



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	141
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Amanda Lee
Pupil premium lead	Amanda Lee
Governor / Trustee lead	Michael Deans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,205
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£20,205

Part A: Pupil premium strategy plan

Statement of intent

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 are committed to making evidence-informed decisions about pupil premium spending and recent research and recommendations, including impact from the Covid-19 pandemic has been taken into account.

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.

Our principles are:

- High quality teaching is our priority
- That teaching and learning opportunities meet the needs of all our pupils
- Early intervention with targeted support will be responsive to common challenges and individual needs
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of language development in both early years and KS1
2	Gaps in mathematical knowledge and recall of basic number facts in KS1 and KS2
3	Increased number of mental health and well being needs across KS1 and KS2
4	Gaps in phonics knowledge for children entering school, particularly blending
5	Low stamina and pace for writing

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
<p>In reading and writing for our PPG pupils by the end of each key stage</p>	<p>Children meet the expected standard and make the expected progress, using FFT data and predictions.</p> <p>Children are monitored and tracked termly through pupil progress meetings, with provision adapted to meet individual needs.</p> <p>Phonics screening check outcomes are in line with national average.</p> <p>Rigorous phonics teaching across school, using a synthetic, systematic phonics screen.</p> <p>Targeted interventions are in place to plug gaps in learning and support pupil progress.</p>
<p>Improved levels of mental health, wellbeing, and attendance at school</p>	<p>Pupil mental needs are addressed through individual interventions, when needed.</p> <p>Senior Mental Health Lead trained and in place.</p> <p>Emotional Literacy Support Assistant trained and in place.</p> <p>Attendance tracked and monitored.</p>
<p>Gaps identified and addressed in mathematics</p>	<p>Children meet the expected standard and make the expected progress in mathematics using FFT data.</p> <p>Monitor and track PPG pupils termly, during pupil progress meetings.</p> <p>Times table check will be in line with national average.</p> <p>Targeted interventions are in place to plug gaps in learning and support pupil progress.</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: £ 1935.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET training, phonics RWI specialist to improve consistency and delivery of phonics teaching across the school	High impact for very low cost based on very extensive evidence (EEF Teaching and Learning Toolkit – Phonics) + 5 months progress	1,4,5
Feedback and marking CPD and staff training	Low implementation costs and high impact (EEF Teaching and Learning Toolkit – Feedback) +6 months	2,5
Kidsafe sessions delivered by teacher and TA for all classes	www.kidsafeuk.co.uk Child centred, age-appropriate education for all ages of children is essential to prevent and address poor mental health issues, particularly regarding the use of technology and keeping safe online.	3
ELSA sessions delivered by STA	Specialised programme using elements of social and emotional learning, targeted at children with particular social and emotional needs. (EEF Teaching and Learning Toolkit – Social and Emotional Learning) +4 months	3

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

Budgeted cost: £ 16,170.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individualised instruction delivered by teaching staff to support next steps in learning and address misconceptions during and after lessons	Moderate impact for very low cost (EEF Teaching and Learning Toolkit – Individualised Instruction) +4 months	1,2,4,5

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

Budgeted cost: £ 2,100.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that those with PP have access to a range of out of school activities (outdoor adventure learning), at either reduced cost, or no cost.	“There is a wider evidence base indicating that outdoor adventure learning, may have positive impacts on outcomes, such as self-efficacy, motivation and teamwork.” (EEF Teaching and Learning Toolkit – Outdoor Adventure Learning)	1,2,3,4,5

Total budgeted cost: £ 20,205.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the size of the school, the actual number of children for whom we are in receipt of the Pupil Premium Grant is relatively small. As a result, using DfE statutory data as a means of measuring the impact of our previous strategy would be misleading. Our other initial assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during the previous two academic years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Although the previous plan referred to improving the provision of Systematic Synthetic Phonics, the impact of this can only be measured over a longer period.

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.

Programme	Provider
Read, Write Inc Phonics	Ruth Miskin
TTRS and Numbots	Maths Circle Ltd
Literacy Shed	EdShed