

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Rockland St Mary Primary School
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/24
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Hannah Boag
Pupil premium lead	Hannah Boag
Governor / Trustee lead	Peter Rout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Recovery premium funding allocation this academic year	-
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	£5,920

Part A: Pupil premium strategy plan

Statement of intent

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers.

Pupils at Rockland St Mary Primary School will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home. We expect all pupils (disadvantaged or not) to engage in all aspects of school equally.

This year our main priorities focus on the following areas:

1. Improve writing skills, seeing improvements in children's writing skills, including transcription and composition skills
2. Improve academic attainment for PP children, with a particular focus on reading, including improving fluency skills and developing an enjoyment for reading
3. We will aim for disadvantaged pupils to improve their attendance at school.
4. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Key principles: Our strategy is focused on disadvantaged students, defined more broadly than those eligible for Pupil Premium and including:

Students arriving below age-related expectations in literacy and numeracy and students with significant vulnerabilities, including financial and social.

Our overarching strategy for disadvantaged students is firmly rooted in research and evidence-based practice.

This plan is framed around the following key areas:

- Improving attendance
- Improving progress and attainment
- Providing a wide range of enrichment and personal development opportunities

Challenges

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

Challenge number	Detail of challenge
1	While we have seen some improvements in writing across the school, gaps created by covid (for instance missing key foundations in phonics) have had an impact and pupil premium children have been disproportionately affected.
2	Some disadvantaged learners have had less exposure to reading at home and support from parents with homework. Attendance is a barrier for some disadvantaged children and this impacts on their learning and progress.
3	Some disadvantaged learners have struggled with attendance. Finance can be an issue here (taking holidays in term times due to cost) and SEND needs.
4	Some disadvantaged learners have had limited wider enrichment experiences which would positively impact on their academic achievement and personal development.

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
1. Improve English writing skills across the school. Improved results in KS1 and 2 SATS	Disadvantaged pupils will make rapid progress by the end of the year so that greater numbers of pupils meet age related expectations. Use of writing scheme, 'The Write Stuff' is embedded, with all staff trained in how to use the scheme to support and develop all children's transcription and composition skills. A greater percentage of pupils achieve expected levels and greater depth in writing in KS1 and 2.
2. Improve reading results at KS1 and KS2. More children read for	All pupils meet the standard in phonics check. Children are heard reading regularly.

<p>pleasure once phonics fluency has been achieved (free reading).</p>	<p>Gaps are identified through regular formative assessment.</p> <p>Continue 'Little Wandle' phonics scheme in R / 1 / 2 classes to improve reading fluency skills, supporting children to develop a love for reading.</p>
<p>3. Increase attendance rates for pupils eligible for PP – aim for 96% in line with general attendance.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance continues to improve in line with other pupils.</p> <p>Fast tracks and Fixed Penalty Notices are implemented</p>
<p>4. Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance, and teamwork are developed.</p> <p>Extra-curricular activities are offered as part of our wrap around care provision.</p> <p>Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential.</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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On going training for all staff (including TAs) on phonics scheme Little Wandle Letters and Sounds.	<p>Children need a consistent approach to the teaching of phonics and reading, including when there is a need for intervention in Year 2, Year 3 and Year 4. Schools with a consistent approach achieve good results. Children who develop an enjoyment for reading achieve well, across all subjects.</p> <p>EEF evidence suggests that phonics approaches have a significant impact (+5 months) on pupil's reading and writing progress</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,2

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support of disadvantaged children whose attainment and progress is below	<p>As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels.</p> <p><i>The EEF guide to the Pupil Premium</i>, EEF (link)</p>	1,2

their peers, this includes in-class support and small group support across year groups		
Targeted support through use of Write Stuff, Little Wandle interventions	Early intervention focused on areas of need from the Little Wandle and Write Stuff assessment has proven results to improve children's language and communication skills, to be in line with age related expectations.	1,2

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

Budgeted cost: £920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from the SLT, SENCO and mental health lead to raise standards of attendance for PP pupils e.g. working with families to remove barriers for attendance Improve children's attendance through regular parent meetings, fast track and fining where appropriate	Working together to improve pupil's attendance Sept 22 (DfE report) Working together to improve school attendance (publishing.service.gov.uk)	3
Fund cost of out of school trips/experiences	Some studies show that engaging with out of school, extra curricular and curriculum enrichment activities support the academic progress, well being and	4

	personal development of disadvantaged pupils. Children's University EEF (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £5,920

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

Pupil Premium Review – October 2023

Activity: Teaching and Targeted Academic Support	Impact against success criteria	Evaluation – <u>comment on fidelity, acceptability, reach, feasibility cost</u>	Continue / adapt / stop?
<p>Improve writing skills, seeing improvements in children's writing skills including transcription and composition skills</p>	<p>55% of pupils achieved the expected standard in KS1 SATS with 0% achieving greater depth</p> <p>Two children in year 2 were PP and one did not achieve the expected standard.</p> <p>80% achieved the expected standard in year 6, 40% of children achieved greater depth. There was one PP child in this year group who did not achieve at expected but she made excellent progress in writing at her level.</p>	<p>The Write Stuff scheme has been developed over the year and is now better implemented.</p> <p>Fidelity: Fidelity to the scheme has really developed over the academic year.</p> <p>Reach: All teachers and TAs have had Write Stuff training with Jane Considine</p> <p>Feasibility: There were some initial challenges, particularly in the early years, but these have largely been overcome</p> <p>Cost: Training costs; cover for teachers and TAs to access the online training, cost of access to the scheme</p>	<p>Continue – the Write Stuff is beginning to have significant impact</p>

<p>Improve academic attainment for PP children, with a particular focus on reading including improving fluency skills and developing an enjoyment for reading</p>	<p>80% of Y6 achieved expected standard and 40% achieved greater depth 55% of Y2 achieved expected standard. 2 PP child did not achieve the standard.</p>	<p>Fidelity: Fidelity to Little Wandle is fairly secure. There have been opportunities throughout the year to train support staff in the scheme. We have not been using the Little Wandle assessments or targeted interventions.</p> <p>Reach: All teachers and TAs have had Little Wandle training and it is delivered consistently to R, 1 and 2</p> <p>Feasibility: We have managed to make big groups work within the timetable but there is more work needed to ensure catch up is taking place</p> <p>Cost: Training costs; cover for teachers and TAs to access the online training, cost of access to the scheme</p>	<p>Continue</p>
<p>Wider strategies</p>	<p>Impact against success criteria</p>	<p>Evaluation – comment on fidelity, acceptability, reach, feasibility cost</p>	<p>Continue / adapt / stop?</p>
<p>We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Rockland St Mary Primary School</p>	<p>PP attendance was below national average at 93.1%, with a whole school attendance of 96.8%</p>	<p>Fidelity: There has been an increasingly consistent approach to attendance over the academic year</p> <p>Reach: All stakeholders are aware of the importance of attendance – there are regular updates in staff meetings, parent newsletters and social media</p> <p>Feasibility: The regular meetings with poor attenders have had some impact over the year</p> <p>Cost: Release time for HT to attend TSM meetings</p>	<p>Continue</p>

<p>We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being¹²</p>	<p>The school provides a very wide range of enrichment activities in and out of school</p>	<p>Fidelity: All staff have embraced the school's approach to providing a wide range of opportunities</p> <p>Reach: All pupils have experience enrichment experiences. There could be more PP take up of after school clubs</p> <p>Feasibility: The mini-bus has helped to make this feasible</p> <p>Cost: Release time for teachers to take children on trips; minibus costs; costs of visits and events</p>	<p>Continue</p>
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