

Pupil Premium Strategy Statement 2023-24



This statement reviews our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we spent the funding in the last academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Rockcliffe First School
Number of pupils in school	226 plus Nursery
Proportion (%) of pupil premium eligible pupils	8.8% (20 pupils)
Academic year this pupil premium strategy plan covers	2023-24
Date this statement was published	Original statement: 05.10.23 This review: 25.01.24 To be reviewed: termly FGB meetings
Date on which it will be reviewed	Termly governors' meetings in 2023-24
Statement authorised by	Mary Evans - Chair of Governors
Pupil premium lead	Sharron Colpitts-Elliott - Headteacher
Governor / Trustee lead	Mary Evans

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (September 23 – March 2024 inclusive)	£33638
Recovery premium funding allocation this academic year (September & December allocations)	£2393
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year (autumn and spring terms)	£36031

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Rockcliffe, our mission is "To Lay the Foundations for Life". We strive to help our pupils become successful learners, confident individuals and responsible citizens, and we therefore aim to offer:

- a broad, dynamic and challenging curriculum which allows us to be the best we can;
- a safe and inclusive community in which we all feel welcome; and
- a rich, creative environment in which everyone will flourish.

We believe all of our children should enjoy the same opportunities and do not accept that economic disadvantage should ever be a barrier to success, in any aspect of the curriculum. Our key School Development Plan aims are also our performance management targets, and the headteacher, teachers and teaching assistants all work together to achieve our collective goals and provide the best possible learning environment for ALL our pupils.

Challenges

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

Challenge no.	Detail of challenge
1	A significant number of pupils, including those who are disadvantaged, continued to be adversely impacted by the disruption to their teaching & learning caused by Covid 19 in their early years and in Key Stage One. Many continue to have gaps in their learning or to experience difficulties as learners in terms of maintaining their focus and resilience. This is true right across the curriculum.

2	Many children, including disadvantaged pupils, continue to struggle to see the relevance of writing to their life outside and beyond school. This is having a negative impact on both the quantity and the quality of writing produced across school, in English lessons and in other aspects of the curriculum. Work carried out in 2022-23 improved pupils' level of interest and engagement in writing, especially the more creative elements, but transcription skills are less well developed as we would hope.
3	For several years now, we have been involved in the Mastery Maths programme under the leadership of our STEM Manager. We wish to ensure that all aspects of the programme are fully embedded right across school, so that all pupils, including disadvantaged children, make good progress in this key aspect of the curriculum.

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
Improve standards in writing for all pupils with a focus on developing fluency in grammar, spelling, punctuation, and handwriting (transcription) skills whilst maintaining the creativity detailed in our curriculum.	• All children's (especially those eligible for Pupil Premium) grasp and application of basic skills supports their writing. • Transcription skills are not a barrier for children, especially those eligible for Pupil Premium, to achieve their potential. • Standards in writing improve on summer 2022 outcomes in all year groups, especially for those eligible for Pupil Premium.
Further strengthen systems/processes so that individuals, and teams, are fully empowered to lead their areas in line with the shared vision and values of the school. This will include a focus on the effectiveness of monitoring & evaluation, so leaders have an even deeper view of their subject or phase and can ensure good attainment & progress for all, especially disadvantaged pupils.	• Our school's shared vision and values are shared with all staff, governors, parents/carers and pupils, so everyone is clear about our aims and objectives, including our determination that ALL children will make good progress. • Strong distributed leadership allows disadvantaged pupils to attain well, with gaps in their learning being identified & tackled so they can make good progress right across the curriculum. • The monitoring and evaluation cycle helps ensure all leaders can show a positive impact over the year on the learning of disadvantaged pupils in their subject, phase or area.
To embed the Mastering Number Programme, ensuring smooth transition from EY to KS1 and the development of pupils' number sense.	• Our Reception pupils' curriculum will dovetail with concepts and approach used in Year 1. • Pupils, especially those eligible for Pupil Premium, will show confidence in exploring additive relationships. • Pupils, especially those eligible for Pupil Premium, will make good progress towards the Early Learning Goals and year group expectations. • KS2 staff will understand the programme and how they can build upon this as pupils, especially those eligible for Pupil Premium, move into Years 3 and 4.

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 - Continuous Professional Development (CPD), recruitment & retention

Budgeted cost: Local Authority (LA) Early Years & School Improvement Service (EYSIS) £2250 + £457 Maths

CPD costs: Total: **£2707**

Activity	Evidence that supports this approach	Challenges addressed
SDP/ EYSIS Support (75% of £3000 cost for 2023-24)	Our Service Level Agreement (SLA) for School Improvement will be used to purchase LA support for English, for leadership and for mathematics. This will support developments in the teaching of writing and maths, and in curriculum leadership, so as to meet the outcomes and success criteria listed above and have a positive impact on outcomes for PP children/other vulnerable pupils.	1-3
LA Maths leader CPD sessions costs, including cover	Our STEM leader will continue to attend all relevant training and to attend meetings of the local Maths TRG so as to remain abreast of all developments and share them with colleagues across school.	3

Targeted academic support (for example, tutoring and one-to-one support structured interventions) Budgeted cost: £21441 Nurture Team including English as an Additional Language (EAL) PP pupils' support + £7578 KS TA time + £2503 SENDCO release = £31522

Activity	Evidence that supports this approach	Challenges addressed
50% of Nurture Team (NT) staff costs Sep-Mar – remainder of time used to support SEND pupils: 1 x Full Time + 3 x Part Time TAs + EAL TA 0.5 day/week	The work of our Nurture Team has developed over a number of years, adapting in response to ongoing monitoring and evaluation processes. Because of our daily reflection upon processes and outcomes, and the willingness of NT (and other) staff to work in a flexible manner, and to embrace CPD opportunities, we feel confident that our NT provision allows us to identify and meet the varied needs of the pupils in our school. This year, they will be focussing on all 3 of the challenges outlined above.	1-3
1/4 x time of 3 x Key Stage TAs Sep-Mar	Our Reception, KS1 and KS2 TAs are experienced members of staff who know the children in their care very well and are able to work flexibly with PP individuals and groups across the week, in all aspects of the curriculum but especially English and maths.	1-3
Release of SENDCO to work alongside PP children, the NT, KS2 HLTA & SLT (0.1FTE)	A significant number of our Pupil Premium children have additional needs and in some cases these are complex and require significant input from our SENDCO. This involves the SENDCO in attending CPD led by, and meetings with, a number of professionals from other agencies and schools as well as with Rockcliffe colleagues.	1-3

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

Budgeted cost: Robinwood - £243 x 9 = £2187

Activity	Evidence that supports this approach	Challenge no.(s) addressed
All 9 Year 4 PP pupils to attend the residential visit to Robinwood Outdoor Activity Centre, March 24	Pupil & staff feedback from Robinwood has always been hugely positive in terms of the impact on children's self-confidence and on their general wellbeing of taking part in such a rich and varied collaborative experience.	1

Total budgeted cost: £2707 + £31522 + £2187 = £36416

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes in 2022-23

Priority 1: Disadvantaged pupils, especially boys, will be motivated to write and achieve their potential.

Priority 2: The role of curriculum leaders in school, especially in history, geography and computing, will be further developed so that they can initiate, drive and monitor subject-specific agendas to ensure attainment and progress for disadvantaged pupils, and others.

Priority 3: Opportunities will be created and developed to become a more outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils, especially those who are disadvantaged.

Potential Barriers: Unexpected changes in the staffing team over the year, combined with local supply staffing agencies' continued inability at times to source supply teachers and teaching assistants to cover the duties of missing personnel, inevitably had a negative impact on the amount of support and challenge that could be offered to individual pupils and to specific groups. However, everyone within the staff team worked together to ensure that the negative impact was reduced as far as possible.

Priority 1: Aims and Success Criteria

- Gaps in learning are analysed and appropriate intervention is provided.
- Liaison with other professionals/advisers takes place as necessary.
- Staff members engage in a range of moderation activities within school and with other schools.
- A consistent approach to the teaching of writing is evident across school.
- Pupil outcomes in writing are strong and progress is made from starting points.
- Recovery premium and other funding is appropriately spent and has a measurable impact on pupils.

Priority 1: Outcomes

- **Year 1 Phonics Screener** results were much lower than in previous years, though in line with the national figure; 78% of pupils reached expected standard. This reflected the significant number of pupils with additional needs in that cohort; 78% of pupils had reached ELG in word reading in Reception, and only 71% in writing. The SENDCO, who teaches in Year 1, worked effectively with teaching and non-teaching colleagues to ensure that pupils enjoyed the writing process, increasingly seeing themselves as writers, and made good progress based on their prior attainment.
- **At the end of KS1**, the proportion of **FSM6** pupils reaching expected standard in writing was higher at Rockcliffe than in North Tyneside or nationally. The latest IDSR (December 2023) states: "Attainment at expected standard in writing (87%) was significantly above national in KS1 in 2023."
- In the **EYFS Profile of 2023**, 87% of Reception pupils, and 100% of (two) **FSM** pupils met the Early Learning Goal for writing. These figures were significantly higher than those in North Tyneside and nationally.
- Monitoring activities took place across 2022-23, led by our SLT, SENDCO, SDP (School Development Partner) and governors, especially those involved in the headteacher's performance management (HTPM). Outcomes were very positive, e.g. the SDP's summer 2023 report states: "The SENDCO, supported by the headteacher, is tenacious in her work to secure the best provision for pupils with additional needs...The school works very collaboratively with a range of partners to support...pupils." This includes a significant number of our Pupil Premium children.
- All **School-led tuition funding** was utilised in the summer term, with small group work ensuring that ALL Pupil Premium children in Key Stages One and Two were able to access 15 hours of support (funding was for 75% of those pupils). The sessions focused on specific aspects of learning identified by class teachers as being of greatest importance to the specific children involved, so a very positive impact was reported.

Priority 2: Aims and Success Criteria

- All leaders can showcase their subject or area effectively, and will take part in/lead external reviews e.g. during SDP visits and moderation of their subjects. This will involve evidencing the positive impact of learning and learning in their subjects on pupils across school, including Pupil Premium children.
- Leaders are enabled/ encouraged to be outward facing, visit other schools, learn from other leaders and share good practice - distributed leadership is strong and all leaders have a positive impact on learning.

Priority 2: Outcomes

- Each term, our School Development Partner conducts a lengthy visit to help us evaluate and develop our practice in all areas of school life. In 2022-23 she assessed the impact of our efforts to strengthen curricular leadership. The summer 2023 SDP report states: "All leaders at Rockcliffe share an ambitious vision for providing high quality education to all pupils. They work tirelessly to provide a unique educational offer and to meet the individual needs of pupils." It goes on to say: "...pupils of all ages comment they enjoy school, relish the many enrichment activities on offer...enjoy lessons and are proud to attend Rockcliffe."
- Going into 2022-23, our SDP had stated: "All pupils, including those who are disadvantaged or have special educational needs, are offered an excellent range of opportunities within and beyond the daily school curriculum." We built on this offer throughout the academic year, drawing on good practice we saw during the Linking Leaders project (forming a very constructive relationship with a Newcastle first school) and elsewhere to further improve our offer in all subjects to all children.
- All Full Governing Body and Curriculum Committee meetings in 2022-23 included a presentation by one or more subject leaders, to ensure that all governors were informed about curriculum intent, implementation and impact in a number of subjects. This allowed leaders to gain in confidence, to share their own learning and to discuss adaptations they had made to meet the needs of all children, including those eligible for Pupil Premium.
- For data outcomes see below.

Priority 3: Aims and Success Criteria

- Mutual beneficially working relationships with colleagues, within our school and across local schools, support and challenge thinking - leading to further improvements in school.

Priority 3: Outcomes

- Leaders, teachers and TAs attended all appropriate training in 2022-23, including via the Linking Leaders programme. The latter proved to be so successful that we have chosen to become involved in the Linking Middle Leaders programme in 2023-24. This is allowing our humanities leads to work together on further developing our curriculum, alongside colleagues from North Tyneside, Northumberland and Newcastle schools. We also worked very closely with the Local Authority's School Improvement Service, and with the school's Senior Leadership Team, governors and others, to ensure that best practice was identified and implemented, so as to improve outcomes for all pupils, including those eligible for Pupil Premium. We are confident that all children, including those who are disadvantaged, were challenged and supported effectively and that this was reflected in their attainment. Although some Pupil Premium children continued

not to meet age-related expectations, due to additional needs and special circumstances, they all nonetheless made progress from their starting points and were fully involved in our curriculum.

- In the **EYFS Profile of 2023**, 87% of Reception pupils reached a Good Level of Development, 96% reached the expected standard in all prime areas and 82% reached expected level across all Early Learning Goals (ELGs). These outcomes were all determined to be significantly higher than the national and North Tyneside comparators. There were only two PP pupils in Reception but both met all ELGs. The proportion of **FSM** pupils reaching GLD exceeded national and NT comparators.
- At the end of KS1, the proportion of SEN and FSM6 pupils reaching expected standard in reading, writing, maths and science was higher at Rockcliffe than in North Tyneside or nationally. The latest IDSR (December 2023) states that: "Attainment at expected standard in reading (94%), writing (87%) and mathematics (94%) was significantly above national - in the 99th percentile - in KS1 in 2023."

Externally Provided Programmes

Programme	Provider
N/A	N/A

Service Pupil Premium Funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £620 as we had two service pupils. This was used to ensure that the pupils had regular access to staff from our Nurture Team, especially in terms of pastoral support.
What was the impact of that spending on service pupil premium eligible pupils?	It is not appropriate to provide data, as the pupils are easily identifiable, but the outcomes were very positive.