

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Rokeby Park Primary School
Number of pupils	183
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£96,280 (£1800 EYPP Autumn Term)
Academic year or years covered by statement	2021-22
Publish date	10/11/21
Review date	September 2022
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 89% W 67% M 89%
Achieving high standard at KS2	R 22% W 22% M 33%
Measure	Activity
Priority 1	Ensure the curriculum is ambitious and accessible for all pupils, including disadvantaged pupils, lower ability and pupils with SEND. Provide CPD and support across the school to ensure consistency in Quality First Teaching to narrow the achievement gap. 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

<p>Barriers to learning these priorities address</p>	<p>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.</p> <p>Bespoke interventions to prioritise lost learning</p> <p>High quality CPD to further enhance the curriculum and ensure it is accessible and ambitious for all.</p>
<p>Projected spending</p>	<p>£18843.40</p>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	KS2 pupils to achieve at least expected progress from KS1	Sept 2022
Progress in Writing	KS2 pupils to achieve at least expected progress from KS1 To ensure a consistent and effective approach to the teaching of writing using TFW	Sept 2022
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 2022
Phonics	Improve outcomes in phonics screening check. To ensure a consistent and effective approach to phonics using RWI, phonic one to ones and early reading	Sept 2022
Other	To improve rates of attendance across the school, targeting PA (96.1%) Providing School Health Plus weekly to support families with health needs and attendance support	Sept 2022

**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. Focus on Quality First Teaching across the school to accelerate attainment and progress of all pupils including disadvantaged pupils.
Priority 2	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.

	Daily phonic one to ones to accelerate progress. Bespoke interventions to boost attainment and 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
Barriers to learning these priorities address	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.
Projected spending	£53909.85

### 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	<p>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</p> <p>Foster pupil resilience</p> <p>Identify pupils at risk of becoming persistent absentees and work with parents to improve attendance</p> <p>Monitoring and pupil voice shows increased confidence and resilience</p> <p>Pupil voice, questionnaires, circle time and pastoral support accurately identified pupils who require additional support.</p> <p>All identified pupils receive additional support and report a positive impact</p>
Projected spending	£25326.76

### Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	The impact of COVID19 on the attainment and progress of the disadvantaged pupils.	Analysis of data to ensure gap 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 monitoring interventions. Phonics catch up daily across year groups to boost phonics and early reading.
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
Quality First Teaching	Consistently high quality teaching across the school, the gap between the disadvantaged and non disadvantaged closes. Due to school closures, this needs to continue to be a priority.
To provide a high quality programme of catch up and intervention to target pupils where lost learning is most significant	Closely track and monitor progress for underperforming pupils to measure impact and effectiveness of intervention programmes Bespoke interventions used to accelerate progress Lost learning is caught up Narrow the achievement gap for disadvantaged pupils This needs to continue in 2021/22
Ensure a high standard of behaviour at all times of the school day to enable children to fulfil their potential	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
To ensure provision is in place to support pupils' and parents' emotional wellbeing	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

	Use of school nurse to engage with parents and support the emotional well being of parents and pupils Continue to be a priority for 2021/22
Curriculum - Ensure all pupils receive a rich and vibrant curriculum which is engaging and investigative, resulting in high quality outcomes for all	Children gain enjoyment of learning and raise aspirations Children make good progress in reading, writing and maths
Attendance and punctuality	DUE TO COVID 19 and school closures – huge impact on attendance. Continue to be a priority for 2021/22