



Rockwell Green C of E Primary School

Pupil Premium Strategy Statement 2022-23

School Overview

Total Number of Pupils	205	Number of Pupils Eligible for PP	58	Total PP Budget	£74,769
Pupil Premium Lead	Mike Berrisford	Governor Lead	Emma Clements	Review Date	July 2023

Disadvantaged Pupil Progress Scores for the last Academic Year

Measure	Score
Reading	Not applicable due to COVID-19
Writing	Not applicable due to COVID-19
Maths	Not applicable due to COVID-19

Strategy Aims for Disadvantaged Pupils

Measure	Score
Meeting the combined expected standard at KS2	67% Combined
Attaining the combined higher standard at KS2	0% Combined

Aim	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 is 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	The progress measures are closer to zero for PP pupils in Yr6. Internal tracking data and triangulation of evidence indicates that progress rates of PP children is increasing.

Improve the progress of pupils who are identified as both PP and SEN	These children make at least expected progress as demonstrated by a range of evidence.
The learning behaviours of all our children including those who are PP improves	The children are able to speak more 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.

Barriers to future attainment (for pupils eligible for PP, including the more able)

Internal Barriers	External Barriers
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> A) School closures due to COVID-19 has had a significant impact on all children including those classed as PP due to time missed in school B) Attendance rates of both staff and pupils due to COVID-19 through 2021-2022 has significantly impacted on all pupils including those classed as PP

Quality of teaching for all

Desired Outcome	Action	Rationale and Evidence for approach
Improve the quality of teaching and learning for all across the curriculum	<p>Continued high quality CPD for all staff covering all aspects of the curriculum</p> <p>Learning Behaviours approach to be embed across the school</p>	<p>It is recognised that quality first teaching is the most effective way to improve outcomes for pupils.</p> <p>EEF toolkit states that effective teaching of metacognition and self-regulation can bring +7 additional months of progress</p>

	<p>Continue to enhance the graduated approach and both identification and teaching of SEN pupils across the school</p> <p>Effective use of assessment to identify progress being made and gaps in learning</p> <p>Challenge from school improvement partner</p> <p>Use of teaching assistants to intervene with whole class sessions to enhance progress as early as possible</p> <p>Continue to enhance the experience led curriculum as demonstrated through the class floor books</p> <p>Subscription to the South West Heritage that offers visits, workshops and artefacts</p> <p>Purchase of IT programs such as: Spelling Shed, Times Table Rockstars, Purple Mash, Sing up and Charanga that then aid the knowledge and understanding of the children.</p>	<p>The EEF guidance document on SEN stated that quality first teaching was the most effective way to support the progress of SEN pupils.</p> <p>Having effective assessment processes to identify strengths and gaps in children's learning are crucial as part of teaching and learning.</p> <p>Challenging the strategic thinking and leadership of the school is vital to enable to continue to enhance the provision for the children.</p> <p>The updated EEF document provided evidence that Teaching Assistants can be effective and add value to learning if used effectively.</p> <p>Development of the whole child is vital and having a broad curriculum is crucial to this. The experiences and resources purchased enable children to have the opportunity to develop their language and vocabulary, their cognitive thinking as well as their knowledge and understanding.</p>
<p>Improve the oracy skills of all children</p>	<p>To become a Voice 21 school from September 2022 with Oracy being a driver for improved attainment and achievement within the school.</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</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>Use a greater amount of collaborative learning to aid progress</p> <p>Purchase subscription to Language Link computer programme that identifies areas of strength and weaknesses and then a plan to follow.</p>	<p>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>EEF Toolkit states that effective use of Collaborative Learning can give +5 additional months of progress to learners</p>
<p>Raise attainment and enjoyment in phonics and reading</p>	<p>Release the English lead in Phonics time 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>Use of Accelerated Reader and deliver of three Shared reading sessions in KS2 a week where specific skills are explicitly taught.</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>The EEF toolkit states that effective teaching of reading comprehension strategies can give 6 additional months of progress.</p>

	Purchase of books to enhance offer and experience to the children Enhance pleasure for reading experiences eg. Book Buzz on a Monday morning	
Projected Spending		£34,073.70

Targeted Support

Desired Outcome	Action	Rationale and Evidence for approach
Pupils eligible for PP in Reception and across the school narrow the gap in their language development	Language Link interventions	EEF Early Years Toolkit states that effective communication and language strategies can bring +6 additional months of progress
Pupils eligible for PP in Year 1 and re-takers in Year 2 achieve the expected standard in phonics	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.
Raise attainment in reading across KS2	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
Enhance the emotional and social skills of children so they are better at emotionally regulating their behaviour and are more focused on learning	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
Projected Spend		£34,031

Wider Strategies

Desired Outcome	Action	Rationale and Evidence for approach
Attendance rates for Pupil Premium children to be judged as at least good	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.
Ensure PP pupils have access to a range of enrichment opportunities to raise aspirations and foster a love of learning	Forest School provision 50% reduction for Yr6 residential Increase the number of adults available at lunchtime	Giving disadvantaged children these wider experiences supports their oracy development and raises aspirations.
Ensure PP pupils have access to school uniform and a range of enrichment opportunities to raise aspirations and foster a love of learning	£40 PP fund available to all parents to support with the cost of school uniform, trips and experiences within school eg. theatre visit	
Projected Spend		£6,664.30

Recovery Pupil Premium

Number of Eligible Pupils: 58	Recovery Pupil Premium Total: £8,410
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Desired Outcome	Action	Rationale and Evidence for approach
To both narrow the gap and raise attainment for PP pupils	The 40% payment to coincide with the school led tutoring - Small group sessions with a qualified teacher for x2 30 min sessions a week for 15 weeks School led tutoring is occurring for 2 full days a week from January to July 23 with groups from Yr1 -6.	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.

To improve the mental wellbeing for PP pupils	To subsidise 12 counselling sessions through the Wellington Counselling Service	EEF toolkit states that effective use of approaches to support social and emotional learning can give +4 additional months of academic progress
Enhance the emotional and social skills of children so they are better at emotionally regulating their behaviour and are more focused on learning	Small group Forest School sessions	EEF toolkit states that effective use of approaches to support social and emotional learning can give +4 additional months of academic progress

Early Years Pupil Premium 2022/23 - £916.60 (Summer Term)

Area of Spend	Contribution from Pupil Premium	Description of Intervention	Rationale and Evidence for Need	Intended Outcomes – How impact is to be measured	Impact of the Intervention
Hours to have an additional staff member	£916.90	Staff member available to support the speech and language development of children through both provision and the use of the Wellcomm Trust Toolkit	Provision is enhanced for all children but especially those with speech and language needs Reduce attainment gap between boys and girls	Data tracked and progress monitored.	PP children achieve at least in line with PP children nationally and the gap narrowed to the achievement of non PP children School readiness has improved

Early Years Pupil Premium 2022/23 - £111.30 (Autumn Term)

Area of Spend	Contribution from Pupil Premium	Description of Intervention	Rationale and Evidence for Need	Intended Outcomes – How impact is to be measured	Impact of the Intervention
A new sand pit tray	£111.30	T848o enhance the provision and enable the children to be creative and	Provision is enhanced for all children but especially those	Data tracked and progress monitored.	PP children achieve at least in line with PP children nationally and the gap narrowed to the achievement of non PP children

		develop their language through play	with speech and language needs Reduce attainment gap between boys and girls		School readiness has improved
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Early Years Pupil Premium 2022/23 - £848 (Spring Term)

Area of Spend	Contribution from Pupil Premium	Description of Intervention	Rationale and Evidence for Need	Intended Outcomes – How impact is to be measured	Impact of the Intervention
Hours to have an additional staff member	£848	Staff member available to support the speech and language development of children through both provision and the use of the Wellcomm Trust Toolkit	Provision is enhanced for all children but especially those with speech and language needs Reduce attainment gap between boys and girls	Data tracked and progress monitored.	PP children achieve at least in line with PP children nationally and the gap narrowed to the achievement of non PP children School readiness has improved