

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	Rokesly Junior school
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Bola Soneye-Thomas
Pupil premium lead	Bola Soneye-Thomas
Governor	Kerree Ahern

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,630
Recovery premium funding allocation this academic year	£ 7,830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 80,460

Part A: Pupil premium strategy plan/

Statement of intent

At Rokesly Junior school we aim to ensure that all pupils including those that may be disadvantaged, the most able, those with special educational needs, a disability (SEND) and for children for whom English is an additional language (EAL) regardless of background are able to:

- acquire knowledge through a well-planned and sequenced approach which ensures progression across the key stage, that builds on previous learning;
- access extended opportunities. Therefore, great importance is placed on inclusion which allows every child to develop and flourish on an equal footing;
- develop into responsible global citizens by fostering an interest in the wider world and an understanding of how they can make a positive contribution.

This pupil premium strategy details how the school's pupil premium funding and the recovery premium funding will be used to address the difference in attainment and life experiences between pupils eligible for pupil premium funding in the school and those that are not.

Research on effective strategies to address specific issues has been used to inform the actions to be taken.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress in reading, writing and maths is lower for pupils eligible for pupil premium grant (PPG) funding than it is for those pupils that are not.
2	Diagnostic analysis shows that gaps in phonetic knowledge are impacting negatively on academic attainment.
3	There exists a significant overlap between pupils eligible for PPG and those with SEND, creating an amplified challenge for some.
4	PPG pupils' attendance and punctuality is lower on average than that of non-PPG pupils. Lateness and absence have a hugely negative impact on learning and wellbeing.

5	Some of the families of pupils eligible for PPG funding are experiencing a range of domestic issues which are impacting on their child's performance at school.
6	Some of the parent/carers of pupils eligible for PPG funding lack the confidence to support their children with learning at home and are less able to engage in wider opportunities that enrich learning and life experiences.
7	Impact of school closures due to COVID-19 on social and emotional well being evident in the behaviour of some pupils.

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
The attainment and progress gaps in reading, writing and maths between pupils eligible for PPG and those pupils that are not is closed.	Assessments indicate that attainment and progress scores for pupils eligible for PPG funding are in line with their peers.
All pupils including those eligible for PPG funding use phonics to decode words and all pupils are attaining at age related expectation (ARE) or above in reading.	Reading scores for all pupils is at least the same as their chronological age. Every year at least 90% of all pupils in Year 3, are able to decode words in the Key Stage One Phonic Test.
Quality First Teaching is evident in all subjects including in the teaching of reading.	Teachers are using strategies that significantly improve pupil attainment. Reading is taught at least three times a week. All pupils are at least ARE by the end of year in reading. There is a year on year increase in the number of pupils attaining at greater depth. The figure will exceed the national average. This will include pupils eligible for PPG funding. Parents are more supportive of reading at home.
Pupils are better equipped to regulate their emotions and achieve improved well-being.	100% of disadvantaged pupils make at least good progress from their starting points enabling them to attain in line with all pupils both nationally and in school. A reduction in the number of Thinking about my Behaviour sheets show that children are better able to self regulate so that they are ready to fully engage in learning.

<p>To ensure that the attendance rate for pupils eligible for PPG funding is at least 96% and they attend school on time.</p>	<p>The rate of attendance for pupils eligible for PPG funding is at least 96%. Pupils eligible for PPG funding access early morning interventions by arriving at school on time.</p>
<p>To further develop an understanding of teaching pedagogy so that all teaching supports the learning needs of all pupils.</p>	<p>All children receive very good quality first teaching. Pupils with SEN that are also eligible for PPG funding make accelerated progress.</p>
<p>To address the gap in cultural capital through continuously developing and enriching the curriculum delivered and ensuring that pupils eligible for PPG funding have access to a range of wider learning opportunities.</p>	<p>Pupils eligible for PPG funding access the full curriculum (e.g.year 6 residential trip), extra-curricular activities, trips etc.</p>
<p>To support parents to address some of the external barriers that are impacting on their children's progress.</p>	<p>Parents are better able to support their children's learning needs as a result of greater stability at home enabling strengthened partnerships with the school.</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to support Quality First Teaching for all across the school to support all groups of children but particularly those disadvantaged, SEND and More Able.</p> <p>Reviewing the pedagogy of teaching. Training to develop teacher knowledge of most effective ways to ensure children remember more and make good or better progress from starting points.</p> <p>All teachers CPD aimed at diminishing the difference and challenging able learners, regardless of background</p>	<p>Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DfE, 2015.</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 of a successful school and should rightly be top priority for any pupil premium spend.’ (Sutton Trust Report, 2011)</p> <p>EEF guide to pupil premium tiered approach – teaching is top priority , including CPD</p>	1 2 3 4
<p>Quality teaching for all – Differentiation for all learners to ensure that objectives taught meet the needs of all learners including those with SEND</p> <p>CPD for teachers.</p>	<p>EEF guide to pupil premium tiered approach – teaching is top priority, including CPD</p> <p>EEF -strong evidence that high-quality teaching for pupils with SEND is firmly based on strategies that will already be in the repertoire of every mainstream teacher, or can be relatively easily added to it.</p> <p>EEF - High-quality teaching – adjusting, adapting and assessing in the classroom –is of course crucial for the progress of all pupils.</p>	1 2 3 4
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points.</p>	<p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted intervention in one-to-one small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2-0.3).</p> <p>EEF- Teaching Assistants can provide a large positive impact on learner outcomes. Trained TAs delivering a</p>	1 2 3

	targeted intervention has a higher impact.	
<p>Staff audit to consider teachers' and support staff's confidence and knowledge as teachers of reading. Use this information to plan professional development.</p> <p>Professional development - This can be whole staff development, coaching and mentoring from experienced staff, training provided by outside agencies, use of online resources, observations and team-teaching.</p> <p>Rigorous teaching of phonics is supported by trained staff.</p> <p>Reading interventions for targeted groups of children focusing on inference and deduction.</p>	<p>Research evidence indicates that phonics approaches has a positive impact on acquiring reading skills, particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading comprehension strategies have a high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.</p> <p>It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 2 3
<p>Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly</p>	<p>Metacognition and self-regulation</p> <p>EEF— giving the children a repertoire of strategies to choose from and skills to select which are most appropriate for the task. The impact of metacognition and self-regulation strategies is an additional 7 months progress over the course of the year</p>	1 3 7
<p>Further develop emotional literacy through a range of strategies.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1 3 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic lessons for pupils in all year groups that assessments show are not secure in their knowledge of all the sounds	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading Phonics Toolkit Strand Education Endowment Foundation EEF	2
1:1 Tutoring	EEF- One to one to tuition is very effective at improving pupil outcomes. It can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or struggling in a particular area	1 2 3
Participate in the National Tutoring Programme Using Third Space learning	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3
Easter School (identified Year 6 pupils) Online Saturday school tuition for identified children	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF2021). Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly.	1 2 3
Homework club for identified Year 3 - 6 pupils in receipt of Pupil Premium Grant.	Homework clubs are identified as having impact for pupils when linked to core learning, (EEF 2021). Target support for identified pupils throughout COVID disruption substantiated EEF outcomes. A continuation of provision will be applied across 2021 – 2022 as a result.	1 2 3 4
Online packages to support learning e.g. Times Tables Rockstar, Lexia, Mathletics	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils engage in both in and out of the classroom.	1 2 3 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging families who are hard to reach through the employment of a school home support worker on a part time basis who will support all parents in their role as parents e.g., Organising parent gym classes, signposting etc</p>	<p>Children who are well supported at home thrive in school. are better prepared for learning</p> <p>The security of the evidence around parental engagement is high. The key mechanism for parental engagement strategies is improving the quality and quantity of learning that takes place in the home learning environment (EEF 2021).</p>	<p>5 7</p>
<p>Enrichment opportunities including subsidised residential visits (Pendarren) and after school clubs for pupils eligible for PPG funding..</p>	<p>The EEF considered evidence based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds deserve a well-rounded, culturally rich education.</p> <p>Trips and visits can enhance and enrich the curriculum opportunities and help to develop the cultural capital</p> <p>EEF – sports participation increases educational and attainment</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self confidence</p>	<p>6</p>
<p>Strengthen the school's systems and procedures for pupil attendance. And punctuality through swift</p>	<p>The DFE guidance is based on work with schools that experienced better engagement that led to an increase in attendance.</p> <p>www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>4</p>

intervention by the admin team and the school home support worker.		
Mental Health First Aid training and Wellbeing training for staff members	<p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	7

Total budgeted cost: £

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.

There was a noticeable increase in the number pupils requiring pastoral support and this was addressed through the introduction of mindfulness, support from the inclusion manager and the school home support worker. Some of the gaps in learning were targeted through the use of additional adults resulting in teaching in smaller group sizes. The school home support worker played an important role in terms of pupil well-being during lockdown and ensuring families had access to a range of services.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	
Times tables Rockstars	
Mathletics	