

## 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	Rockcliffe CE School
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 to 2022
Date this statement was published	31 <sup>st</sup> December 2021
Date on which it will be reviewed	31 <sup>st</sup> August 2022
Statement authorised by	David Hodgkiss
Pupil premium lead	David Hodgkiss
Governor / Trustee lead	Michael Deans

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,760
Recovery premium funding allocation this academic year	£2,000
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	£20,760

# Part A: Pupil premium strategy plan

## Statement of intent

- *To ensure that pupils with Pupil Premium make progress at least in line with their peers, by utilising quality first wave teaching (inc. reduced class sizes), small group support, withdrawal and catch up sessions to close any gaps in achievement that are identified.*
- *For all pupils to aspire to greater levels of achievement.*

## Challenges

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

Challenge number	Detail of challenge
1	<i>Some parents do not value phonics as a reading approach and fail to ensure that this is built on with activities outside of school.</i>
2	<i>Aspirations for pupils with PP are low or unrealistic. Driving a truck (HGV) or being a professional footballer are some of the examples given. One is non-aspirational and the other highly unlikely.</i>
3	<i>The number of pupils across all groups with lower than average language skills has continued to increase.</i>

## 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>Refine our phonics programme ensuring that all parents and pupils “buy in” by understanding the importance of early reading skills.</i>	<i>Pupils with PP and non PP have similar attainment which, for both groups, is above the national average for schools both locally and nationally.</i>
<i>Develop a greater understanding of what aspiration looks like.</i>	<i>That the aspiration and achievement for all pupils is high.</i>

## 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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop highly focussed SEN support plans</i>	<i>IEPs need to be precise instruments that tackle the root cause of a lack of progress</i>	
<i>Employ additional SENCo time to support class teachers</i>	<i>Help teachers identify strengths and weaknesses of support for children who fall behind their peers</i>	<i>Increase to 0.2 from 0.1 overall £3500</i>

### Targeted academic support

Budgeted cost: £15,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group support for phonics</i>	<i>Children with good phonics knowledge are more able to access the full curriculum offer. Boost all children in EYFS/Yr.1 and Yr.2 who do not meet national norms. 7.5 hours per week @£750 per hour per year. Ensure that children with PP are supported in phonics/reading use/development in KS2. 7.5 hours per week</i>	<i>1 EYFS - £750 6 KS1 - £5625 8 KS2 - £5625</i>
<i>Identification of children with literacy needs through NELI</i>	<i>Screen all children with PP to see who requires additional support in KS1. 1.5 hours per week, two sessions.</i>	<i>EYFS/KS1 - £1160</i>
<i>Small group support for social/emotional skills</i>	<i>Identify children with social skill gaps and ensure that they have the skills to interact effectively with both their peers and adults. 2 hrs per week @£2000 per hour per year.</i>	<i>As required with SENCo - £2000</i>

## Wider strategies

Budgeted cost: £ 2,100

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Ensure that those with PP have access to a range of out of school activities at either reduced or no cost.</i>	<i>Children need aspiration. By ensuring that they have access to a range of activities this ensures that their aspirations are every much as great as their peers.</i>	<i>All PP pupils - £500 for trip, clubs and other All KS2 pupils with PP. 60% of costs for pupils to attend events £1600</i>

**Total budgeted cost: £20,760**

## 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.

*Results from the phonics screening in 20/21 showed that all children in Year Two with PP passed the screening test, support was identified in a similar way to that which was utilised in 21/22. Initial data from the end of the Year showed that 75% of the children with PP were still on track by the end of Year 1. Similarly, 100% of children were on track by the end of their reception Year. All of these children had been invited/encouraged to come into school during the lockdowns.*

*The impact in Year 2 was that 50% of pupils with PP were at the correct level in R/W/M at the end of the key stage whilst 66% of pupils were at the expected levels for R/W/M by the end of KS2. 33% of pupils were at the correct level in R/M.*

### 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
None	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*The school has been reorganised into six classes. This has reduced pupil numbers per class and reduced the number of mixed age classes. This makes it more effective to teach in the mastery approach. We expect this to continue until the end of the academic year 22/23.*