

Rookeries Carleton Junior, Infants and Nursery School

Pupil Premium strategy statement

School overview

| Metric | Data |
|---|--|
| School name | Rookeries Carleton Junior Infants and Nursery School |
| Pupils in school | 277 |
| Proportion of disadvantaged pupils | 46 (17%) |
| Pupil premium allocation this academic year | £79,500 |
| Academic year or years covered by statement | 2020 - 2021 |
| Publish date | November 2020 |
| Review date | July 2021 |
| Statement authorised by | Richard Grogan (Headteacher) |
| Pupil premium lead | Dianne Marsh |
| SPRB lead | Jo Cross |

Disadvantaged pupil progress scores for the academic year of 2018-2019

| Measure | Score |
|---------|-------|
| Reading | -3.5 |
| Writing | -0.1 |
| Maths | -2.1 |

Disadvantaged pupil performance overview for the academic year of 2018-2019

| Measure | Score |
|---|-------|
| Meeting expected standard at KS2 (Combined) | 50% |
| Achieving high standard at KS2 (Combined) | 0% |

Disadvantaged pupil progress scores for the academic year of 2019-2020

| Measure | Score |
|---------|--|
| Reading | There is no data to share due to the school closing in March 2020 for a national lockdown. |
| Writing | There is no data to share due to the school closing in March 2020 for a national lockdown. |
| Maths | There is no data to share due to the school closing in March 2020 for a national lockdown. |

Disadvantaged pupil performance overview for the academic year of 2019-2020

| Measure | Score |
|---|---|
| Meeting expected standard at KS2 (Combined) | There is no data to share due to the school closing in March 2020 for a national lockdown. |
| Achieving high standard at KS2 (Combined) | |

Overall strategy aims for disadvantaged pupils

| Measure | Activity |
|---|---|
| Improvement in overall attendance | The proactive engagement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible. In addition to daily analysis of attendance and resulting actions of Pastoral Learning Mentor and SLT. |
| A greater proportion of Disadvantaged pupils will reach ARE and GD at KS1 and KS2 Progress will be in line with peers with accelerated progress being evident. | To improve rigorous assessment and data analysis systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning. To ensure the outcomes of disadvantaged pupils increase on the previous year so that a greater proportion attain ARE+ and progress is improved, in Reading, Writing and Mathematics. |
| Intervention and other learning mentor support will improve access to the curriculum for disadvantaged pupils | Two trained ELSA teachers to deliver interventions that are needed. Educational psychologists to support school with resources and discussions Key staff to undertake training in speech and language through external agencies |
| Access to age appropriate texts and a love of reading is fostered | Further enhancement of the current reading initiative across all year groups to increase reading for pleasure. Further develop the RWI scheme in school. |
| Barriers to learning these priorities address | Attitudes to school attendance and the prioritisation of being at school. Many pupils who are disadvantaged have other barriers to learning, such as safeguarding, SEND (30%) below average attendance, which the children & families need support with to ensure minimal impact on learning outcomes. Children lack resilience to demonstrate effective learning Pupils' communication skills putting them at a deficit in their learning. Access to a range of age appropriate texts being potentially limited. Out of school activities and experiences are limited which impacts their understanding and application of the world, imagination and vocabulary which consequently has an impact on learning |

Strategy aims for disadvantaged pupils

| Aim | Target | Target met date |
|---------------------------------|---|-----------------|
| Progress in Reading | Achieve national average progress scores in KS2 Reading (0). | Summer 2021 |
| Progress in Writing | Achieve national average progress scores in KS2 Writing (0). | Summer 2021 |
| Progress in Mathematics | Achieve national average progress schools in KS2 Mathematics (0). | Summer 2021 |
| Phonics | Achieve national average expected standard within Year 2 December screening. Achieve national average expected standard within Year 1 checks and year 2 re-checks. | Summer 2021 |
| Attendance / Persistent Absence | Attendance and Persistent Absence to be in line with national average. | Summer 2021 |

Teaching priorities for current academic year

| Aim | Target | Target met date |
|---------------------------------|--|-----------------|
| Progress in Reading | KS1 ARE+ attainment: 79% KS2 ARE+ attainment: 83% | Summer 2021 |
| Progress in Writing | KS1 ARE+ attainment: 76% KS2 ARE+ attainment: 83% | Summer 2021 |
| Progress in Maths | KS1 ARE+ attainment: 79% KS2 ARE+ attainment: 83% | Summer 2021 |
| GLD | Early Years GLD: 80% | Summer 2021 |
| Phonics | For 82% of pupils to achieve the expected standard | Summer 2021 |
| Attendance / Persistent Absence | Attendance and Persistent Absence to be in line with national average. | Summer 2021 |

Targeted academic support for current academic year

| Measure | Activity | |
|---|---|----------------|
| Priority 1 | To improve rigorous assessment and data analysis systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning. | |
| Priority 2 | Further enhancement of the current reading initiative across all year groups to increase reading for pleasure. Further develop the RWI scheme in school. | |
| Barriers to learning these priorities address | Access to a range of age appropriate texts being potentially limited. Lower academic starting points for Disadvantaged children. | |
| Projected spending | Purchasing more books, comics, journal and newspaper subscriptions for 'Reading for Pleasure' and the development of the school library and reading provision in each classroom. | £20,000 |
| | Purchasing Read Write Inc. training and resources | £10,000 |
| | TOTAL | £30,000 |

Wider strategies for current academic year

| Measure | Activity | |
|---|--|----------------|
| Priority 1 | The involvement of all staff will ensure that there is a responsibility and accountability for everyone to encourage children to attend school as often as possible. | |
| Priority 2 | Ensuring that staff are trained by the speech and language therapist to deliver interventions that are needed. | |
| Barriers to learning these priorities address | Attitudes to school attendance and the prioritisation of being at school. Pupils' communication skills putting them at a deficit in their learning. | |
| Projected spending | Inclusion leader and Learning Mentor – focused attendance work | £20,000 |
| | Speech and Language Therapist | £10,000 |
| | Attendance rewards and initiatives | £5,000 |
| | TOTAL | £35,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Ensuring enough time is given to allow for staff professional development. | Use of INSET days, staff meetings and trust CPD. Additional cover in place when required |
| Targeted support | Ensuring enough time for school English and phonics lead to source, introduce and implement a reading initiative. | Use of INSET days and additional cover being provided by HLTA |
| Wider strategies | To ensure that the approaches to improving disadvantaged and other pupils' attendance involve all staff enhancing the ownership for teachers, that attendance is given a higher profile and that work takes place with parents to support pupils' attendance. | Use of INSET days and staff meetings. Learning mentor to support families within his role. Learning mentor to track attendance for disadvantaged pupils across school. Inclusion leader to work alongside Learning mentor to track |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|--|
| To diminish the difference between pupil premium pupils and non-pupil premium pupils in: Reading, Writing, Maths | There was no assessment point in Summer 2020 due to COVID |
| To improve the attitudes to learning of identified pupils | |
| To ensure children have an enriched curriculum | |
| To ensure children have a healthy breakfast and are ready to learn at the start of the day | |

| 1. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
|--|---|--|
| In-school barriers | | |
| A. | Attendance of disadvantaged pupils is lower than non-disadvantaged pupils, persistent absence is higher for disadvantaged compared to non-disadvantaged. | |
| B. | Disadvantaged pupils not making as much progress as non-disadvantaged pupils. | |
| C. | Percentage of disadvantaged pupils working at age related is lower than the percentage of non-disadvantaged. | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | |
| D. | Quick response and addressing of low attendance rates and the importance of school. | |
| E. | Support and completion of home learning: reading, spellings, multiplication tables, homework etc. | |
| F. | Speech and language levels of disadvantage pupils are lower than non-disadvantage pupils. | |
| 2. Desired outcomes | | |
| | Desired outcomes and how they will be measured | Success criteria |
| A. | Improvement in overall attendance including persistent absentees. Will be measured by: Tracking attendance weekly and half termly for specific groups of vulnerable children. Following the Pontefract Academy Trust policy for fining for holidays and lates. | By summer 2021 attendance of disadvantaged pupils to reach equal to or above 97%. By summer 2021 persistent absence of disadvantaged pupils to be equal to or less than 9%. |
| B. | Improvement in progress in reading, writing and mathematics. Will be measured by: Tracking progress and attainment every half term. Any child not making sufficient progress will receive specific intervention/support. | By summer 2021 disadvantaged pupils will have closed the gap and a greater proportion of these pupils will attain at age related expectations or above when compared to the 2019 data. (due to COVID no 2020 results) |
| C. | Improvement in resilience and emotional literacy of disadvantaged pupils. Will be measured by: A baseline and exit assessment will be conducted on all pupils undergoing ELSA training Any child not making sufficient progress will receive further intervention. | By summer 2021 pupils partaking in ELSA will have reduced emotional issues and access and achieve within the curriculum more effectively. By summer 2021 these pupils will have closed the gap and a greater proportion of these pupils will attain at age related expectations or above when compared to the 2019 data. (due to COVID no 2020 results) |
| D. | Access to age appropriate texts and develop their fluency skills as well as a positive attitude for reading. Will be measured by: Increase in academic outcomes in reading. Pupil's voice will impact on the resources provided. Monitoring of reading for pleasure. A baseline and exit assessment will be conducted on all pupils undergoing fluency interventions. | By summer 2021 disadvantaged pupils will have access through our library to a range of age appropriate texts. By summer 2021 disadvantaged pupils will have access to the reading initiatives in school. By summer 2020 disadvantaged pupils will meet or exceed their personal targets regarding reading fluency. |

| 3. Planned expenditure | | | | | |
|--|--|---|---|--|--------------------------------------|
| Academic year | 2020-2021 | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead & cost | When will you review implementation? |
| Improvement in overall attendance including persistent absentees. | Link to attendance action plan. | DfE 2016 published a report on the link between absence and attainment in Key Stage (KS) 2 and KS4. ...in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2. | -Weekly tracking. -Half termly reports. -Staff training. -Inset days. -Parent friendly attendance guide distributed. -Identified families free breakfast club. -School reward system for attendance-raffle tickets prize draw for high attendance. | G Plunkett R Grogan £15,000 | September 2021 |
| A greater proportion of Disadvantaged pupils will reach ARE and GD at KS1 and KS2 Progress will be inline with peers with accelerated progress being evident. | -Feedback to disadvantaged pupils will be prioritised. -Early Phonics interventions. -Continued support for reading through rainbow words intervention. -To ensure that all children receive fair access to educational and residential visits financial assistance is available to families who meet the criteria. -Online 1 to 1 tuition for pupils through third space learning for Year 5 and 6 -Interventions prioritise the disadvantaged | EEF research indicates high impact for low cost +8 months. EEF research indicates moderate impact for moderate cost small group intervention +5 months. EEF research indicates moderate impact for moderate cost for outdoor adventurous learning +4 months. EEF research indicates moderate impact for high cost +5 months. | -Disadvantaged students receive feedback first. -Same day feedback and response. -Book scrutiny. -A&I meeting line of enquiry. -Interventions with baselines. -Inform parents that help is available for educational visits and residential. -Class teachers to analyse reports provided by the company for 1 to 1 tuition. Inclusion lead to lead line of enquiries to support staff with feedback for disadvantaged to accelerate progress | D Marsh R Grogan D Dunn N Tonkinson K Smith E Dyas £20,000 | September 2021 |
| Budgeted cost | | | | | £35,000 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead & cost | When will you review implementation? |

| | | | | | |
|--|--|---|---|---|----------------|
| Intervention and other learning mentor support will improve access to the curriculum for disadvantaged pupils | Pupils with low self-esteem or behavioural needs will access provision and support by the learning mentor within class and through additional interventions. ELSA support will be run -Monitoring by SENCO and inclusion lead to measure impact. | EEF toolkit indicates behavioural intervention and social and emotional learning strategies can accelerate learning by 4 months | -Monitoring of interventions. -Termly reports from learning mentors -Entry and exit data for interventions. | G Plunkett T Blankensee (ELSA trained) £10,000 | September 2021 |
| Budgeted cost | | | | | £10,000 |

iii. Other approaches

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead & cost | When will you review implementation? |
|---|--|--|--|--|--------------------------------------|
| Access to age appropriate texts and develop their fluency skills as well as a positive attitude for reading. | - Buy and embed the use of a reading initiative across all year groups to increase reading for pleasure. -Trust reading initiatives implemented and embedded in school. | EEF research indicates high cost with high impact +6 months. | -A&I termly meetings to assess impact. -Lesson observations. -Lesson drop ins. -Learning walks. -Pupil voice. -Monitoring of fluency throughout school. | R Grogan K Smith D Dunn £20,000 | September 2021 |
| Budgeted cost | | | | | £20,000 |

| Allocation of balance | Total budgeted cost | £65,000 |
|---|---------------------|---------|
| The remaining balance will be retained for ongoing priorities that are identified for pupils as the year commences. These could include: <ul style="list-style-type: none">• Newly introduced strategic approaches• Payment for breakfast club to increase attendance• Payment towards education visits• Payments towards residential visits• Payments towards winter coats and shoes. | Total PPG | £79,500 |
| | Remaining balance | £14,500 |