

Rokesly Infant and Nursery School Pupil premium strategy statement 2021-2024

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 future 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
Rokesly Infant and Nursery School	
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	10% (26 children) <i>October 2021 census</i> December 2021 – 31 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Grant Bright
Pupil premium lead	Jill Dougan
Governor / Trustee lead	Jonathan Mackay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28245
Recovery premium funding allocation this academic year	£2025
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30270

Part A: Pupil premium strategy plan

Statement of intent

At Rokesly infant and Nursery School, we expect all children to make good progress and reach at least age-expected attainment in all areas, irrespective of disadvantages or challenges that children face. Our pupils' needs drive our strategy. Equity for all pupils is at the heart of our strategy. We understand that this strategy is a process and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

We use our own evaluation and monitoring to support decisions around the effectiveness of different strategies and their value for money.

We understand that disadvantage is often a deficit of opportunity. We strive to ensure children have access to a wide range of opportunities and experiences. We want children to find the interests and passions that will fulfil them in their lives beyond school. We recognise the need for children's experiences to be valued and for them to feel represented in the curriculum, the texts we use and the resources we provide them for learning. Our ambition is for all children to become good readers and to develop high quality oracy skills with a rapidly growing vocabulary.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to ensure they are emotionally ready for learning
- ✓ To offer children a language and experience rich curriculum
- ✓ For all disadvantaged pupils to access a range of opportunities beyond the National curriculum that allow them to flourish and succeed

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Supporting all staff to develop the skills and knowledge to best support pupil mental health and wellbeing;
- Systematic review and evaluation of outcomes to identify success and make improvements;
- Having high expectations of all pupils and not making assumptions about the impact of disadvantage
- Recognising that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged
- Allocating funding following a needs analysis which will identify priority groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	<p>Narrowing the attainment gap across Reading, Writing, Maths</p> <p>Autumn 2021 data shows the following gaps</p> <p>Year 2 – 15 pupils PPG</p> <p>Reading: 40% PPG working below expectation (compared to 17.5% non-PPG)</p> <p>Writing: 40% PPG working below expectation (compared to 22% non-PPG)</p> <p>Maths: 33% PPG working below expectation (compared to 13% non-PPG)</p> <p>Year 1 – 8 pupils PPG</p> <p>Reading: 75% PPG working below expectation (compared to 16% non-PPG)</p> <p>Writing: 87.5% PPG working below expectation (compared to 28% non-PPG)</p> <p>Maths: 87.5% PPG working below expectation (compared to 19% non-PPG)</p>
2	<p>Parental engagement</p> <p>Gaps in curriculum knowledge linked to home learning during partial school closure. For many of our disadvantaged families' parental confidence and capacity in supporting their child's learning at home is low. Parents are supportive of education and of the school but may experience difficulties in supporting the development of early literacy and mathematical skills with their child due to factors such as: level of spoken English, work commitments/long working hours, limited support from wider family or community.</p>
3	<p>Attendance and lateness of PPG pupils</p> <p>Our children are young and are prone to high incidence of early childhood illness and infections e.g. chicken pox. Which can mean a long periods of illness during the year. Some children don't live close to school due to house moves since starting and have to travel by car or are dependent on public transport. This can impact on punctuality. Even so in Autumn 2021, 58% of PPPG pupils have absence greater than 10%</p>
4	<p>Language and Communication</p> <p>Assessment in EYFS indicate that more children start school with under developed language skills and vocabulary gaps – particularly true of our disadvantaged children.</p>
5	<p>Disadvantaged pupils not achieving the expected standard in Y1 phonics</p> <p>Autumn 2021 data shows 75% of PPG predicted not to achieve standard in Phonics screen at end of Year 1</p>

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
Narrowing the attainment gap across Reading, Writing, Maths	Shorter term year-on-year improvement in attainment indicating that the gap in attainment reduces and a greater number of disadvantaged children reach the expected end of year standards.
Improved parental engagement	100% attendance at parents' evenings and other child review meetings. Increased evidence of parents reading with children at home (comment books being signed more frequently) 100% attendance at parent workshops to support understanding of what and how children learn Increased number of children accessing free after-school club places
Improved Attendance and punctuality of PPG pupils	Attendance of disadvantaged children is in line with school attendance – 96% and no less than 95% Persistent lateness of disadvantaged children
Improved oral language skills and vocabulary	Assessments indicate significantly improved oral language among disadvantaged pupils. Observations show improved engagement in lessons, use of appropriate/technical vocabulary in range of contexts and written work.
Improved outcomes in Y1 phonics screen	Increased number of PPG pupils achieving the expected standard in Y1 phonics screen.

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: £30270 – (2021-22)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Year 1 - Phonics intervention group</i> <i>'Letters and Sounds for Home and School'</i> <i>video lessons available for parents from school website</i> <i>Additional volunteer reading support</i> <i>Precision monitoring</i> <i>(Supply costs of release for staff member to be confirmed)</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Working in small groups and with targeted individuals on short precisely focussed interventions is the most effective method to improve attainment and will increase the amount of attention each child will receive.</p>	1,5
<p><i>Year 2 – Small group focus Phonics and writing intervention</i> <i>Additional volunteer reading support</i> <i>Precision monitoring</i> <i>(Supply costs of release for staff member to be confirmed)</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Working in small groups and with targeted individuals on short precisely focussed interventions is the most effective method to improve attainment and will increase the amount of attention each child will receive.</p>	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Communication <i>NELI (Nuffield Early Language Intervention)</i> <i>Intensive targeted small-group intervention</i> <i>(Supply costs of release for staff member to be confirmed)</i></p>	<p>NELI is an accredited evidence-based intervention</p>	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement</p> <p><i>Provide support for parents of pupils Y1 targeted phonics workshop for parents</i></p> <p><i>Production of phonics packs for parents to use at home</i></p> <p><i>'Letters and Sounds for Home and School' video lessons available for parents from school website</i></p> <p><i>Activities to support fine motor skills in preparation for writing – website link and photo gallery for parents</i></p>	<p>EEF</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • outreach to ensure contact and communication between school and parents is effective; • the involvement of parents in their children's learning activities and workshops; • general approaches which encourage parents to support their children with, for example reading or writing at home; • monitoring reading comment books to identify parents that need additional support • advice, guidance and signposting for families in crisis 	<p>2</p>
<p>Punctuality and attendance</p> <p><i>Identification of children with persistent lateness / absence.</i></p> <p><i>Letters</i></p> <p><i>Phone calls and meetings to support parents</i></p> <p><i>Signposting to additional services where appropriate</i></p>	<p>EEF</p> <p>Results from a Social & Emotional School Survey</p> <p>Published: January 2020</p>	<p>2,3</p>

Total budgeted cost: £ 30270