



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Marie Jamieson
Pupil premium lead	Marie Jamieson
Governor / Trustee lead	Clemmie Mounsey-Heysham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,720
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,720

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our Philosophy**

At Rockcliffe CE School our intention is to ensure that all pupils, irrespective of their background, or the challenges they face, make good progress throughout their primary education. We strive for all our students to achieve academic success, as well as developing emotional resilience and confidence for future life. We believe in maximising the use of pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. We are committed to making evidence-informed decisions about pupil premium spending and recent research and recommendations inform this.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantage pupils in our school.

Overcoming barriers to learning is underpins our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and we allocate a budget accordingly.

### **Key Priorities**

- Subject specific CPD to improve the quality of teacher's and teaching assistant's pedagogical knowledge as this has been proven to have the greatest impact on closing the attainment gap.
- Structured interventions including reading, writing and maths; using formative assessment so that interventions are effective.
- Increase rates of progress across the school in reading, writing and maths- adopting a whole school approach with all staff taking responsibility for disadvantaged pupils' outcomes.
- Early intervention with targeted support will be responsive to common challenges and individual needs
- Continue to develop pupil's mental health, emotional literacy, social skills, aspirations and spiritual development through pastoral support.
- Continue to maintain a focus on the mental and physical health of pupils and families through universal support, focused and targeted support.
- Attendance - ensuring that no child falls behind with their learning.
- The progress of children with Pupil Premium with SEN through quality first teaching and timely interventions.

## Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped speech and language skills on entry- assessments, observations and discussions with pupils and their families indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. Baseline assessments help to indicate early interventions for children who need support with speech and language.
2	Gaps in mathematical knowledge in KS1 and KS2
3	Children with social and emotional needs- observations and discussions with pupils and families have identified social and emotional issues for many pupils.
4	SEND- Numbers of children with SEND have increased in school particularly those with high needs.
5	Low progress in core areas particularly writing- internal assessments indicate that writing attainment is significantly lower especially at KS1

## 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
<i>Children's social and emotional needs will be well supported</i>	Children will have access to rapid support providing them with the tools they need for good mental health.
<i>Parent's needs will be well supported</i>	School will embed communication styles to meet parent's needs and engage them, enabling parents' to access support.
Children will make age appropriate progress	Children will overcome barriers which prevent them from making progress in writing, core subjects, language and communication
Children with SEND will learn and progress	Children will overcome barriers which prevent them from making progress.

## 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: £ 10,000

	Activity	Evidence that supports this approach	Challenge addressed
24-25	<ul style="list-style-type: none"> <li>Teachers, Governors and TAs to have access to training such as National College so courses can be selected to meet individual needs.</li> <li>English leader, Maths leader to provide in house training to all staff.</li> <li>Expert in the early years specialist teacher to provide training to staff.</li> <li>Staff across school to be trained in Team Teach/ moving and handling of young people</li> <li>In house training around developing use of formative assessment</li> <li>In house training on pupil book study.</li> <li>Termly meetings with teachers to discuss PP progress and next steps.</li> <li>SENCo,DSL/DDSL undertake Early Help and EHCP training</li> <li>SENCO/ HT undertake SEND review training including developing co-production ( with parents and carers)</li> </ul>	<p>Education Policy Institute: High quality CPD for teachers has a significant effect on pupil’s learning outcomes. CPD programmes have the potential to close the gap. Evidence suggest that quality CPD has a greater effect on pupil attainment that other interventions school may consider.</p> <p><a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a></p> <p>Teacher Development Trust: We know from Viviane Robinson’s research that the most effective way that leaders can improve outcomes for children and young people is to focus on professional development. It may be surprising, but focussing on this rather than on the quality of teaching alone brings greater improvement for learner outcomes. We also know from Sutton Trust research that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year’s extra progress for most students.</p> <p>Those from disadvantaged backgrounds are particularly affected: they stand to benefit even more than their classmates from effective teaching, but are similarly more sensitive to poor teaching. This underscores the need to raise the quality of teaching.</p> <p><a href="https://tdtrust.org/leading-cpd/why-is-cpd-so-important/">https://tdtrust.org/leading-cpd/why-is-cpd-so-important/</a></p>	

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

Budgeted cost: £ 6500

	Activity	Evidence that supports this approach	Challenge addressed
24-25	<ul style="list-style-type: none"> <li>• The daily teaching of RWI</li> <li>• Staff trained in Emotional Literacy Support Assitant (Elsa)</li> <li>• 1:1 Phonics/reading tutoring</li> <li>• Rapid interventions based of formative assessment.</li> <li>• Oral language interventions in place e.g. Neli and Talk Boost</li> <li>• Use of pre-teaching interventions based on formative assessment.</li> <li>• Targeted support given to EYFS children who have been highlighted as needing emotional and wellbeing support using Leuven Scales.</li> <li>• Use of Emotional ABC scheme.</li> </ul>	<p>The EEF states that the average cost of reading comprehension strategies is estimated as very low. The cost to schools is largely based on training and professional development, books and learning resources, the majority of which are initial start-up costs paid during the first year of delivery. However it can increase children’s progress by 6 months. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF Toolkit states: Small group tuition increases learning progress by approximately 4 months as does further phonics support <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>The EEF Toolkit states Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>The EEF toolkit states that Overall, the median costs of implementing Oral language interventions are estimated as very low. The costs associated with Oral Language Interventions largely arise from books, resources, and training, the majority of which are start-up costs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £7000

	Activity	Evidence that supports this approach	Challenge addressed
24-25	<ul style="list-style-type: none"> <li>• Weekly sessions of PSHE/Jigsaw/ Emotional ABC's programme being taught.</li> <li>• Children to have opportunity of Carlisle Schools Counselling to support with specific needs, develop confidence, self-esteem, anxieties</li> <li>• Attendance monitored and termly letters sent out with attendance graph attached. Meetings arranged to speak with anyone who has an attendance below 90%.</li> <li>• Celebrating successes both in school and outside of school with certificates.</li> <li>• Kidsafe sessions throughout the year and coach available to lead ad hoc when need arises.</li> <li>• After school clubs running throughout the year e.g. multi-skills, orienteering, cookery etc. - disadvantaged children guaranteed a place in these clubs.</li> <li>• Coffee mornings/Toddler sessions to improve communication with parents and offer support</li> <li>• Intervention groups (focused) to support mental health.</li> </ul>	<p>The EEF states that parental engagement has a positive impact on average of 4 months additional progress. It can include approaches and programmes which aim to develop parental skills such as literacy or IT skills. <a href="https://educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning increases learning progress by approximately 4 months.</p> <p>The EEF states that Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Read, Write Inc Phonics	Ruth Miskin
TTRS and Numbots	Maths Circle Ltd
Literacy Shed	EdShed
NELI	Nuffield