

# Rookeries Junior, Infant and Nursery School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Rookeries J,I &N School
Number of pupils in school	306 (293 Ex. Nursery)
Proportion (%) of pupil premium eligible pupils	20% (Ex. Nursery)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Grogan
Pupil premium lead	Dianne Marsh
Governor / SPRB link	Alexis Sharp

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,800
Recovery premium funding allocation this academic year	£7385
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	£79,185

## Part A: Pupil premium strategy plan

### Statement of intent

We strive to ensure all our pupils become successful learners who flourish and achieve at The Rookeries. When determining the use of Pupil Premium funding, we have carefully considered the context of the school and community, and the subsequent challenges we face alongside evidence-based research conducted by the Education Endowment Foundation.

The identified common barriers to learning for disadvantaged children include: having less or no support at home than non-disadvantaged pupils, having weak language and communication skills, lacking confidence, displaying more frequent behaviour challenges, attendance and punctuality difficulties, and an increased reliance or need for external agency support. These factors add to the complexity of each child and their family situations that can prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We ensure that all teaching staff are involved in robust analysis of data and identification of the barriers to pupils' learning. This ensures teachers are fully aware of strategies required to enable all children succeed.

#### **Key Principles of our Pupil Premium Plan**

At Rookeries we want to ensure that:

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Teaching and learning opportunities meet the needs of all the pupils so that they achieve well and meet expected outcomes.
- Appropriate provision and resources are made available for pupils who belong to vulnerable groups, so that barriers are removed to allow a secure and successful learning environment.
- Our plan provides an effective allocation of funding so that disadvantaged pupils receive enriched, broad and exciting experiences that enhance the curriculum and develop pupils' culture capital.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of physical development, literacy and maths skills on entry to EYFS.</p> <p>Baseline assessments and observations that identify underdeveloped oral language and gaps in vocabulary for disadvantaged pupils (from EYFS to end of KS2).</p>
2	<p>Low attainment on entry to the EYFS (across all areas).</p> <p>Baseline assessments on entry to Reception class identify disadvantaged pupils arrive below age-related expectations. As a consequence, they have lower starting point of that of non-disadvantaged.</p>
3	<p>Pupils that have difficulties regulating their emotions.</p>
4	<p>Low attendance and high persistent absence.</p> <p>Evidence of disadvantaged pupils and families requiring support to secure and sustain better punctuality and attendance.</p> <p>School attendance for disadvantaged pupils was 96% for the academic year 2020-2021. Persistent absence for disadvantaged pupils was 11% during the same time period.</p>
5	<p>Social deprivation, financial, emotional worries and social care involvement.</p> <p>Our assessments, discussions and observations have identified social and emotional / self-confidence issues for disadvantaged pupils.</p> <p>14 pupils are identified as needing additional support with social emotional needs, with 5 children receiving small group interventions through ELSA. Over the past two years, teacher referrals for support has increased.</p>
6	<p>Low outcomes for pupil premium pupils at the end of each key stage.</p>

## Intended outcomes

Our intended outcomes for **the end of our current strategy plan** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Priority 1</b></p> <p><b>Improved overall attendance and reduced persistent absence.</b></p>	<ul style="list-style-type: none"> <li>• Attendance for all pupils to be 97%.</li> <li>• Attendance for those that are disadvantaged to be in line (or better) than national counterparts.</li> <li>• For PA to be no higher than 8% whole school.</li> <li>• For PA to be to be in line (or better) than national counterparts.</li> </ul>
<p><b>Priority 2</b></p> <p><b>Improved progress in reading, writing and mathematics.</b></p> <p><b>Disadvantaged pupil attainment in writing to be in line with reading and mathematics.</b></p>	<ul style="list-style-type: none"> <li>• To achieve national average progress scores in reading, writing and mathematics at the end of Key Stage 1.</li> <li>• To achieve national average progress scores in reading, writing and mathematics at the end of Key Stage 2.</li> </ul>
<p><b>Priority 3</b></p> <p><b>Improved speech and language development of disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• To achieve above national average expected standard in Phonic Screening Check.</li> </ul>
<p><b>Priority 4</b></p> <p><b>Evidence of an upward trend of pupils' communication and language skills.</b></p>	<ul style="list-style-type: none"> <li>• EYFS tracking shows an upward trend.</li> <li>• Phonics outcomes in line (or better) than national.</li> <li>• Speech and language targets met by individual pupils.</li> </ul>

## 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: **£39,050**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><i>NFER Assessment materials for all year groups</i> <b>£5000</b></p>	<p>Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.</p> <p>To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning.</p> <p>The development of the coaching model and projects taken as part of the NPQ programmes will support staff in ensuring that provision in the classroom meets the needs of all pupils.</p> <p>As part of the assessment cycle using the NFER assessment packages this will ensure that progress is measured and intervention is implemented and pitched at the correct stage to ensure accelerated progress. NFER tests will support teacher assessment and inform pupil progress meetings – informing discussion about the progress and achievement of our disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/developing-whole-school-assessment/diagnostic-assessment/</a></p>	<p>2, 6</p>
<p><i>Purchasing additional resources to support delivery of phonics using RWI</i> <b>£6000</b></p>	<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge and the RWI programme. This will include professional development, incremental coaching and support from the Jerry Clay English hub.</p> <p>Embed the use of the reading initiative RWI to ensure disadvantaged pupils have their barriers to reading addressed.</p> <p>Children entering KS2 who have not reached the expected standard in reading and writing due to not having access to the RWI programme at EYFS and Year 1. In KS2 there are socially deprived families who are supported by additional services (24 pupils, 15%). These pupils are less likely to have the breadth of vocabulary required in KS2. This intervention is designed to ensure pupils are age related readers and leave school in line with their peers.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p>	<p>2, 3, 6</p>

	<a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>	
<i>Learning Mentor ELSA training £1000</i>	<p>With a SEND register of 16.7% (including children with SEMH and SLCN). The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range social and emotional needs. This enable mentors to develop knowledge and understanding of social and emotional needs; enhance skills in being able to plan and implement a range of bespoke interventions and; grow their confidence in being able to support vulnerable children and young people.</p> <p>Children who are disadvantaged make up 39% of the SEND register. This suggests that those that are disadvantaged are more likely to have additional needs – primarily SEMH.</p>	4
<p><i>Staff CPD in RWI Writing £8,000</i></p> <p><i>Resources for whole school in RWI Writing £8,000</i></p>	<p>To improve writing outcomes for all year groups. This will include professional development, instructional coaching and teacher release time working with external expertise from our English hub. There will be a sharp focus on supporting early career teachers here, complimenting the ECF.</p> <p>Outcomes for disadvantaged pupils in writing throughout school is lower than that for reading and maths. The implementation of a whole school approach to writing with staff support and CPD will continue to improve outcomes for all learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2
<p><i>Staff CPD – Whole School £6000</i></p> <p><i>SLA Support from: SALT - £5050</i></p>	<p>To provide support to class teachers and learning support assistants in order to support those pupils with SEND and learners working in the bottom 20% of attainers with quality first class teaching. Higher proportions in each year group for those with additional needs and those who are not working at age related standards are disadvantaged.</p> <p>Ensure that classroom provision meets the needs of all learners. Embedding dialogic teaching across school. This will include professional development, incremental coaching and teacher release time working with external expertise.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching</a></p> <p><a href="https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter">https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter</a></p>	2, 3, 6

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

Budgeted cost: **£23,318**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><i>SEND LSA (1:1) in EYFS</i> <b>£5600</b></p> <p><i>Maths booster sessions that target disadvantaged pupils</i> <b>£4200</b></p>	<p>Small group / 1.1 intervention with LSA/Teacher for disadvantaged children not making expected progress in reading, writing and maths across school from EYFS to Year 6.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>2, 4, 6</p>
<p><i>B squared Subscription</i> <b>£800</b></p> <p><i>Third Space Learning</i> <b>£4,950</b></p> <p><i>EAL SLA</i> <b>£2700</b></p> <p><i>Nessy Subscription</i> <b>£680</b></p> <p><i>WIESENS SLA</i> <b>£2388</b></p>	<p>Interventions across school monitored and embedded in reading, writing and maths.</p> <p>To ensure that provision for those with SEND and the bottom 20% effectively meets individual needs and progress in reading, writing and maths is made.</p> <p>Research shows that the impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/send-review</a></p>	<p>2, 3, 4, 6</p>
<p><i>Resources</i> <b>£2000</b></p>	<p>To ensure that pupils who require additional support with emotional health and wellbeing have access to licensed practitioners (EP/ CIAT / SALT) and qualified ELSA practitioner.</p>	<p>4</p>

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

Budgeted cost: **£16,140**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge(s) addressed</b>
<p><i>Experiences subsidiary - £60 per pupil per year</i> <b>£3540</b></p> <p><i>Residential subsidiary (Year 6 £100 per pupil)</i> <b>£1100</b></p>	<p>To support the implementation of the '50 things at The Rookeries across the curriculum to ensure that all pupils have access to a wider experience.</p> <p>To provide financial support for disadvantaged pupils in the '50 things to experience at The Rookeries.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	4
<p><i>Wider Curriculum resources</i> <b>£5,000</b></p>	<p>Provide hands on learning experiences for all pupils across the curriculum with the addition of high-quality resources.</p>	4
<p><i>After School and breakfast club resources</i> <b>£1000</b></p>	<p>Resources for after school clubs – those that are disadvantaged a priority to attend.</p>	4
<p><i>Breakfast club</i> <b>£2000</b></p> <p><i>Attendance incentives</i> <b>£2000</b></p>	<p>To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	1
<p><i>Uniform allowance</i> <b>£1500</b></p>	<p>To ensure that those that are disadvantaged have access to a full school uniform.</p>	4

**Total budgeted cost: £78,508**



## Part B: Review of outcomes in the previous academic year / Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

### Whole School Data 2020/2021

#### Key Stage 1

Reading		Writing		Mathematics	
All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
63%	57%	65%	43%	65%	57%

#### Key Stage 2

Reading		Writing		Mathematics	
All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
93%	88%	86%	75%	90%	88%

#### Phonics

2020		2021 (prediction)	
All	Disadvantaged	All	Disadvantaged
83%	71%	91%	88%

#### Attendance / PA

2020		2021 (current)	
All	Disadvantaged	All	Disadvantaged
97.2%	96%	95.8%	95.1%
PA – 4.7%	PA – 10.5%	PA – 15.3%	PA – 15.8%