

Pupil Premium Strategy Statement 2022-23



This review 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 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	229 plus Nursery
Proportion (%) of pupil premium eligible pupils	12.7% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans recommended)	2022-23
Date this statement was published	Original statement: 03.10.22 Reviewed: 26.01.23 & 27.04.23 This review: 07.09.23 (including year-end data not available before summer term FGB meeting)
Date on which it will be reviewed	Termly governors' meetings in 2022-23/2023-24
Statement authorised by	Mary Evans - Chair of Governors
Pupil premium lead	Sharron Colpitts-Elliott - Headteacher
Governor / Trustee lead	Mary Evans

Funding Overview

NB £4536 school-led tutoring funding covered 60% of costs of tuition in summer term '23 – total: £7560

Detail	Amount
Pupil premium funding allocation this academic year (2022-23)	£54463
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£56638

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	ALL pupils, including those who are disadvantaged, continued to experience disruption to their teaching & learning last year (2021-22) due to the ongoing impact of Covid 19. 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, show less interest in writing than before, and struggle to see its relevance. 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. Fewer pupils than before are deriving enjoyment from communicating their ideas, and exploring their creativity, in writing. Boys appear to be particularly badly affected.
3	Since the onset of Covid-19 in March 2020, teachers and TAs have had fewer opportunities to attend training and to meet colleagues, within our school community but especially outside it, so as to share ideas and best practice. Although the local CPD offer is now widening, and we hope that staff from schools within our Whitley Bay partnership will once again be able to take part in shared teaching and learning activities in 2022-23, we know that our focus has narrowed and that we have not been exposed to as many school improvement strategies and ideas as in the past. This has had a limiting impact on our practice, especially in terms of developing support and challenge mechanisms for disadvantaged pupils.

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
Disadvantaged pupils, especially boys, will be motivated to write and achieve their potential.	• There is evidence in pupils' books, and in pupil voice exercises, that they are motivated to write. • There is evidence across school of a consistent approach to the teaching of writing. • Disadvantaged pupils' outcomes in writing are strong and clear progress is made from their starting points.
The role of curriculum leaders in school, especially in history, geography and computing, is further developed so that they can initiate, drive and monitor subject-specific agendas to ensure attainment and progress for disadvantaged pupils, and others.	• Strong distributed leadership allows disadvantaged pupils to attain well and make good progress right across the curriculum and especially in the humanities & computing. • All leaders can show a positive impact over the year on the learning of disadvantaged pupils in their subject, phase or area.
Opportunities are 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.	• Excellence in teaching and learning is identified and shared so as to benefit all pupils and especially disadvantaged children. • Mutually beneficial working relationships with colleagues within school and with outside partners, involving effective support and challenge, lead to further improvements in teaching and learning across school.

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) £4500 + CPD sessions £320 + Thrive materials/licence £614: Total: **£5434**

Activity	Evidence that supports this approach	Challenges addressed
SDP/ EYSIS Support (75% of £6000 cost for 2022-23)	Our Service Level Agreement (SLA) for School Improvement will be used to purchase a bespoke package delivered by the LA leads for English and for leadership. This will support developments in the teaching of writing, 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 and other vulnerable pupils.	1-3 SLT took part in Linking Leaders & worked with 2x NTC School Improvement Officers
CPD costs to support staff in addressing gaps in learning and readiness to learn	Nurture team members and the SENDCO will attend CPD sessions addressing pupils' readiness to learn and tackling barriers to progress, especially in writing: Zones of Regulation, Communication and Regulation and Delivering Dyslexia	1-3 CPD attended & Z of R delivered in staff meeting

Thrive licence and materials renewed for 22-23 academic year	Past experience of Thrive in school has been positive and we wish to continue using the materials so as to support our pupils, including several of our disadvantaged pupils who have benefited from the Thrive approach in recent years.	1 Staff continued to use mats with PP pupils
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Targeted academic support (for example, tutoring and one-to-one support structured interventions)

Budgeted cost: £40645 Nurture Team + £3384 HLTA (writing) + £2011 English as an Additional Language (EAL) PP pupils' support + £3308 SENDCO release = £49348

Activity	Evidence that supports this approach	Challenges addressed
Nurture Team (NT) staff costs: 2 x Full Time Equiv. Teaching Assistants (3 part-time TAs - all qualified teachers) + 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. NB Following the departure of a NT TA in Nov '22, in 23-24 the 3 x KS TAs now spend 1/4 -2/5 of their time working with PP children and 1 further TA spends 3hrs/week supporting a PP child.	1-3 One of the NT TAs left Rockcliffe Nov '22 so the cost was lower than planned in the first 2 terms (see left).
KS2 HLTA half day/week working with PP pupils in KS2 on targeted challenge /enhancement progs	Our experienced and effective Higher Level Teaching Assistant (HLTA) liaises closely with the NT staff as well as relevant class teachers. A variety of monitoring processes have highlighted her positive impact on outcomes for pupils across KS2. In 2022-23, she will work with groups of PP children focussing on Exciting Writing.	1-2 All KS2 PP children in 22-23 made progress in writing.
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 SENDCo continues to liaise & lead effectively

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

Budgeted cost: Robinwood - £233 x 8 = £1864

Activity	Evidence that supports this approach	Challenge no.(s) addressed
All 8 Year 4 PP pupils to attend the residential visit to Robinwood Outdoor Activity Centre, March 23	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 All Y4 FSM6 PP children attended.

Total budgeted cost: £5434 + £49348 + £1864 = £56646

Part B: Review of Outcomes in the Previous Academic Year Pupil Premium Strategy Outcomes in 2022-23

(For 21-22 outcomes see the original 21-22 statement and previous reviews)

<u>Priority 1:</u> Disadvantaged pupils, especially boys, will be motivated to write and achieve their potential. <u>Priority 2:</u> 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. <u>Priority 3:</u> 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. <u>Potential Barriers:</u> 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.