

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	316 (303 Ex. Nursery)
Proportion (%) of pupil premium eligible pupils	21% (Ex. Nursery)
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	David Dunn
Pupil premium lead	Dianne Marsh
Governor / SPRB link	Alexis Sharp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88095
Recovery premium funding allocation this academic year	£12589
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
NTP income	£5152
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,836

Part A: Pupil premium strategy plan

Statement of intent

We strive to ensure all our pupils become successful learners who flourish and achieve at Rookeries. Our aim is to deliver a first-class education to all students so that they make outstanding progress and get the chances in life they deserve. We believe that a first-class education is empowering, it brings choice, it brings freedom, and it levels the playing field. This is especially true for those students for whom the school receives Pupil Premium funding.

We intend to use the funding to provide the best quality of education in the classroom alongside exemplary student support to ensure that students can overcome barriers to success, and fully access and embrace an education that will transform their lives and open doors of opportunity.

Our ultimate objectives are:

- For all disadvantaged students to achieve high attainment across the curriculum, particularly in early reading, phonics and at the end of key stage 2 assessments.
- For all disadvantaged students in school to meet or exceed nationally expected progress rates.
- For all disadvantaged students to access an ambitious and knowledge rich curriculum that develops personal and social skills, confidence in learning and cultural capital so that they become well-rounded individuals who achieve their ambitions and flourish in life.

Our Approach:

- Is underpinned by one of our Trust's guiding principle 'Achievement without excuses'.
- Takes into consideration that each of pupil premium students faces varying degrees of academic and pastoral challenge. Consequently, our approach is to understand these potential barriers to learning to enable students from disadvantaged backgrounds to achieve as well as all students.
- Is responsive to individual and common challenges to learning for disadvantaged students: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support. These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles

Our key principles are aligned with our whole school curriculum intent and improvement strategy and follow the guidance from the Education Endowment Foundation (EEF):

- Evidence informed approach (EEF Guide to the Pupil Premium) three tiered model – teaching, targeted academic support and wider strategies.
- 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.
- Ensure that teaching staff are involved in robust analysis of data and identification of the barriers to pupils' learning. Ensuring teachers are fully aware of strategies required to enable all children succeed.
- Pupil premium funding allocated following a needs analysis which will identify priority classes, groups or individuals.
- Provide 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</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 across the 7 areas of learning and development.</p>
3	<p>Pupils that have difficulties regulating their behaviours and 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 95% for the academic year 2021-2022. Persistent absence at The Rookeries was 11.9% with 2.8% of that being PA for disadvantaged.</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>25% of the SEND register is disadvantaged children. 4 SEND disadvantaged children currently referred for SEMH related needs. EPS involved in 5 children. ELSA intervention currently for 3 disadvantaged children.</p>
6	<p>Lower outcomes for pupil premium pupils at the end of KS1</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>Priority 1</p> <p>Improved overall attendance and reduced persistent absence.</p>	<p>Attendance for all pupils to be 97%. Attendance for those that are disadvantaged to be in line (or better) than national counterparts.</p> <p>For PA to be no higher than 8% whole school.</p> <p>For PA to be to be in line (or better) than national counterparts.</p>
<p>Priority 2</p> <p>Improved progress in reading, writing and mathematics.</p> <p>Disadvantaged pupil attainment in writing to be in line with reading and mathematics.</p>	<p>To achieve national average progress scores in reading, writing and mathematics at the end of KS1 and KS2.</p>
<p>Priority 3</p> <p>Improved speech and language development of disadvantaged pupils.</p>	<p>To meet Trust agreed targets for GLD, Phonic Screening check and KS1 and KS2.</p> <p>Data tracking shows an upward trend.</p> <p>Speech and language targets met by individual pupils.</p>
<p>Priority 4</p> <p>Improved emotional based strategies and reduction in reported behavioural incidents</p>	<p>Number of children receiving red cards is reduced.</p> <p>Number of referrals to EPS reduced due to early intervention.</p>

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: **£25064**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><i>Deliver highly effective CPD to increase the quality of the teaching profile across the school.</i></p>	<p>Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective.</p> <p>'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach)</p> <p>A study published by the Education Policy Institute (Fletcher-Wood & Zucollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p>	<p>2, 6</p>
<p><i>Use of instructional coaching to develop teachers' expertise in the classroom.</i></p>	<p>Instructional coaching is the best tool educators have in improving teaching quality. The one-to-one conversation focuses on the enhancement of learning and development through increasing self-awareness and a sense of personal responsibility, where the coach facilitates the self-directed learning of the coachee through questioning, active listening, role play and appropriate challenge in a supportive and encouraging climate.</p> <p>'In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD'. (Ambition Institute)</p>	<p>2, 6</p>
<p><i>Recruitment and retention of outstanding teachers and leaders to ensure disadvantaged aged pupils receive a high quality of education.</i></p>	<p>"Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of students means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive". (DfE Teacher Recruitment and Retention Strategy, January 2019).</p> <p>Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient to a successful school and should rightly be the top priority for pupil premium spending, (EEF research 2019).</p>	<p>2, 6</p>

<p><i>Developing metacognitive and self-regulation skills.</i></p>	<p>Developing metacognitive and self-regulation skills in all pupils to enable them to become independent learners who 'know and remember more' curriculum knowledge.</p> <p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2, 6</p>
<p><i>NFER Assessment materials for all year groups</i></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>2, 6</p>
<p><i>To support the delivery of phonics using RWI</i></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 and support from RWI accredited representatives.</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 (13 pupils, 20%). 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>https://educationendowmentfoundation.org.uk/evidencehttps://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/summaries/teaching-learning-toolkit/phonics/</p> <p>https://www.gov.uk/government/publications/the-readinghttps://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacyframework-teaching-the-foundations-of-literacy</p>	<p>2, 6</p>

<p><i>Staff CPD Whole School</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>2, 3, 6</p>
<p><i>SLA Support from SALT</i></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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching-and-evaluation/projects/dialogic-teaching</p>	
	<p>https://researchschool.org.uk/stmatthews/news/what-is-dialogic-talk-and-why-does-it-matter</p>	

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

Budgeted cost: **£45018**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><i>SEND support Teacher led intervention for disadvantaged pupils with SEND.</i></p>	<p>The EEF Special Education Needs in Mainstream Schools guidance report recommends that schools should understand the needs of students, and that they should complement high quality teaching with targeted interventions.</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>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 4, 5, 6</p>
<p><i>National Tutoring Programme tuition.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p> <p>One to one tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3, 4, 6</p>

<p><i>Accelerated Reader and Lyfta</i></p>	<p>EEF research and evidence provided by Renaissance Learning shows that Digital Technology approaches have the most impact on improving outcomes for disadvantaged students, particularly with regards to reading and improving Maths skill. These will also support home learning.</p> <p>Using Digital Technology to Improve Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>2, 3, 4, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing, rewards)

Budgeted cost: **£35754**

Activity	Evidence that supports this approach	Challenge(s) addressed
<p><i>Learning mentor (pastoral, wellbeing, behavioural and attendance support)</i></p>	<p>To have in place a staffing structure with roles and responsibilities that promotes consistency in carrying out pastoral, behavioural and attendance support to disadvantaged pupils and families.</p> <p>National research illustrates that children with lower attendance do not perform as well within examinations as students with a higher overall attendance percentage. Students who are not attending are at higher risk of harm as we are unable to monitor their wellbeing and ensure we are safeguarding them effectively.</p> <p>Tracking and monitoring attendance allows key stake holders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.</p> <p>Attendance: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671525015</p> <p>Behaviour: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4</p>
<p><i>Provide pupils with cultural capital experiences.</i></p>	<p>To provide disadvantaged pupils with cultural capital experiences via assemblies, deeper learning days, cocurricular, student leadership, visiting speakers and trips.</p> <p>The term ‘character’, means a set of attitudes, skills and behaviours. An extensive co-curricular can help develop self-control, confidence, social skills, motivation and resilience. Character is thought to underpin success in school and beyond.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4 ,5, 6</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
<i>Breakfast club</i>	<p>To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are persistent absentees.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	4,5

Total budgeted cost: £105836

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 2022 to 2023 academic year.

Whole School Data 2022/2023

Key Stage 1

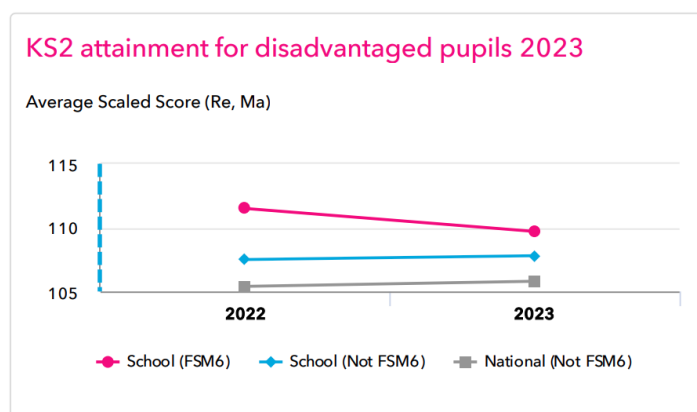
Reading		Writing		Maths	
All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
76%	67%	72%	50%	78%	67%

Key Stage 2 Attainment

Reading		Writing		Maths	
All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
76%	67%	72%	50%	78%	67%
National Comparison					
+12%	+23%	+19%	+45%	+17%	+44%

The combined (reading, writing & maths) figures continue the above trend with the whole cohort achieving 85%, which is **26%** better than the national average. Disadvantaged pupils also achieved an expected standard score of 85%, which was **42%** higher than the national figure for like pupils.

This positive impact is further evidenced in the average scaled scores for disadvantaged pupils, as compared to their national peers:

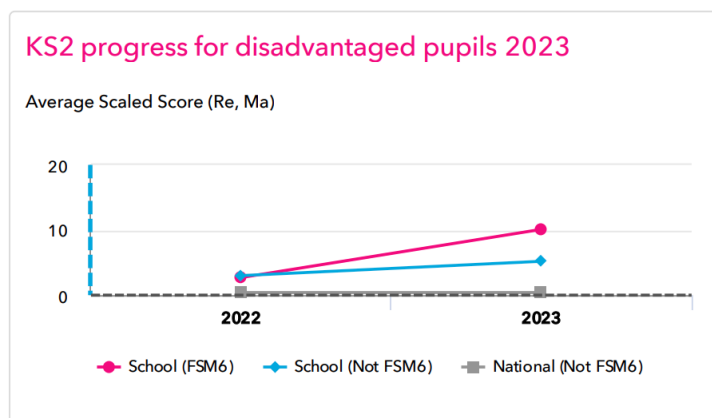


Key Stage 2 Progress

Reading		Writing		Maths	
All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
8.1	11.2	6.7	8.6	5.8	8.8

For all progress measures, of 'All' and 'Disadvantaged', across reading, writing and maths – Rookeries are 'significantly above national and are in the top 1% in the country.

This positive impact is further evidenced in the average progress scores for disadvantaged pupils, as compared to their national peers:



Phonics

2022 - 2023		National Comparison	
All	Disadvantaged	All	Disadvantaged
95%	100%	+17%	+38%

Phonics data for the whole cohort is **17%** above the national average, with disadvantaged pupils achieving more than double this gap at **38%** higher than the national figure for like pupils.

Attendance

2022 - 2023			
Overall		Persistent Absence	
All	Disadvantaged	All	Disadvantaged
96%	95.3%	8.9%	12.5%
National Comparison			
+2.2%	+3%	+10%	

Attendance data taken from latest available national averages via FFT. No data currently available for persistent absenteeism for sub-groups.