

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 This review: 27.04.23
Date on which it will be reviewed	Termly governors' meetings in 2022-23
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 will cover 60% of costs of tuition in summer term '23 – total: £7560

Detail	Amount
Pupil premium funding allocation this academic year (to 31 March 2023)	£30435
Pupil premium funding allocation this academic year (forecast 1 April to 31 August 2023)	£24028
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, have continued to experience disruption to their teaching & learning in the past year 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 negative 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 taking part in Linking Leaders & working 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 continue 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 75% of KS2 PP children attained ARE in spring '23 - 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 2021-22

Priority 1: A strategic approach to managing the learning of vulnerable pupils ensures the impact of the disruption to learning caused by COVID-19 is minimised.

Priority 2: Policies and processes to safeguard the well-being of the whole school community, but especially disadvantaged pupils, are introduced effectively.

Priority 3: The new Early Years Framework is implemented effectively so that the curriculum offer continues to engage and meet the needs of ALL children.

Potential Barriers: The continued prevalence of Covid-19 in 2021-22 led to much higher than expected rates of staff absence, and made it impossible at times to source supply teachers and teaching assistants to cover the duties of missing personnel. This 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

- Vulnerable pupils make good progress from their starting points;
- Outcomes for vulnerable pupils are broadly in-line with those pre C19;

- A holistic approach to the identification of support needed by vulnerable pupils is evident;
- Recovery premium and other funding is appropriately spent and has a measurable impact on pupils.

Priority 1: Outcomes

- **Year 1 Phonics Screener reading results have been very positive.** In **summer 2022**, 46 children undertook the screener with a 95.7% pass rate, matching the 96% (rounded) pass rate for 2019. The latter was significantly **above** national and in the **highest** 20% of all schools in that year. Of the 4 **FSM6** pupils in the 2022 cohort, 3 (**75%**) attained or exceeded the pass rate. The 2 pupils who were not successful in 2022, who were both eligible for Pupil Premium, made impressive progress over the year and it is hoped that continued support will allow them to reach national standard in 2023.
- All **Year 2** children undertook the delayed **Phonics Screening check in autumn 2021**. Of the 44 pupils, 38 (86.4%), including 8 of the 10 Pupil Premium children (80%)/ 7 of the 9 FSM6 pupils (77.8%), reached expected standard. All 6 remaining children made good progress over the next 2 terms, and 4 of them - including both FSM6 pupils - reached expected standard in June 2022 to make the total figure 95.5%, more or less matching the 2019 initial pass rate. The 2 remaining pupils had made significant progress.
- In the **KS1 Teacher Assessments of 2022**, **overall attainment at greater depth** was 39% in reading, 32% in writing and 39% in mathematics. Although these figures were lower than those at Rockcliffe in 2019, they were all far higher than national comparators for that year, and higher than the results obtained by the same cohort at the end of their time in Year 1 in July 2021. KS1 attainment **at expected standard** was 80% in maths (not too far from the 89% in 2019) and 100% in science (higher than the 98% of 2019), both higher than the 2019 national comparators. In reading (73%) and writing (75%), outcomes were lower than those in the school and nationally in 2019. However, there was improvement from the cohort's Year 1 outcomes in 2021 (64% in reading, 62% in writing, 76% in maths and 81% in science).
- In the **2022 KS1 Teacher Assessments**, all 10 **Pupil Premium children in Year 2** (9 of whom are FSM6) met expected standard in science in 2022 and 80% met expected standard in maths, matching data for the cohort as a whole. Outcomes in reading (60%) and writing (70%) were lower but all children had nonetheless made progress in these areas, including those who received support to tackle additional needs in English. Although figures for attainment at greater depth were lower for PP children, at 20% in reading and writing and 30% in maths, they matched (challenging) expectations for the cohort, given prior attainment.
- In the **EYFS Profile of 2022**, 71.1% of **all pupils** attained GLD (a Good Level of Development); this figure was due to the proportion of pupils reaching the ELG (Early Learning Goal) in writing being considerably lower than that in the other goals. In 2019, 83% of pupils attained GLD and ELG in writing. However, outcomes for the two years cannot be compared directly as a new EYFS framework was introduced in September 2021 and the 2022 Profile is the first to assess pupils under this changed curriculum.
- In the **EYFS Profile of 2022**, 57% of **Pupil Premium** children attained GLD, and ELG in writing. However, the cohort consisted of only 7 children. In 2019, 75% of Pupil Premium children (100% of FSM6) attained GLD overall and ELG in writing, but as there were only 4 children within the cohort the difference is not statistically significant. The changes to the EYFS curriculum, and the impact of the Coronavirus pandemic, have clearly had an impact on outcomes for Reception children.
- Monitoring activities took place across 2021-22, 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 summer 2022 SDP report stated: "The planned curriculum is delivered by skilled, experienced teachers who know their pupils well. When staff identify pupils who are not making the progress they should, they are well supported by the SENDCO to make every reasonable adjustment to ensure pupils can access the curriculum with their peers." Clearly, this determination to support all children to reach their potential extends to Pupil Premium pupils too.
- 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

- Strategic leadership time is used effectively by the headteacher, other senior leaders and the SENDCO to improve the wellbeing of colleagues and of disadvantaged (and all other) pupils;
- All staff members and stakeholders are mindful of the wellbeing of others, especially disadvantaged pupils, and act accordingly.

Priority 2: Outcomes

- Mental Health First Aid training was undertaken by all 4 members of the SLT, plus the SENDCO and two other teachers, in September 2021, and our MHFA lead attended a further two days of training in October 2021. The insights gained during these sessions informed our practice over the remainder of 2021-22, and strategic leadership and management time was used appropriately to support the wellbeing of all members

of the Rockcliffe Family during a period of continued uncertainty and change due to the coronavirus pandemic and, as the year progressed, the war in Ukraine and the growing cost of living crisis.

- Half-termly Nurture Team meetings for teachers and TAs ensured that Pupil Premium children and those with SEND or English as an Additional Language, or a combination of those factors, were fully supported, including in terms of their mental health. Thrive training proved especially useful in this respect, and 8 PP children accessed Thrive support in spring and summer 2022. A group of KS2 pupils, including PP children, took part in the BU course, run by Children North East, from March to May 2022. Two members of staff were trained to deliver the programme, designed to increase resilience and promote positive mental health.

Priority 3: Aims and Success Criteria

- The Early Years Framework is successfully delivered to ALL pupils in Nursery and Reception, including those who are disadvantaged;
- ALL children's needs are met;
- EY staff are confident and competent in the delivery of the framework to ALL pupils, including those who are disadvantaged;
- A review of assessment and evidence gathering systems in Early Years allows for easy identification of attainment and progress for ALL pupils, including those who are disadvantaged.

Priority 3: Outcomes

- Teachers and TAs in Nursery and Reception attended all appropriate training in 2021-22. They worked very closely with the Local Authority's School Improvement Service, and with the school's Senior Leadership Team, governors and parents/ carers, to introduce the new EY Framework as effectively as possible.
- Our EYFS Manager was invited by the LA to join a working party producing guidance materials to support staff in North Tyneside schools in the use of the EYFS Profile. This provided us with assurance that she was fully aware of emerging best practice in the delivery and assessment of the Early Years curriculum.
- We are confident that all children, including those who are disadvantaged, were challenged and supported effectively and that this was reflected in their attainment. However, we are aware that those pupils, including three of our FSM6 children, who did not achieve a Good Level of Development must continue to be supported effectively to ensure that all gaps in their learning are addressed and that they can achieve success in Key Stage One.

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 £310 as we have one service pupil. This was used to ensure that the pupil 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 pupil is easily identifiable, but the sessions were felt to be very positive.