
Number of pupils	9	16			

There were 9 eligible for pupil premium in Y2.

Key Stage 1 – Teacher Assessment

	Disadv	Others In school	In school gap	Others Nat	Gap with Nat
Number of pupils in total	9	16			
Reading WA+	66.6	75	-8.4	66.9	-0.3
Reading - Greater depth	33.3	25.0	+8.3	18.9	+14.4
Writing WA+	55.5	68.8	-13.3	58.3	-2.8
Writing – Greater depth	22.2	6.3	+15.9	9.6	+12.6
Mathematics WA+	55.5	68.8	-13.3	67.0	-11.5
Mathematics - Greater depth	22.2	25.0	-2.8	15.1	+9.9

55.6% 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.

End of Key Stage 2

	Disadv	Others in school	In school gap	Others Nat	Gap with Nat
Number of pupils in total	14	14			
Reading WA+	73.3	91.7	-18.4	76.4	+15.3
Reading GD	40.0	41.7	-1.7		
Writing at WA+	60.0	83.3	-23.3	70.2	+13.1
Writing GD	33.3	16.7	+16.6		
Mathematics WA+	60.0	75.0	-15.0	72.9	+2.1
Mathematics GD	33.3	8.3	+25		
RWM combined	53.3	75.0	-21.7	63.3	+11.7
RWM combined – higher score	26.7	8.3	+18.4		

Disadvantaged pupils made progress in line with other pupils in the school in reading and better progress in writing and maths

Qualitative Outcomes 2020-21

Resource and intended impact	Qualitative Outcomes
Quality First Teaching <ul style="list-style-type: none"> All children have access to quality first teaching and feel safe and ready to learn Provide additional teaching time for core subjects to ensure gaps in learning from previous year are covered and embedded before new learning is introduced 	<ul style="list-style-type: none"> Consistently high quality teaching All pupils in all classes across the school receive 'quality first teaching' Need for intervention reduced

<ul style="list-style-type: none"> • Staff confident to deliver strategies and techniques on metacognition and self regulation to re-establish effective learning strategies including techniques to embed knowledge into long term memory and retention. • Pupils able to become resilient and independent learners • In case of bubble/school closure, remote learning available • Secure high standards by establishing high expectations, monitoring performance and quality CPD • 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 • Identify barriers to learning for disadvantaged pupils and implement strategies to remove these barriers. • Clear assessment and data tracking systems in place • Rigorous monitoring and evaluation systems are in place • Collaborative learning – peers supporting learning • Promoting independent and resilient learners • 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. 	<ul style="list-style-type: none"> • 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 • Bespoke remote pacing grids and action plan • 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 • Rigorous tracking demonstrates good progress and where this is not the case intervention is in place which is rigorously monitored and evaluated for impact
<p><u>To provide a high quality programme of catch up and intervention to target pupils where lost learning is most significant</u></p> <ul style="list-style-type: none"> • Pupil premium lead to track effectiveness of strategies used to remove barriers to learning. • Teachers use rigorous data and tracking to identify barriers to learning and establish ways forward. • Rigorous monitoring of disadvantaged pupils and strategies put in place to remove barriers to learning. (tracking sheet in place) 	<ul style="list-style-type: none"> • Analysis of provision maps • All staff have a pupil premium register and take ownership of accelerating the progress of disadvantaged pupils • 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

<ul style="list-style-type: none"> • Rigorous data analysis ensures pupils are making progress. (EOY results sheet for PP) • Ensure staff are deployed effectively • 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 • Establish low cost, high impact interventions (RWM) for disadvantaged pupils falling behind age related expectations after lockdown. I • Intervention groups to be based on baseline assessments in September. A focus on disadvantaged children in Y1 and Y2 passing PSC • 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. • Provide CPD for teachers to ensure a high quality programme of catch up and intervention is in place • 	<p>and effectiveness of intervention programmes</p> <ul style="list-style-type: none"> • Bespoke interventions used to accelerate progress • Lost learning is caught up • Narrow the achievement gap for disadvantaged pupils
<p><u>Ensure a high standard of behaviour at all times of the school day to enable children to fulfil their potential</u></p> <ul style="list-style-type: none"> • 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 curriculum. • Monitoring of interventions. • Behaviour audit • Pupil voice • CPOMs analysis • Rigorous data analysis of disadvantaged pupils' progress. • Weekly contact with Advotalk 	<ul style="list-style-type: none"> • Clear and concise behaviour policy that has been shared with all staff, parents and pupils • Behaviour expectations displayed and reiterated across the school, a positive and restorative approach to behaviour management • Use of class dojo for class rewards and contact parents • Use of CPOMS to record behaviour • Consistent approach to behaviour management • Focus on relationship development and nurturing approach • Boxall profile strategies to support pupils and find out reasons for behaviour.

	<ul style="list-style-type: none"> • ASA employed to work with pupils in KS2 who have additional social, emotional and behaviour needs. • Identify pupils at risk of not making the progress of which they are capable. • Implementation of support and intervention programmes tailored to meet pupils' needs. • Use of Advotalk to help support the social and emotional needs of pupils. • Children's behaviour and behaviour for learning are good. • Ensure specific behaviour plans, including emotional support, are in place for all pupils identified as vulnerable.
<ul style="list-style-type: none"> • <u>To ensure provision is in place to support pupils' and parents' emotional wellbeing</u> • Provide appropriate support to ensure that all children have positive attitudes to learning, develop a good level of resilience and are able to access the curriculum • 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 and ongoing supervision for ELSAs by EP. • School Health Plus half day a week to support emotional well being of pupils and parents and complete health needs assessments • Promote parental engagement across the school • ACEs training for all staff • Mental health CPD • Nurturing approach, use of Boxall profile • Weekly check ins for vulnerable pupils across the school • Pastoral offer in place • Mental health pathway to follow 	<ul style="list-style-type: none"> • Ensure staff are fully confident and resourced in delivering weekly PSHE (Jigsaw) lessons. • Prioritise strategies to support pupils' and parents' emotional health and wellbeing • Continue to develop the curriculum through the year so that pupils are able to develop their confidence, resilience and independence through engaging and meaningful themes and activities. Reading contexts with PSHE link will be actively promoted • Regular meetings with ELSAs • CPOMs analysis • Weekly updates with school nurse • Identify pupils who need more focused emotional literacy or social skills support to remove barriers for learning and target through Boxall profile, ELSA, support programmes or external agencies

	<ul style="list-style-type: none"> • Use of school nurse to engage with parents and support the emotional well being of parents and pupils
<p><u>Curriculum - Ensure all pupils receive a rich and vibrant curriculum which is engaging and investigative, resulting in high quality outcomes for all</u></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 • All children have access to a broad and balanced curriculum • The curriculum is linked to the core subjects to ensure the children are making progress in basic skills • Children have the opportunity to take part in experiences within and beyond their local environment. Children take part in invaluable learning experiences aimed at raising future aspirations and ambitions. • Children gain enjoyment of learning and develop an understanding of the opportunities available to them through experiences delivered throughout the curriculum. • Pupils will be well engaged in their learning. 	<ul style="list-style-type: none"> • Due to COVID19 curriculum will continue to be a focus in 2021/22 • 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 • Children make good progress in reading, writing and maths • Subject leaders to revise and update KPIs across all subjects to ensure the progressive development of knowledge and skills. • Ensure curriculum plans enable sufficient opportunities to develop core skills and to apply these regularly across the curriculum to embed knowledge and skills • Embed progressive objectives in all subjects with regular opportunities for pupils to

	<p>demonstrate and apply their learning to secure knowledge into their long term memory</p> <ul style="list-style-type: none"> • Develop subject leadership to ensure all subject leaders have an accurate overview of quality of education in their subject and are effectively addressing any weaker practice • Monitoring of the curriculum subjects. • Subject leads to use FLIC to analyse data and progress • Subject leads to produce termly action plans and reports to governors. • Experiences will be planned throughout the curriculum so that children gain as much first-hand experience as possible and can make links in their learning
<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 • Attendance monitored to ensure it does not have a negative impact on progress • Re-establish attendance expectations with pupils, parents and families • Increase attendance rates for disadvantaged pupils • Attendance lead to establish positive links with families of persistent absentees • Better attendance improves the attainment for all pupils. • Attendance of disadvantaged pupils is lower than non-disadvantaged pupils in the school. • Narrow the attainment gap between non disadvantaged and disadvantaged pupils 	<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 2021/22 • Reduce the number of persistent absentees amongst disadvantaged pupils to 10% or below.

	<ul style="list-style-type: none"> • Overall, disadvantaged pupils' attendance improves and is in line with national (96.0%). • Monitor rates of attendance daily and weekly. • Review attendance plans to measure impact. • Reports to governors • First day response and home visits to target pupils. • Ensure that disadvantaged pupils' attendance is rigorously monitored and is a high profile issue throughout the school. • Weekly attendance summary reported to all teachers. • Attendance assembly every week so that children understand the importance of attendance. • Subsidised Breakfast Club to ensure that all disadvantaged pupils who attend have the best start to the day through a nutritious breakfast and a structured social experience. • Attendance support and monitoring plans in place for target pupils • Re-launch Trust attendance policy including attendance rewards, tracking systems, letters etc... • Identify pupils at risk of becoming persistent absentees and work with parents to improve attendance
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***** All evaluation has been impacted severely due to COVID19 and school closures. These initiatives will continue into 2021/22**

The evaluation of our spending for 2021/22 has informed elements of our School Improvement Plan for 2021/22, our new Pupil Premium Strategy Statement for 2021/22 and is also a key part of our appraisal / performance management procedures.

Allocation of Pupil Premium Funding for 2021/2022

	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"> • Ensure the curriculum is ambitious and accessible for all pupils, including disadvantaged pupils, lower ability and pupils with SEND. • A high number of experienced teachers to support pupils. Focus on Quality First Teaching across the school to accelerate attainment and progress of all pupils including disadvantaged pupils. • QFT to ensure all pupil premium pupils make good progress during their time at school • 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 • Research shows that consistently good teaching will narrow the achievement gap. The achievement gap between disadvantaged and non disadvantaged will be closed. • Ensure curriculum is adapted and personalised for pupils with additional needs. • High quality CPD to further enhance the curriculum and ensure it is accessible and ambitious for all, to ensure consistency in Quality First Teaching to narrow the achievement gap. • Analysis of data to ensure gaps is narrowing. Use of baseline data to focus on underperforming pupils • Monitor QFT and ensure that all teachers are closing the gap for all pupil 	<p>£18843.40</p>

<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 • First Class @ maths • Catch Up Literacy – Fresh Start, RWI • Bespoke interventions for identified children to close gaps • Reading fluency • SDI (Same day intervention) • 1:1 Phonics 	<ul style="list-style-type: none"> • All pupils requiring additional support have received quality intervention, 1:1 tuition or catch up programmes to address gaps in learning leading to accelerated progress. • Bespoke interventions to prioritise lost learning boost attainment and progress • Daily phonic one to ones to accelerate progress. • Establish low cost, high impact interventions (RWM) for disadvantaged pupils falling behind age related expectations. • Intervention groups to be based on baseline assessments in September. • A focus on disadvantaged children in Y1 and Y2 passing PSC • Boost reading for pleasure across the school. Daily anchor novel and story time. Encouraging wider home reading • Providing CPD and training to ensure consistency in QFT focus on metacognition. • Ensure delivering quality interventions which are rigorously monitored. • 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 • 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 a high quality programme of catch up and intervention to narrow achievement gap • Use of provision maps to plan out interventions. KW to support phase leaders and class teachers with implementing and monitoring interventions. • Children reaching the expected standard in the phonics check • Ensure that interventions are planned, delivered and evaluate 	<p>£53909.85</p>
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<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"> • Reestablish attendance expectations with pupils, parents and families. Improving attendance for the most disadvantaged pupils. • Ensure a wide range of engagement /extra-curricular activities to encourage positive attitudes to school and attendance • Pupil resilience, lack of support from home • 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) • To provide School Health Plus weekly to support families with health needs, school engagement and attendance support • school nurse to boost parental engagement • Families facing challenges and persistent non attenders • Identify pupils at risk of becoming persistent absentees and work with parents to improve attendance 	<p>£25326.76</p>
	TOTAL	£105875