



# Rockwell Green C of E Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 financial year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	3 Years
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mike Berrisford
Pupil premium lead	Mike Berrisford
Governor / Trustee lead	Emma Clements

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,770
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£86,770

# Part A: Pupil premium strategy plan

## Statement of intent

To enable our disadvantaged pupils to make excellent progress from their starting points. Our pupil premium strategy focuses on quality first provision with specific quality interventions to support where and when needed.

## Challenges

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

Challenge number	Detail of challenge
1	The lower attainment and gaps in children's learning across all areas of learning including: speech and language skills, vocabulary, reading skills, mathematics skills and writing skills.
2	The children's under developed learning behaviours (eg. determination) so they are able to plan, monitor and evaluate their learning
3	The children's under developed social and emotional skills that then impacts on them being ready to learn
4	Attendance rates of both staff and pupils continuing to be at lower rates nationally than before the pandemic which has significantly impacted on all pupils including those classed as PP

## 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
Further enhance quality first teaching	The triangulation of evidence (book look, planning scrutiny, pupil voice and learning walks) demonstrate that teaching and learning in all classes continues to be at least good and that gaps in learning are being effectively addressed.
Raise attainment in reading, writing and maths	The attainment percentages for all children including those eligible for PP funding is closer or in line to the national average.

Increase the achievement of pupils across the curriculum	Internal tracking data and triangulation of evidence indicates that progress rates of PP children continue to increase.
The learning behaviours of all our children including those who are PP improves further	Most children are able to continually speak confidently about their approach to learning and what they do to help themselves.
Attendance rates for pupils eligible for PP are at least good	The overall attendance rate for PP pupils and the number of PP pupils continues to be better than the national average  Attendance rates for PP pupils improves and the number of PP pupils who are persistent absentees reduces.

## 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: £45,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued high quality CPD for all staff covering all aspects of the curriculum	It is recognised that quality first teaching is the most effective way to improve outcomes for pupils.	1 and 2
Learning Behaviours approach to be embed across the school	EEF toolkit states that effective teaching of metacognition and self-regulation can bring +7 additional months of progress	2
Continue to develop the 'Zones of Regulation' as a whole school approach to support children with a greater understanding of how to regulate their emotions.	EEF toolkit states that effective use of approaches to support social and emotional learning can give +4 additional months of academic progress	3
Continue to enhance the graduated approach and both	The EEF guidance document on SEN stated that quality first teaching was the most effective way	1, 2 and 3

<p>identification and teaching of SEN pupils across the school</p>	<p>to support the progress of SEN pupils.</p>	
<p>To continue with a second year as a Voice 21 school from September 2023 with Oracy being a driver for improved attainment and achievement within the school.</p> <p>Oracy policy outlines schools approach so consistency can be gained</p> <p>Implement an assessment process so explicit teaching points are identified and taught</p> <p>Teaching of specific vocabulary at the beginning of maths, science, history and geography sessions as well as through shared reading and other sessions in the curriculum.</p>	<p>The EEF Early Years Toolkit states that effective communication and language strategies can bring +6 additional months of progress. The EEF publication on Oral Intervention states that +6 additional months progress can be achieved by using these approaches effectively.</p> <p>There is clear evidence that children who are below the expected standard in language and vocabulary at the end of Reception are more likely to be below the expected standards when they are eleven.</p>	<p>1</p>
<p>Use a greater amount of collaborative learning to aid progress</p>	<p>EEF Toolkit states that effective use of Collaborative Learning can give +5 additional months of progress to learners</p>	<p>1 and 2</p>
<p>Release the Phonics lead through phonic sessions so she is able to monitor, coach and support all staff members who are delivering phonics</p> <p>Continue to embed the RWI phonic approach with adult intense small groups focused on the children's needs</p>	<p>The EEF toolkit states that an effective phonics approach can give 5 additional months of progress.</p> <p>Having smaller groups which use adults effectively and enable the children to be taught exactly what they need is a key part of accelerating progress especially for disadvantaged pupils.</p>	<p>1</p>

<p>Use of Shared reading sessions in once children come off phonics and particularly in KS2 a week where specific skills are explicitly taught. These are focused on using the Christopher Such approach and learning.</p> <p>Purchase of books to enhance offer and experience to the children</p> <p>Continue to enhance and embed pleasure for reading experiences</p>	<p>The EEF toolkit states that effective teaching of reading comprehension strategies can give 6 additional months of progress.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI phonics interventions for children with the aim of keeping up rather than catching up	The EEF toolkit states that an effective phonics approach can give 5 additional months of progress.	1
RWI phonics intervention for children in Yr3 and 4 and RWI Fresh Start Intervention in Yr5 & 6	An initial EEF project of Fresh Start stated that it could bring +3 additional months of reading age progress	1
Number sense intervention in KS1 and fluency interventions in KS2	The EEF toolkit states that effective small group tuition can bring +4 additional months of progress	1
Language Link interventions	EEF Early Years Toolkit states that effective communication and language strategies can bring +6 additional months of progress	1

ELSA interventions across the school	EEF toolkit states that effective use of approaches to support social and emotional learning can give +4 additional months of academic progress	3
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to follow robust systems to target persistent absentees and to work closely with other agencies, parents and pupils to provide support and bring about improvements	There is clear evidence that good attendance correlates to attaining well at school. Good attendance is especially important for children identified as Pupil Premium due to the experiences they receive at school.	4
Forest School provision  50% reduction for Yr6 residential  Increase the number of adults available at lunchtime  £50 PP fund available to all parents to support with the cost of school uniform, trips and experiences within school	Giving disadvantaged children these wider experiences supports their oracy development and raises aspirations.	1, 2 and 3

**Total budgeted cost: £86,770**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### School Headline Data 23/24

- 50% of disadvantaged children achieved their GLD at the end of Reception
- 100% of disadvantaged children passed the Yr1 phonic screening
- Yr4 Multiplication Screening: Average score of disadvantaged children was 20.9 out of 25 (above the national average)
- Yr6 SATS Data for disadvantaged pupils: 50% reading, 30% writing, 50% maths  
Yr6 SATs Data for disadvantaged pupils/Non-SEN: 75% reading, 75% writing and 100% maths

#### Attendance Rates comparing to National figures for pupils with free school meals 23/24

- Overall attendance: 93% (top 30-40% nationally)
- Persistent Absentee: 17.5% (top 20-30% nationally)

#### Review of Intended Outcomes:

##### **1) Further enhance Quality First Teaching**

As evidenced by SEP reports and following the actions from the OFSTED report in March 2023 quality first teaching continues to improve. This is due to focused and high quality CPD being at the heart of the school continuing to improve and enhance its provision.

##### **2) Raise attainment in reading, writing and maths**

As evidenced by the data above we are continuing to see attainment data across the school increase. This is especially the case in the lower year groups. Last year Year 6 did not get the start last years Year 1 got as they only attained 57% in the Yr1 phonic screening in 2019. This has then meant that many children had many gaps to fill not just in reading but across the curriculum.

##### **3) Increase the achievement of pupils across the curriculum**

Due to continuing to strengthen the curriculum we are seeing outcomes and achievement rise. At the end of 23/24 we saw percentage figures higher than the previous year.

##### **4) The learning behaviours of all children including those with PP improves further**

As evidenced by SEP reports and internal observations, learning behaviours of the children continue to improve. This continues to be a focus and taught through our three school learning behaviours of: determination, communication and curiosity.

**5) Attendance rates for those children who are PP are good**

The attendance strategies being used are being effective as evidenced by the data above. The focus is on continuing to intervene early alongside the new statutory expectations

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
School Led Tutoring	Qualified class teacher employed directly by the school