

Pupil Premium Strategy Statement 2021-22



Review 15.09.22: This review statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	227 plus Nursery
Proportion (%) of pupil premium eligible pupils	11.9% (27 pupils) – 12.3% (28 pupils) summer
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	Original statement: 17.09.21/Reviews 28.01.22 and 13.05.22/ This review: 15.09.22
Dates on which it has previously been reviewed	16.12.21 Full Governing Body 27.01.22 Finance & Staffing Committee 14.07.22 Full Governing Body
Date on which it will be reviewed	03.10.22 by the HTPM Governors (including the Chair & Vice Chair of Governors) and SDP 08.12.22 Full Governing Body
Statement authorised by	Mary Evans - Chair of Governors
Pupil premium lead	Sharron Colpitts-Elliott - Headteacher
Governor / Trustee lead	Mary Evans

Funding Overview

NB £3442.50 school-led tutoring funding covered 75% of costs of tuition in summer term

Detail	Amount
Pupil premium funding allocation this academic year	£47792
Recovery premium funding allocation this academic year	£4350
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£52142

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 number	Detail of challenge
1	ALL pupils, including those who are disadvantaged, have experienced disruption to their teaching and learning over the past 5 terms due to Covid-19, and therefore have gaps in their learning.
2	Because of the very different experiences of children, including disadvantaged pupils, throughout that time - depending on whether they were able to attend school and on the nature of their home-learning circumstances - it is impossible to adopt a "one size fits all" strategy in terms of identifying and addressing those gaps. This is just as true of our Pupil Premium children, amongst whom there is a wide variety of abilities and of attitudes towards learning, as for our pupils as a whole.
3	Many pupils, including those who are disadvantaged, have found the period since March 2020 to be one of constant change, uncertainty and anxiety, not least because of the pressure placed upon adults around them by the situation. It is therefore essential that we focus on their mental health and wellbeing, so as to ensure they feel settled and safe in school and are able to enjoy positive relationships with their peers and the adults who help them; and that they are able to develop/ strengthen positive behaviours for learning, so as to make the most of the learning opportunities presented to them.
4	Children currently in Nursery and Reception classes have never experienced school as it would normally operate. It is important that any gaps in early learning, including in terms of becoming school-ready, are addressed quickly and effectively. The new Early Years Framework needs, therefore, to be introduced effectively so all pupils – including those who are disadvantaged – achieve well and make good progress.

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
A strategic approach to managing the learning of vulnerable pupils ensures the impact of the disruption to learning caused by COVID-19 is minimised.	• 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.
Policies and processes to safeguard the well-being of the whole school community, but especially disadvantaged pupils, are introduced effectively.	• 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.
The new Early Years Framework is implemented effectively so that the curriculum offer continues to engage and meet the needs of ALL children.	• 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.

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: Thrive - £675 training (half-price fees, subsidised by the North Tyneside Learning Trust) + £581 required materials; Class release: £201; LA School Improvement Service £1480: Total cost: **£2937**

Activity	Evidence that supports this approach	Challenge no.(s) addressed
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Thrive training – one of the Nurture Team staff to undertake between Nov 2021 and February 2022.	Past experience of Thrive in school has been very positive, but our offer was reduced following the departure of one of our 2 trained practitioners and we have been unable to access CPD due to Covid-19. This work has involved us in subscribing to the Thrive programme at an additional (annual) cost.	3 CPD completed on time. Thrive successfully implemented in spring 2/summer
Class release time for current & previous SENDCOs - Mental Health First Aid training	The MHFA scheme has been shown to have a positive impact on the mental health & wellbeing of staff and pupils alike, and our local authority (North Tyneside) has found the impact on schools in the first training cohort to be so encouraging that it is paying the course fees of NT schools so that we can all benefit from this approach.	3 CPD completed and impact positive thus far – to continue in 22-23
SDP/ EYSIS Support	Our SLA for School Improvement has been used all year to support PP children and other vulnerable pupils.	1-4 (approx ¼ of allocated time)

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

Budgeted cost: £47976 + £922 EAL PP pupils' support = £48898

Activity	Evidence that supports this approach	Challenge no.(s) addressed
Nurture Team staff costs: 2 x FTE TAs (3 part-time TAs - all qualified teachers)	The work of our Nurture Team has developed over a number of years, adapting in response to ongoing monitoring and evaluation processes, including half-termly whole staff meetings, learning walks, visits by our SDP, Chair of Governors and members of the NTC Dyslexia team, termly data scrutiny, etc. 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.	1-4 It was decided to boost the work of our EAL TA in the summer term to support PP pupils with EAL
KS2 HLTA half day/week working with PP pupils in KS2 on targeted challenge /enhancement progs	Our experienced and effective HLTA liaises closely with the Nurture Team staff as well as relevant class teachers. A variety of monitoring processes have highlighted her positive impact on outcomes for pupils across KS2.	1-2 Support work carried out as planned

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

Budgeted cost: Robinwood - £219 + £20 transport x 2 = £478

Activity	Evidence that supports this approach	Challenge no.(s) addressed
Both Year 4 PP pupils to attend the residential visit to Robinwood Outdoor Activity Centre, March 22	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.	3 Both pupils attended and enjoyed the visit

Total budgeted cost: £2937 + £48898 + £478 = £52313

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes in 2021-22

(For 20-21 outcomes see the original 21-22 statement and previous reviews)

<u>Priority 1:</u> A strategic approach to managing the learning of vulnerable pupils ensures the impact of the disruption to learning caused by COVID-19 is minimised. <u>Priority 2:</u> Policies and processes to safeguard the well-being of the whole school community, but especially disadvantaged pupils, are introduced effectively. <u>Priority 3:</u> The new Early Years Framework is implemented effectively so that the curriculum offer continues to engage and meet the needs of ALL children. <u>Potential Barriers:</u> 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 and we await national and local comparative data which should provide us with greater clarity on the specific impact on Rockcliffe pupils.
- 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 continued for all teachers and TAs so as to ensure that Pupil Premium children and those who had 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 to be especially useful in this respect, and 8 PP children accessed Thrive support in the spring and summer terms 2022. In addition, a group of KS2 pupils, including PP children, took part in the BU course, run by Children North East, between March and May 2022. Two members of staff were trained to deliver the programme, which is designed to increase resilience and promote positive mental health amongst children.

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.
- Although there are as yet no local or national comparators for the Profile data, 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.