

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Rokeby Park Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers.	2021/2022 to 2024/2025 (3 year plan)
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Smith
Pupil premium lead	Kate Wilde
Governor / Trustee lead	Hannah Stannard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,280(£1800 EYPP Autumn Term)
Recovery premium funding allocation this academic year	£10875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108955

Part A: Pupil premium strategy plan

Statement of intent

At Rokeby Park Primary School, our intention is to ensure that all children receive a high-quality and ambitious education regardless of their background or challenges. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our high quality planning, teaching and provision we pride ourselves on early identification and intervention for all pupils to ensure that progress and opportunities are maximized.

We ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning. We provide an accessible learning environment which is tailored to the individual needs of all pupils. We develop children's independence and life skills.

Our school is committed to addressing barriers to learning faced by pupils and ensuring that social disadvantage does not limit opportunities to succeed. Quality teaching is at the centre of the approach, focusing on those areas that our disadvantaged require the most support. High quality teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils. Challenges that our vulnerable and disadvantaged pupils encounter is at the heart of this plan including those who are supported by social workers, have additional needs and those who are young carers. At Rokeby Park Primary School, we ensure the curriculum is personalised to the locality and school community. A whole-school approach is adopted so that every member of staff is responsive to disadvantaged children and takes responsibility for their outcomes in addition to having high expectations of every child

As well as focusing on the intended outcomes below, it is the school's intention that the non-disadvantaged pupil's attainment will be sustained and improved alongside their peers. At Rokeby we regularly monitor the progress of all children, using a child-centred approach. Our aim is to provide good quality and relevant training for all staff members supporting children. It is important we work in partnership with parents and carers and work closely with external agencies and other professionals to develop our provision for all children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact of COVID19 on the attainment and progress of the disadvantaged pupils. (Low attainment/gaps in knowledge) Robust catch-up plan in place for all pupils to address the achievement gap
2	Pupils who are disadvantaged have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than others. In addition to this, these children often start school with a reduced cultural capital. This has resulted in significant knowledge gaps leading pupils to fall further behind age-related expectations.
4	Families facing challenges, discussions with families, pupils and staff have identified an increase of social, emotional, and mental health needs in pupils. This directly impacts their academic attainment and progress as children are struggling to access and engage in the learning environment
5	Attendance of disadvantaged pupils is a concern; data shows there's a 4.8% difference between disadvantaged and non-disadvantaged (disadvantaged being the lower percentage).

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Associated challenge number	Intended outcome	Success criteria
1	Improved attainment for disadvantaged pupils in reading, writing and maths	KS2 reading and maths outcomes for disadvantaged pupils in 2024/25 will be in line with national data.
2	Improved phonics attainment among disadvantaged pupils	<p>Ensure we are improving outcomes in phonics screening to ensure they are close to national as possible.</p> <p>Pupils make rapid progress through the programme due to a consistent and effective approach to teaching phonics and high quality phonic interventions</p>

3	To ensure the curriculum is ambitious and accessible for all pupils, including disadvantaged pupils	<p>An increase in participation in enrichment activities and school trips linked to the curriculum.</p> <p>Every opportunity taken to ensure the curriculum is enhancing pupils' experiences and to close the cultural capital gap between the non-disadvantaged pupils and the disadvantaged pupils.</p>
4	To ensure provision is in place to support pupils' and parents' emotional well being	<p>Achieve the well-being award March 2022.</p> <p>Headstart mark of excellence achieved Dec 2021.</p> <p>ELSA support and school health plus in place to support with emotional well-being.</p> <p>Assessments from parents and pupils including ELSA show an improvement in emotional well-being.</p>
5	To improve rates of attendance across the school, targeting PA Attendance target 96.1%	<p>The attendance gap between disadvantaged and non-disadvantaged being reduced</p> <p>The overall percentage of all pupils who are persistently absent being below 10% and for those who are disadvantaged to being no more than 0.5% lower than their peers.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:£29718.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the curriculum is ambitious, rich, vibrant and accessible for all pupils, including disadvantaged pupils, lower ability and pupils with SEND.</p> <p>Continually reviewing the curriculum to ensure it is engaging and investigative.</p>	<p>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>	1,2,3,4,5
<p>Highly experienced teachers in FS, Y2, Y3, Y4 and Y6.</p>	<p>Focus on Quality First Teaching across the school to accelerate attainment and progress of all pupils including disadvantaged pupils</p> <p>Providing CPD and training to ensure consistency in QFT.</p>	1,2,3,4,5
<p>Reading lead to monitor daily phonic lessons to boost phonics and early reading and further develop RWI programme.</p>	<p>Reading lead to provide team teaching, CPD for staff, rigorous tracking and monitoring of phonics. One to one phonics in place to ensure pupils do not fall behind their peers. Liaise with RWI lead and complete development days.</p> <p>DfE Reading Framework</p> <p>Evidence base shows that a phonics based teaching approach to reading is low-cost and has a high impact.</p> <p>EEF Phonics</p>	2
<p>Baseline assessments for all pupils. CPD for</p>	<p>QLA can identify specific strengths and weaknesses of each pupil to help</p>	1,2,3

staff to ensure assessments are interpreted accurately (question-level analysis). Termly pupil progress meetings to analyse data.	ensure they receive the correct additional support.	
Implement and embed a progressive approach to maths using mastery approach. Same day interventions and timetables Rockstars used to enhance attainment and progress.	Observations and assessments show children are making progress through the maths mastery approach. DfE Mathematics guidance: key stages 1 and 2	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53909.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils requiring additional support have received high quality intervention, 1:1 tuition or catch-up programmes to address gaps in learning leading to accelerated progress. A focus on disadvantaged children in Y1 and Y2 passing PSC	Ensure delivering quality interventions which are rigorously monitored. Bespoke interventions to boost attainment and progress. Establish low cost, high impact interventions (RWM) for disadvantaged pupils falling behind age related expectations. EEF Small Group Tuition EEF One to One Tuition	1,2,3
Boost reading for pleasure across the school Daily anchor novel and story time. Encouraging wider home reading.	Improving reading for pleasure will in turn improve pupils' reading attainment and progress. DfE Reading Framework	1,2,3
Engage with the school led tutoring programme to provide tutoring for	Tuition targeted at specific needs and knowledge gaps can be an effective	1,2,3

pupils most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are SEN and high attainers.	method to support low attaining pupils or those falling behind, both one-to-one and in small groups. EEF Small Group Tuition EEF One to One Tuition	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by highly trained staff.	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. DfE Reading Framework EEF Phonics	2
Fresh Start programme implemented (all children have now exited this programme).	There is a good evidence base to show that Fresh Start enhances progress for children in years 5-8. EEF Fresh Start	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25326.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide School Health Plus weekly to support families with health needs, school engagement and attendance support. Identify pupils at risk of becoming persistent absentees and work with parents to improve attendance.	Re-establish 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. DfE Improving School Attendance DfE Children Missing in Education EEF Parental Engagement	3, 4,5
To ensure provision is in place to support pupils'	Foster pupil resilience. Monitoring and pupil voice shows increased confidence and resilience.	1,3,4,5

and parents' emotional well-being.	<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> <p>EEF Programmes to Practices: Identifying effective, evidence based social and emotional learning strategies for teachers and schools</p> <p>EEF Behaviour Interventions</p>	
Subsidising trips to support building cultural capital including all transport cost.	<p>Exposure to real-life experiences that will enrich the development of the child will enhance academic attainment.</p> <p>EEF Life Skills and Enrichment</p>	3
Using the Advotalk programme, provide 1:1 support for disadvantaged children.	<p>Research suggests improving children's emotional wellbeing will support improving children's learning experiences in school.</p> <p>EEF Programmes to Practices: Identifying effective, evidence based social and emotional learning strategies for teachers and schools</p>	1,2 3,4
School nurse to support vulnerable families with their mental health and medical needs in order to make improvements.	<p>Improving parental engagement and fostering a positive attitude towards school life.</p> <p>EEF Parental Engagement</p>	1,2,3,4,5
One full time and one part time ELSA provide additional support for children's wellbeing.	<p>Using this approach, emotional barriers to learning to be removed and to ensure that any further barrier are addressed.</p> <p>EEF Social and Emotional Learning</p> <p>EEF Behaviour Interventions</p>	4
Subsidised breakfast club. Children have a healthy breakfast and a safe and stimulating place before school to ensure punctuality and	<p>Providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>DfE National School Breakfast Club Programme</p>	1,2,3,4,5

attendance are improved.		
SLAs for library and museum services purchased to enhance curriculum provision for all pupils.	This gives children the opportunity to expand their knowledge and will enhance the children's cultural capital. DfE Reading Framework	3
SLA for music purchased: wider opportunities and extra music lessons for Key Stage 2.	This will enhance cultural capital and provide opportunities for raising aspirations and finding new interests for the children that they may not have been offered previously. EEF Life Skills and Enrichment	3

Total budgeted cost: £108955

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The pupil premium plan 2020-21 (one-year plan) focused on consistently high quality teaching for all pupils in order to close achievement gap between the disadvantaged and the non - disadvantaged and promote high quality outcomes for all. Due to COVID-19, the school did not have published performance measures for 2020- 2021.

Due to COVID – 19 the pupil premium plan also focused on provision for the emotional wellbeing of pupils and of parents. This included support such as providing ICT equipment to ensure that all pupils had access to remote learning, use of Boxall profiles and ELSA to identify and address emotional barriers and support social skills. Small group catch up and interventions took place such as NELI, precision teaching and the school utilised the NTP (National Tutoring Programme) to accelerate progress and to ensure lost learning was caught up. In addition, the pupil premium plan focused on attendance and punctuality and this continues to be a priority moving forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider