

## Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 academic year. This funding is used to help improve the progress and 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	168
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers.	2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Smith
Pupil premium lead	Rosie Driscoll
Governor / Trustee lead	Hannah Stannard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,720.00
Recovery premium funding allocation this academic year	£10,875.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,595.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our school is committed to addressing barriers to learning faced by pupils and ensuring that social disadvantage does not limit opportunities to succeed. We recognise that some pupils who are not identified as being eligible for pupil premium funding may also be disadvantaged and therefore we use this funding to remove barriers to learning for these pupils.

Quality first teaching is at the centre of our approach. High quality teaching is proven to have the greatest impact on narrowing the attainment gap between disadvantaged and non-disadvantaged pupils. We ensure that teaching and learning meets the needs of the pupils to help remove barriers to learning. Challenges that our vulnerable and disadvantaged pupils encounter are at the heart of this plan. We ensure our curriculum reflects our school community and locality. A whole-school approach is adopted so that every member of staff is responsive to the needs of disadvantaged children and has high expectations of every child.

As well as focusing on the intended outcomes below, it is the school's intention that the disadvantaged pupil's attainment will be sustained and improved alongside their peers to ensure a greater proportion achieve age related expectations or above at the end of Year 6. We regularly monitor the progress of all children, using a child-centred approach. Our aim is to provide high quality support to ensure all pupils make the progress they are capable of. To help us to do this we 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, including pastoral support.

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

### Challenges

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

Challenge number	Detail of challenge
1	Low speech, language and communication. Under developed language skills and vocabulary gaps. This potentially hinders reading and writing attainment in Reception and KS1.
2	Narrowing the attainment gap in reading, writing and mathematics due to some gaps in knowledge.
3	Increase in social, emotional and mental health needs. Pupils find it difficult to regulate their emotions and this impacts on some pupils' behaviour. Behaviour for learning is less well established on entry to school for disadvantaged pupils compared to non-disadvantaged.
4	Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is less. Pupil and community levels of aspiration are low, therefore, personal expectation of achievement are low. Many pupils live in non-working households and career aspirations are capped.
5	Attendance of the disadvantaged pupils is lower than that of the non-disadvantaged pupils. Low attendance impacts on academic achievement and wellbeing.

## 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 & 2	Improved attainment in Y1 Phonics Screening Check.	The percentage of pupils achieving GLD and ready for KS1 increases. The percentage of pupils achieving the required standard of the PSC increases on 2022 result (ultimate aim of 100%).
1 & 2	Improved attainment in writing at KS1.	Writing attainment for pupils in KS1 is closer to national.

2	Reading progress score at the end of KS2 continues to improve.	Reading progress score is above average.
2	Writing progress score at the end of KS2 improves.	Writing progress score is above average.
2	Mathematics progress score at the end of KS2 improves.	Mathematics progress score is above average.
3	Children with social and emotional or mental health barriers to learning are identified and provided with targeted support to increase their capacity to engage with learning, leading to increased progress.	<p>All children with identified needs have appropriate support in place.</p> <p>KS2 outcomes will be at least in line with national average.</p>
4	Raise levels of pupil aspiration; develop a growth mindset, inform about the impact of crime, about the range of future opportunities, engage with arts based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital.	KS2 outcomes will be at least in line with national average due to effective pupil engagement and high aspiration and expectation.
5	Improved attendance rates and fewer persistent absentees in disadvantaged pupil group.	Attendance rates will be at least in line with the national average for the comparative group.

## 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: £89123

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training and support: RWI Development Programme English Hub Support	All staff will be highly trained in the teaching of phonics and early reading. Evidence base shows that a phonics based teaching approach to reading is low-cost and has a high impact. <a href="#">EEF Phonics</a>	1, 2
Reading lead to monitor daily phonic lessons to boost phonics and early reading (daily protected time). Daily one to one phonics tutoring.	Reading lead to provide coaching support for teaching, CPD for staff, rigorous and regular 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. <a href="#">DfE Reading Framework</a>	
RWI Resources	Validated phonic scheme requires heavy investment in resources to ensure consistency.	
Teaching of phonics in small groups based on regular and ongoing assessment	Small teaching groups for phonics across EYFS, KS1 and KS2 target pupils to make rapid progress. Fresh Start programme in place for pupils in KS2.	
Reading for pleasure resources	Reading is at the heart of our curriculum and raising the profile of reading for pleasure helps to ensure pupils develop a love of reading and are enthusiastic about this. <a href="#">DfE Reading Framework</a>	

<p>Rigorous monitoring of teaching and learning</p>	<p>Experienced teachers and support staff working across the school. Focus on Quality First Teaching across the school to accelerate attainment and progress of all pupils including disadvantaged pupils. Providing CPD and training to ensure consistency in QFT. Key sources of research: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”. EEF ‘Guide to the Pupil Premium’ (London: 2019) “In classrooms of the most effective teachers, students from disadvantaged backgrounds learn just as much as those from advantaged backgrounds.” DFE Supporting the attainment of disadvantaged pupils (2015).</p>	<p>1,2,3,4,5</p>
<p>Embed a progressive approach to mathematics across the school. Same day interventions and TT Rockstars used to enhance attainment and progress.</p>	<p>Observations and assessments show children are making progress through the mathematics curriculum. <a href="#">DfE Mathematics guidance: key stages 1 and 2</a></p>	<p>2</p>

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

Budgeted cost: £33954

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils requiring additional support have high quality intervention, led by trained staff, to address gaps in learning, leading to accelerated progress:</p> <p>Speech and Language Phonics 1 to 1 tutoring Phonics Pilot Study for pupils with SEN Fresh Start Fine motor skills Reading Fluency Mathematics – First Class by Number Precision Teaching Friendship groups ELSA Sensory Club (lunch time intervention)</p> <p>TT Rockstars subscription</p>	<p>Ensure delivering quality interventions which are rigorously monitored.</p> <p>Bespoke interventions to boost attainment and progress. Establish lowcost, high impact interventions (RWM) for disadvantaged pupils falling behindage related expectations.</p> <p><a href="#">EEF Small Group Tuition</a> <a href="#">EEF One to One Tuition</a> <a href="#">DfE Reading Framework</a></p> <p>There is a good evidence base to show that Fresh Start enhances progress for children in years 5-8. <a href="#">EEF Fresh Start</a></p>	<p>1,2,3</p>

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

Budgeted cost: £31365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Attendance and Safeguarding Lead to support families with school engagement and attendance support.</p> <p>Identify pupils at risk of becoming persistent absentees and work with parents to improve attendance.</p> <p>Attendance awards</p>	<p>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><a href="#">DfE Improving School Attendance</a> <a href="#">DfE Children Missing in Education</a> <a href="#">EEF Parental Engagement</a></p> <p>Good and improved attendance is rewarded</p>	1, 2, 3, 4, 5
<p>To ensure provision is in place to support pupils' and parents' emotional well-being:</p> <p>ELSA</p> <p>School nurse to support vulnerable families with their mental health and medical needs in order to make improvements.</p> <p>Counselling programme to provide 1:1 support for disadvantaged children.</p>	<p><a href="#">EEF Programmes to Practices: Identifying effective, evidence based social and emotional learning strategies for teachers and schools</a></p> <p>Using this approach, emotional barriers to learning to be removed and to ensure that any further barrier are addressed.</p> <p><a href="#">EEF Social and Emotional Learning</a> <a href="#">EEF Behaviour Interventions</a></p> <p>Improving parental engagement and fostering a positive attitude towards school life.</p> <p><a href="#">EEF Parental Engagement</a></p> <p>Research suggests improving children's emotional wellbeing will support improving children's learning experiences in school.</p>	1, 2, 3, 4, 5



	<a href="#">EEF Programmes to Practices: Identifying effective, evidence based social and emotional learning strategies for teachers and schools</a>	
Subsidising trips to support building cultural capital including all transport cost.	Exposure to experiences that will enrich the development of the child will enhance academic attainment. <a href="#">EEF Life Skills and Enrichment</a>	1, 2, 3, 4, 5
Subsidised breakfast club. Children have a healthy breakfast and a safe and stimulating place before school to ensure punctuality and attendance. Pupils are targeted for 1 to 1 reading.	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. <a href="#">DfE National School Breakfast Club Programme</a>	1, 2, 3, 4, 5
OPAL Play Programme	Institutional value: schools that have introduced measures to improve playtimes consistently report happier playtimes with fewer incidents, making them easier to supervise; quicker and better settling into class after playtimes; better attention and on-task behaviour in class; and positive parent reactions. 'The Case for Play in Schools' – Sponsored by Sports England and carried out with Gloucester University – October 2021	1, 2, 3, 4, 5
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. <a href="#">DfE Reading Framework</a>	1, 2, 3, 4, 5
SLA for music purchased: wider opportunities and extramusic 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. <a href="#">EEF Life Skills and Enrichment</a>	1, 2, 3, 4, 5

**Total budgeted cost: £123108.36**

## Part B: Review of outcomes in the previous academic year 2021/2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021/2022 academic year.

Aim	Outcome
Improved attainment for disadvantaged pupils in reading, writing and maths.	Disadvantaged pupils made excellent progress in reading 3.5, however, progress in writing (-1.4) and maths (-2.0) was below expected. The impact of the lockdowns during the pandemic has been significant despite interventions, additional tutoring and QFT being in place. The progress of disadvantaged pupils and their specific barriers to learning will continue to be a focus during the 2022/2023 academic year. The school engaged with school led tutoring using existing staff during the autumn term and an additional tutor based in school. This was targeted at Y6 pupils and then Y5 pupils during the summer term. The school also engaged with the NTP and had a tutor working in school with children from Y3 – Y5.
Improved phonics attainment among disadvantaged pupils.	Outcomes for disadvantaged pupils were above both the LA and national average at 81.8%. During 2022/2023 outcomes in phonics will continue to be a focus due to our commitment to ensure every child develops their early reading skills and is able to read confidently and fluently to enable them to access the KS2 curriculum. We are striving for a 100% pass rate
To ensure the curriculum is ambitious and accessible for all pupils, including disadvantaged pupils.	<p>Teaching and learning have been monitored regularly to ensure QFT in all subjects impacts on outcomes for pupils to narrow the achievement gap. The curriculum is planned to meet pupils' needs. Highly experienced teachers in EYFS, Y2, Y3 and Y6. All subject leads have had access to ongoing CPD based on curriculum development and subject pedagogy to ensure the curriculum is broad, balanced and ambitious.</p> <p>The impact of the pandemic on the experiences children have been able to access has been considerable. Therefore, we have planned a curriculum to ensure all children have access to a range of enrichment activities to help close the cultural capital gap between the disadvantaged and non-disadvantaged. Over the past two years, Covid has had an impact on the range of activities that we have been able to provide. However, as restrictions eased we ensured these were planned and took place.</p>
To ensure provision is in place to support pupils' and parents' emotional wellbeing.	<p>Headstart Mark of Excellence achieved December 2021.</p> <p>Optimus Well-being Award achieved – March 2022.</p> <p>Senior Mental Health Lead training completed – A Gawthorpe is school's Senior Mental Health Lead.</p>

	<p>Some staff have attended two day Mental Health First Aid training and are now Mental Health First Aiders. Other staff have attended Mental Health Awareness training.</p> <p>ELSA support available for pupils in school. ELSA's have continuous CPD programme and attend CPD based on the needs of pupils in the school, for example Barnardos Bereavement Training. Assessments from pupils and parents show that the ELSA programme has a positive impact on emotional well-being.</p> <p>School Nurse in school every Tuesday afternoon. Provides support to pupils and parents.</p> <p>Weekly one to one Advotalk sessions in place for some pupils.</p> <p>Subsidised breakfast club available daily.</p>
<p>To improve rates of attendance across the school, targeting PA. Attendance target 96.1%</p>	<p>The pandemic has had a significant impact on the attendance of pupils. The school's attendance lead addresses attendance issues with parents, following the Trust Primary Attendance Policy.</p> <p>Despite phone calls, letters, home visits and penalty notices being issued, improving attendance, particularly of the persistently absent pupils, has been a great challenge. This will continue to be a focus during the 2022/2023 academic year.</p>