

Pupil Premium Strategy Statement 2021-22



Review by Finance & Staffing Committee 12.05.22: This 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 intend to spend the funding in this 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)
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/Review 28.01.22 This review: 13.05.22
Dates on which it has previously been reviewed	16.12.21 Full Governing Body 27.01.22 Finance & Staffing Committee
Date on which it will be reviewed	14.07.22 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 to be received once tuition underway 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 have 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
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.	3 Training is now complete & work underway

	This work has involved us in subscribing to the Thrive programme at an additional (annual) cost.	
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 This training continues
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, 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

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

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

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

Our strategy aims for the whole school, including disadvantaged pupils, in 2019-20 and 2020-21 were:
Priority 1: To ensure that the teaching of reading is effective across the curriculum, so that pupils are fully prepared for the next step in their education, and reach their individual potential.

Priority 2: To further strengthen relationships with parents/carers and work in partnership with them, and explore avenues which will encourage their increased involvement in children's learning, behaviour and attitudes for learning within and beyond school.

Potential Barriers: We were aware of the need to ensure that Pupil Premium children were provided with sufficient challenge and support from March 2020 to July 2021, given that each Nurture Team member was working within a separate class bubble, rather than as part of a central team catering for all PP pupils.

Priority 1: Aims and Success Criteria

- All PP children make good progress in reading, from their starting points.
- The reading curriculum is progressive, ambitious and sequential, building on previous learning.
- Reading for pleasure is actively promoted in and out of school.
- Opportunities to read for understanding and apply reading skills are promoted across the curriculum.

- The teaching of reading remains a high priority whenever pupils are required to learn from home due to the Coronavirus pandemic.
- All PP children make good progress in phonics.
- Teaching and learning in phonics is effective across school.
- The impact of staff training can be seen in monitoring and evaluation activities.
- Assessment of phonics attainment is robust.

Priority 1: Outcomes

- **Phonics Screener reading results have been very positive.** In **autumn 2020**, 47 Year 2 children undertook the screener – delayed from Year 1 – with a 91.5% pass rate. Of the 10 **FSM6** pupils then in the cohort, 9 (**90%**) attained or exceeded the pass rate. In **autumn 2021**, the current Year 2 cohort (44 pupils) have in turn undertaken a delayed screening check. Of those, 38 (86.4%) have attained or exceeded the pass rate. Of the 8 **FSM6** children, 6 (**75%**) have passed the check; the remaining 2 pupils, who have additional needs, are being supported by Nurture Team staff, the KS1 TA and their teacher.
- Monitoring activities took place across the first two terms in 2019-20, and to a lesser extent in summer 2020 and in 2020-21. These were led by the SLT, the SENDCO, our SDP (School Development Partner) and by governors, and focussed on our reading curriculum and on teaching and learning in reading and phonics. Outcomes were very positive, e.g. the spring 2021 SDP report stated: “The subject lead has a clear and reasoned rationale for the approach to the teaching of reading. Cohesive curriculum planning, focused formative and diagnostic assessment along with unified evidence gathering ensures that outcomes in reading for all groups of pupils are strong.”
- Online activities to support reading (e.g. writers’ workshops) were arranged whenever possible, and crowdcasts have become very popular and frequent events within the classroom.
- Our subscription to Oxford Owls was extended to provide access to the full range of reading books online. We have also purchased a large number of new titles in 2020-21.
- Teachers and TAs within each bubble prioritised reading in the classroom, which mitigated the potentially negative effects of reduced access to reading buddies, reading volunteers, regular visits to the local library, etc. As a result, attitudes towards reading for pleasure were shown to be very positive across school, during a learning walk in October 2021.

Priority 2: Aims and Success Criteria

- All staff are trained in, and are familiar with, the behaviour management policy as it is reviewed and further developed, and implement this consistently.
- Staff receive training around developing pupils’ meta-cognition and self-regulation.
- Staff ‘walk’ the Rockcliffe vision during all interactions with parents and carers.
- Systems to seek the views of pupils and their families, and of staff, are reviewed and developed further. How we reach all parents, including those of Pupil Premium children, is monitored.

Priority 2: Outcomes

- Staff worked extremely hard during the partial lockdowns of the spring and summer terms of 2019-20, in the spring term of 2020-21 and in periods of bubble closure or individual absence, to maintain good relationships with parents/carers and to assist them in supporting their children’s learning at home:
- Learning packs of a high quality were distributed (alongside electronic versions, hard copies were provided, and often hand-delivered) including appropriate, targeted resources, and reading books.
- Virtual/ where possible, face-to-face meetings took place, annual reports were provided as usual, etc.
- In 2020-21, teachers and TAs followed a tailored programme of CPD which allowed them to expand their online learning offer and further improve home-school communications.
- Teachers, TAs and Nurture Team members ensured that they made regular contact with disadvantaged pupils and offered additional resources as required, including laptops for home learning use. This was highly valued by some families and feedback from parents/carers was appreciative.

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?	The pupil was able to meet age-related expectations in all subjects at the end of the academic year.