

Pupil premium strategy statement – Rokeby Park Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023/2024 2024/2025 2025/2026
Date this statement was published	21.12.23
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Smith
Pupil premium lead	Claire Smith
Governor / Trustee lead	Hannah Stannard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102925
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10005
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112930

Part A: Pupil premium strategy plan

Statement of intent

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 and is broad, balanced and knowledge based. 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 teaching and learning 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. 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.

To ensure all pupils are able to read fluently and with good understanding to enable them to access the wider curriculum.

Enable pupils to look after their social and emotional wellbeing and to develop their resilience.

To provide opportunities for pupils to access a wide range of opportunities to develop their cultural capital.

To help us to achieve these objectives we will:

Ensure all staff have access to high quality CPD so that children access effective quality first teaching.

Provide targeted intervention and support to quickly address identified gaps in learning.

Provide opportunities for all pupils to participate in enrichment activities.

Provide additional targeted support to enable pupils to access appropriate learning.

Further strategies and support will be put in place as needed to ensure barriers are removed.

Key Principles:

Our pupil premium plan sits alongside our whole school development plan and is focused on developing the key priorities identified. We will take a tiered approach to our pupil premium plan and ensure there is a balance between the effective ingredients of high quality teaching, targeted academic support and supporting wider strategies across the school.

In school we use the recommended five point plan to help us to plan, implement, monitor and sustain an effective strategy for supporting our pupils. We use a range of data to accurately diagnose our pupils' needs and plan for the support they need. We implement a range of well researched, effective strategies to support our pupils and then we monitor and evaluate each strategy to determine the impact.

Challenges

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

Challenge number	Detail of challenge
1	Baseline data shows that on entry our pupils have low speech, language and communication skills and under developed language skills and vocabulary gaps. This potentially hinders reading and writing attainment in EYFS and KS1.
2	School data shows that there gaps in achievement between disadvantaged and non-disadvantaged pupils in reading, writing and maths.
3	Increase in social, emotional and mental health needs. Pupils have difficulties with wellbeing and resilience and some find it difficult to regulate their emotions which can impact on their learning and behaviour.
4	Opportunities to engage with enrichment activities is limited which means pupils SMSC knowledge is limited.
5	Attendance of disadvantaged pupils is lower than that of the non-disadvantaged pupils. Low attendance impacts on 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.

Intended outcome	Success criteria
All pupils without high level complicating factors achieve GLD in EYFS.	The percentage of pupils achieving GLD and ready for KS1 increases to closer to national average.
Improved attainment in Y1 phonic screening check.	The percentage of pupils achieving the required standard of the PSC increases on 2023 result and is above national.
All pupils without high level complicating factors are confident and fluent readers by the end of KS1.	The percentage of pupils achieving age related expectations for reading at KS1 is in line with the national average.
Reduce the gap between PP and non-PP pupils achieving age related expectations in reading, writing and maths at the end of KS2.	KS2 data shows an upward trend of PP pupils achieving age related expectations. Progress scores for reading, writing and maths are in line with national.
Children with SEMH barriers to learning are identified and provided with targeted support to increase their capacity to engage with learning, leading to increased progress.	All children with identified needs have appropriate support in place and make progress from starting points.
The school curriculum offers opportunities for pupils to engage in activities that aim to raise aspirations and develop cultural capital.	Pupils are engaged in learning, enjoy coming to school. The curriculum offers a broad range of experiences.
Attendance rates continue to improve and persistent absence reduces.	Attendance data indicates that the gap to national is reducing.

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: £62412.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics training and support: RWI Development Programme English Hub Support</p> <p>Reading lead monitors daily phonic lessons to boost phonics and early reading and provide one to one coaching for staff</p> <p>Purchase RWI resources/decodable books for home reading</p> <p>Teaching of phonics in small groups based on regular and ongoing assessment/phonic one to one tuition</p> <p>Reading for pleasure resources</p> <p>Learning with parents reading app</p> <p>SLA Library Service</p>	<p>All staff will be highly trained in the teaching of phonics and early reading. Evidence base shows that a phonics based teaching approach to be reading is low-cost and has a high impact.</p> <p>High quality teaching of phonics and one to one interventions in place to ensure pupils keep up and do not fall behind.</p> <p>Validated phonic scheme requires heavy investment in resources to ensure consistency.</p> <p>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 it.</p> <p>EEF RWI DfE Reading Framework</p> <p>Use of app to increase parental engagement</p>	<p>1 & 2</p>
<p>Embed a progressive maths curriculum across the school.</p> <ul style="list-style-type: none"> • Power Maths in EYs • Rekenrek project LKS2 • TT Rockstars for times tables • White Rose Maths 	<p>Staff have access to high quality teaching materials and receive regular CPD for the teaching of maths.</p> <p>EEF Improving maths EYs and KS1 EEF Improving maths KS2</p>	<p>2</p>

Rigorous monitoring of teaching and learning and high quality CPD for all staff	Experienced teachers and support staff working across the school. Focus on quality first teaching across the school to accelerate progress of all pupils. Providing high quality CPD to ensure consistency in QFT. EEF guide to the Pupil Premium	1 & 2
Talk for writing CPD for all staff. Embed the use of Talk for Writing strategies for the teaching of writing across the school	Staff are trained in the use of Talk for Writing strategies for teaching writing. EEF Developing Literacy KS1 EEF Developing Literacy KS2	1 & 2
CPD for all staff on curriculum. Embed the whole school curriculum to ensure this builds on prior learning, includes vocabulary work and is accessible to and engages all learners. Engagement with Hull Curriculum – SLA Jigsaw PSHE curriculum	EEF Developing Communication and Language	1, 2, 4 & 5

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

Budgeted cost: £29636.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small teaching groups for phonics across EYFS, KS1 and LKS2. Target pupils make rapid progress	EEF RWI DfE Reading Framework	1 & 2
One to one phonic tuition for target children		1 & 2
Reading fluency intervention	DfE Reading Framework	1 & 2
Hub intervention for pupils with high needs	EEF RWI DfE Reading Framework EEF Improving maths EYs and KS1 EEF Improving maths KS2	1, 2 & 3
Speech and language interventions	EEF Developing Communication and Language	1, 2 & 3
Targeted interventions led by support staff: Fine motor skills	EEF Developing Communication and Language EEF Improving maths KS2	1, 2, 3 & 5

First Class by Number Precision Teaching Friendship groups Sensory club	EEF One to One Tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Safeguarding Lead to support families with school engagement.	Improving attendance for the most disadvantaged pupils. DfE Improving School Attendance DfE Working Together to Improve School Attendance	1, 2, 3, 4 & 5
Attendance awards		
Thrive Approach – school wide approach	EEF Social and Emotional Wellbeing EEF Parental engagement	
ELSA support	To ensure provision is in place to support pupils' and parents' wellbeing and mental health.	
School Nurse	To support vulnerable families with any wellbeing or medical needs.	
Life Skills Hub	One to one counselling for disadvantaged pupils to improve their wellbeing	
Subsidised trips and visitors etc. to develop cultural capital	Exposure to experiences that will enrich the development of the child will enhance academic attainment. EEF Life Skills Enrichment	
Subsidised breakfast club	Children have a healthy breakfast and positive start to the day. DfE National School Breakfast Club Programme	
OPAL Play	The Case for Play in Schools – Sponsored by Sports England and carried out with Gloucester University – October 2021	
SLA for School Music Service	Specialist teacher enhances music curriculum for KS2. EEF Life Skills Enrichment	
Parent workshops and events including Fareshare (Eco Pantry)	EEF Parental engagement	

Total budgeted cost: £166349.02

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments and data.

The data shows that in EYFS 25% of disadvantaged pupils achieved GLD in comparison to 60% of non-disadvantaged pupils.

Phonic screening data shows that 80% of disadvantaged pupils achieved the expected standard in comparison to 89% of non-disadvantaged pupils. This shows that disadvantaged pupils are achieving in line with pupils nationally and are making good progress in reading from EYFS to Year 1.

Teacher assessment in KS1 shows that in reading, writing and maths there is a gap between the attainment of disadvantaged pupils compared to their non-disadvantaged peers. The data shows a gap between the attainment of pupils in the school compared to national data. However, on closer analysis the data shows that 2 pupils who did not achieved the expected standards have SEN with EHCPs and 2 pupils were new to the school and country in the summer term.

Data for pupils in KS2 shows that in reading 71.4% of disadvantaged pupils achieved the expected standard, which is in line with all pupils nationally (73%). 88% of non-disadvantage pupils achieved the expected standard. Disadvantaged pupils' progress in reading is 3.8, which is above national.

Data for pupils in KS2 shows that in writing 36% of disadvantaged pupils achieved the expected standard, which is well below all pupils nationally (71%). This is compared to 82% of non-disadvantage pupils achieving the expected standard. Disadvantaged pupils' progress in writing is -4.4, which is below national. However, internal data shows that pupils who are disadvantaged also have SEN needs.

Data for pupils in KS2 shows that in maths 57% of disadvantaged pupils achieved the expected standard, which is below all pupils nationally (73%). 88% of non-disadvantage pupils achieved the expected standard. However, disadvantaged pupils' progress in maths is -0.2, which is just below national.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. However, these comparisons are to be considered with caution given the ongoing impact of the pandemic.

The data demonstrates that we are on track with some areas of our strategy but that more work is needed to ensure all outcomes are met. Phonic attainment has improved and attainment and progress in reading at KS2 has also improved for disadvantaged pupils. We need to continue working on improving the percentage of disadvantaged pupils in EYFS achieving GLD and also narrowing the gap for disadvantaged pupils in writing and maths at KS2.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that overall absence for disadvantaged pupils was above non-disadvantaged pupils. Data also shows that disadvantaged pupils also have more barriers to learning with impact on their social and emotional development, mental health and wellbeing.

Based on all the information above, the performance of our disadvantaged pupils is improving and is on track to meet some outcomes we have set but further work is needed to ensure all outcomes will be achieved by 2026. Our evaluation of the approaches delivered last academic year indicates that the approaches taken to improve attainment and progress in reading are effective and are embedded across the school. We have reviewed our plan and have made changes to how we intend to use some of our budget to introduce new and further embed strategies for this academic year.

Externally provided programmes

Programme	Provider
Read Write Inc. Phonics	Read Write Inc.
Fresh Start	Read Write Inc.
TT Rockstars	Maths Circle
White Rose Maths	White Rose Education
Power Maths	Pearson
First Class @ Number	Edge Hill University
Jigsaw	Jigsaw PSHE Ltd.
Language Angels	Nubridge Publishing Ltd.