

Pupil Premium Strategy Statement

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 Manor
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	36.7% (76/207)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	Jan 22, Mar 22, Jul 22
Statement authorised by	Aimi Vdovin
Pupil premium lead	Nancy Cook
Governor / Trustee lead	Hema Ley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,425
Recovery premium funding allocation this academic year	£ 10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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	£105,575

Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gap between PP children and their peers. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners. At Rockliffe Manor Primary School, we are committed to giving our children every chance to achieve, recognising their potential and developing high aspirations for the future. We strongly believe that dedication and commitment to learning makes all the difference.

We aim for all of our disadvantaged children to make accelerated progress, where possible to reach at least national expectations in all areas. As a minimum, we want our PP children to value and benefit from their education. We aim for the attendance of our Pupil Premium funded children to improve and close the gap between PP and non PP children.

Through high quality teaching, interventions, personalised support for children and families, pupils gain confidence to engage fully in their learning, equipped with strategies to help them overcome barriers. Through the broad and balanced curriculum, pupils have the opportunity to learn about global issues, communities, facts to widen their general knowledge and experiences which inspire them to be agents of change.

Our main aims are that the children are taught to read well through a systematic, synthetic phonics programme, they have good comprehension skills and a love of reading and books. Pupil Premium children's oral language development and vocabulary acquisition improves and they have the confidence and ability to articulate their learning to a range of audiences.

We aim for all of our Pupil Premium children and their families to feel happy and supported in school, and their well-being is at the centre of everything we do. We want them all to have access to a wide range of creative, cultural and sporting extra-curricular activities to enrich and widen their experiences.

The key principle of our strategy is to identify the needs and barriers to learning. To refine our provision to reduce these barriers so that the pupils can reach their full potential.

Challenges:

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

Challenge number	Detail of challenge
1	Oral language skills, communication and vocabulary development is lower for pupil premium children compared with their peers
2	Phonetic knowledge and early reading development is lower for pupil premium children compared with their peers
3	Many Pupil Premium children are also on the SEND register
4	Pupil Premium children have lower aspirations and lack resilience required to develop both learning and independence skills
5	PP attendance (whilst improving) is not yet at the same standard as other pupils. Pupil Premium children are over represented in our persistent absence
6	Social difficulties experienced by families including; housing, finance, family literacy, wellbeing and parental anxieties
7	Parents of PP children are harder to engage in school activities
8	PP children have less opportunities outside of school to visit places of interest, therefore have less experiences that can stimulate discussion, imagination and draw understanding from

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
The gap closes in oracy development between PP and non PP children.	<ul style="list-style-type: none"> - Gaps close between the % of PP and non PP children reaching the expected and greater depth standard in reading and writing. - All children are able to articulate, use and retain tier 2 and 3 vocabulary.
Children develop greater phonetic knowledge, which they apply to early reading in EYFS and KS1.	<ul style="list-style-type: none"> - GLD, year 1 phonics and end of KS1 reading outcomes for pupil premium children are in line with national - Children develop a love of reading and engage in daily reading and use these skills to access the wider curriculum
SEND children will make good progress, achieving their full potential through support such as scaffolds, appropriate challenge and timely targeted support.	<ul style="list-style-type: none"> - Additional identified barriers for PP and SEND pupils are reduced through targeted intervention. - Early identification for SEND pupils needs feed into their personalised assessment and learning journeys

	<ul style="list-style-type: none"> - High quality support ensures SEND children make good progress from their starting points - Adults are highly skilled and target learning activities for SEND pupils appropriately. - PP children with SEND make or exceed the progress made by their peers.
PP children are aspirational and are confident and resilient to tackle new learning.	<ul style="list-style-type: none"> - % of Pupil Premium children working at higher standard matches that of all pupils in the school. - PP children demonstrate good attitudes to learning and have raised aspirations for their future.
Increased attendance rates for PP eligible for PP funding. Reduction of PP children will have persistent absences.	<ul style="list-style-type: none"> - Persistent absence of pupil premium children in in line with their non PP peers. - Attainment of PP children is not impacted by poor attendance.
Ensure that families who require support and advice have the confidence to come into school to receive the necessary support.	<ul style="list-style-type: none"> - Greater number of families engaging with school and feeling supported. - Greater number of external agencies are on hand to support families in need, with the school developing confidence in where to signpost families - All families have a positive relationship with school and feel empowered to seek advice
Increase proportion of Parents (including those of PP children) show positive engagement with the school in understanding how to support their child at home.	<ul style="list-style-type: none"> - Parental engagement positively impacts attendance, attainment and attitude towards school - Positive relationships with parents ensures a close working partnership, especially for vulnerable children. - Parental engagement workshops attendance increases - % of PP parents attending is in line with non PP parents.
Children take part in frequent enrichment activities and visits which broaden their experiences.	<ul style="list-style-type: none"> - All children receive twice half termly enrichment visits/ trips linked to the curriculum. - Increased PP involvement in clubs, workshops and opportunities around the school.

	- Children are able to talk confidently about their learning experiences in the wider global curriculum.
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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional Development schedules are planned to upskill teachers and support staff following rigorous monitoring and reviews.	Research shows that high-quality CPD for teachers has a significant effect on pupils' learning outcomes. (Education Policy Institute, Evidence review: The effects of high-quality professional development on teachers and students, 2020)	1, 2, 3
Systematic Synthetic phonics programme purchased and implemented, with quality training given to staff. Monitoring, review of practise and feedback to follow, driving quality of teaching and learning forward.	School Data shows that phonics and early reading is a priority for all pupils, especially pupil premium. In 2020 the gap between PP and non PP outcomes were significant. Research shows that systematic teaching of phonics is effective in in supporting younger readers to master the basics of reading, accelerate progress and develop the enjoyment of reading. (EEF, Teaching and Learning toolkit, 2018)	1, 2
Pastoral Teaching Assistant to attend ELSA training to further build the provision supporting the emotional needs.	The pandemic has had a significant impact on all of our pupils, particularly our pupil premium children. Research shows that interventions which target social and emotional learning improve pupils interaction with others and self management of emotions. This has a positive impact on attitudes to learning and therefore aids increased attainment. (EEF, Teaching and Learning toolkit, 2018)	4

<p>Whole school re focus on metacognition in the classroom; training, monitoring and evaluation</p>	<p>During the pandemic pupils became less confident in their learning and now rely too heavily on their teacher.</p> <p>Metacognition strategies empower our children to learn how to learn. These approaches alongside self-regulation have been shown to have consistently high levels of impact and aid increased attainment.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	<p>1, 2, 3, 4</p>
<p>SENCO to support early identification of learning needs in EYFS. SENCO to guide staff in adapting provision to reduce the SEN barrier.</p>	<p>Previous work within school shows that early interventions increases the opportunity for the child's needs to be met and to make appropriate progress.</p>	<p>1, 3</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cascade the fluid approach of adult deployment across the school. This will enable us to meet the needs of an increased number of children in flexible groups.</p>	<p>Successful strategy implemented in 2021, well trained SEN additional adults worked across classes providing additional support to children with similar learning needs in lessons. This has reduced independence children have on one adult and has released other adults to target other children.</p>	<p>1,2,3</p>
<p>Enhance the use of pre teaching across the school, using this approach with learners of different ages and delivery from different stakeholders (teachers, support staff, parents)</p>	<p>Research has found that pre-teaching is more effective and more fun than an intervention to remedy missed learning. For the same 20-minutes investment of time, we can change the way a child sees themselves as a reader, thinker, or mathematician.</p> <p>(Trundley, Changing lives and providing equity through pre-teaching and assigning competence, 2018)</p>	<p>1, 2, 3, 4</p>

<p>Oral language intervention – expand language link approach into KS1.</p>	<p>Language Link provided an effective way to support language development in EYFS in the school in 20/21. It is imperative that we get this embedded now in EYFS and KS1 to help close the gap that has been impacted through the pandemic school closure period.</p> <p>Across the trust schools, have found that collaborative learning has a significant impact on learning and attainment, without the development of communication and language skills from a young age the impact of this will be hindered.</p>	<p>1, 2, 3</p>
<p>Phonics and Early reading intervention groups will be established based on baseline assessments and flexible following ongoing assessments.</p>	<p>Research shows that systematic teaching of phonics is effective in supporting younger readers to master the basics of reading, accelerate progress and develop the enjoyment of reading.</p> <p>If the skills for reading are not developed this has a detrimental effect on how children can access the wider curriculum.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	<p>1, 2, 3</p>
<p>In School Tutoring, small group interventions.</p> <p>From extensive analysis of data, children have been identified who have not made the expected progress or are at risk of not making the expected progress. These children will form the flexible focus groups for school tutoring, these groups are fluid in approach once the intervention has closed the gap for the learner.</p>	<p>Evidence shows that small group tuition is effective. This arrangement enables the tutor to focus exclusively on a small number and is often provided to support lower attaining learners.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Health and Sports Lead interventions for targeted children, mostly of whom who are pupil premium children and/or have SEND needs.</p> <p>These sessions aim to build confidence, motivations, aspirations and social skills.</p>	<p>Research suggests that participation in sports interventions engage pupils in sports as a means to increasing educational engagement and attainment.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	<p>3, 4,</p>
<p>Admin and Attendance Officer to work alongside senior leaders to target PP children who are regularly absence/ late and those who are at risk of becoming a persistent absentee.</p>	<p>Current data from the school shows that PP children have a higher rate of absenteeism. Previous strategies have shown that engagement of senior leaders at an early stage with parents has significantly improved attendance</p>	<p>5</p>
<p>Parental Engagement sessions where PP families are targeted to attend with a focus on strategies families can use to support learning at home.</p>	<p>Research has shown that parental engagement with the school has a positive impact on pupils' attitude and success at school.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	<p>4,6,7</p>
<p>Pastoral team to work with PP children with a focus on learning behaviours</p>	<p>Evidence suggests that behaviour interventions can produce improvements in academic performance along with a decrease in challenging behaviours. This in turn can improve motivation towards learning and inspire the children to have higher aspirations.</p> <p>(EEF, Teaching and Learning toolkit, 2018)</p>	<p>4</p>
<p>Enrichment and extracurricular activities improves</p>	<p>Outdoor learning experiences consistently show positive benefits on academic learning and the impact on</p>	<p>8</p>

<p>menta, social and physical health</p>	<p>more vulnerable pupils is even higher. (EEF, Teaching and Learning toolkit, 2018)</p> <p>Previous evidence for this strategy shows that pupils develop teambuilding, resilience and problem-solving skills through a range of extracurricular activities, and this has a positive impact on resilience and motivation towards learning.</p>	
<p>To widen the children's horizons of the opportunities available to them through the world of work.</p>	<p>Research cited by Jonathan Sharples for York University suggests that such strategies may be promising in improving outcomes for children living in poverty.</p> <p>The external links will help to widen the horizons for PP to help set aspirations of achievement beyond those experienced in their domestic lives.</p>	<p>4, 8</p>

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Quality of Teaching for all

- Oracy framework launched across the school, this has created many opportunities for children to develop their oracy skills, through scaffolds and support children's oracy development has really been established. Based on the notion, if they can't say it they can't write it, it is important for us to develop these skills further.
- Language link launched in EYFS. PP children made good progress against their starting points. This will be further developed by continuous development. moving language link to KS1.
- Early identification of communication and language delay within the EYFS was established and timely interventions put in place. As a result children's needs were met at their starting points and strategies in place to support progression. Children who were identified with communication and language delay made accelerated progress closing the gap between them and their peers.
- in 2020/21 60% of PP children passed the phonics screening in Year 1 and 2 at the end of Summer 2.
- Launch of SEND tracker and assessment tools across the school teachers are now able to recall the small steps of progress the children are making and teachers are able to accurately plan from pupil's starting points.

- Through flexible adult deployment we have been able to further maximise support and meet the needs of a greater number of PP SEND children, this flexible approach meant that 26% of all children across the school received at least one continuous targeted academic and social emotion interventions.
- Launch of a sensory rich diet has aided development, particularly through the sensory room and calm down kits. This has provided children with sensory needs wider
- Personalised intervention timetables established, reviewed and refocused in a timely manner
- Launch of limitless minds across the school to ensure learning is scaffolded for all children to support them in making good progress from their starting points.
- This has had a significant difference to teacher's perception of progress and in turn the progress of some children. Teachers have shared success stories within their classes of the difference this approach has made. Considering teacher focus groups as a scaffold also has been beneficial.
- Children are making excellent progress from their starting points, this has been particularly evident in phonics and the phonics screening.
- We hope through embedding this approach next year we will begin to see a difference in data.
- Each classroom has growth mindset embedded and teachers teach through a growth perspective with a multi dimensional approach, resilience has been an area which has suffered through the remote learning period, this continues to be an important approach in the classroom for all children, PP and non PP.

Targeted Support

- AB took on the role of attendance officer, significant training had been put in place in order to lead attendance well. As a result at the end of the year 14% of children were being monitored for their attendance (28% of PP children were being monitored) with our Persistent absences (under 90%) being 4% of the whole school at the end of the year (10% of PP children).
- AB had built relationships with the community, further enhancing the support she can offer them and their openness to share if support is needed, this is particularly true for those harder to reach families.
- Targeted support and challenge to families to improve attendance and lateness was in place, with support from SLT members targeting families in their phases.
- Meetings with JO, Attendance Officer has helped ensure clear monitoring and communications are in place. Additional support from attendance officer at the borough

Other approaches

- Through visible leadership and continuous communications we have been able to gauge a good understanding of the lived experiences of our school community during the pandemic. Parents are more likely to now speak and share their challenges, seeking advice and support. It is important that this continues. More parents are now checking for PP eligibility.
- Identifying the support needed by our families and doing so in a sensitive but timely manner, virtually and in house where possible, this has been a success, particularly with support from CAMHS or our school counsellor.
- Sign posting parents and families to known agencies has been really successful, this year particularly supporting parents with mental health and/ or domestic violence support. Partnership wide CCC initiative has also worked on a regional hub model of a

directory of known agencies to further build our scope of support. As a result parents are further being supported through specialised services.

- Through support from the DFE we were able to provide all families that needed a device to support online learning, with some families with multiple siblings receiving more than one device. We further supported with IT knowledge over the phone and face to face. This allowed great success in children engaging with learning at home, engagement tracker can be seen as evidence.
- Visible and relational leadership has been key, more than ever throughout 20/21, as a result we were able to support families with their needs and continue to support them through the wider school opening, tailoring our approach as necessary
- Implementation of ZOR across the school to support children's wellbeing has been imperative, this was successful also through periods of partial school closures through parent workshops, online assemblies and through discrete ZOR activities. Where there was a greater need for this to be enhanced, interventions were set up and run by experienced members of staff. As a result children felt supported in regulating their emotions, beginning with understanding how they were feeling before exploring strategies for regulation. This had a positive impact on children's and parents emotional wellbeing.
- Parental engagement planned to support the emotional wellbeing of our children and their families, support from JG school counsellor were very successful, especially during the lockdown period and assisting with pandemic related challenges.
- Through this time 27% of PP families engaged in a structured supportive programme.
- The support helped parents understand how to support their children with anxieties, support social and emotional wellbeing and assist with parenting support, helping parents support their children dealing with the trauma of living through an adverse childhood experience.
- Parental engagement workshops addressing the gaps in learning due to COVID lockdown, focus on English, maths and reading were held virtually. This encouraged support for PP and non PP children at home, these were attended – next step to ensure a broader audience is attending to engage parents in education to further support their children at home.
- Parents were targeted for engagement sessions through designated leaders/ SENCO/ home school liaison officer, 27% of PP parents attended, this is higher than previously, but can still be improved. Parent voice to be collected in 21/22 to help the school understand how we can enhance engagement in sessions.
- All children had opportunities to engage in an after-school club across 2020/21 however unfortunately the wide menu usually on offer had to be narrowed and allocated to school bubbles, even so, 25% of PP children engaged in an after school club in the summer term. As a result children were engaging in activities that they would not normally have available to them.
- All children experience enrichment per term linked to their curriculum via workshops/ virtually whilst restrictions are in place, Medium Term Plans show that these opportunities were planned for. Children enjoyed the enriching experiences, such as Year 2 speaking to a priest linked with their Religious Education Learning and Year 3

having a workshop from an archaeologist, linking to their history and science learning. As a result children were given opportunities and experiences that were not usually available to them and this increased motivation into future learning.

- LYFTA is further embedded within the curriculum to provide children with an immersive experience they can connect to, as a result children can provide further context to their learning.

Externally provided programmes:

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
CAMHS MHST allocations to children who are in need of extra support for mental health, anxiety and behavioural support. Impact is that more children are being supported from their starting points and that parents are willing to engage in services which further supports them support their children	Children and Adolescents Mental Health Team
Educational Psychologist targeted support for pupils with behaviour and mental health needs. Impact is that children seen are now accessing an education to meet their needs, this has had a positive effect on behaviour and academic progress. Additional support is planned for.	Royal Borough of Greenwich school services
Sports coaching for afterschool clubs to provide a range of sports experiences (gymnastics, Irish dancing, football and multi sports) No impact to date as all after school clubs were stopped during the COVID pandemic, limited programmes were offered – this programme will resume in 2021-22	Coach Stephanie Deborah Whelan Joseph O'Regan

Further information (optional):

Intensive swimming lessons after initial sessions were stopped due to the Covid pandemic – this intervention was chosen as PP pupils have less access to swimming in their free time due to the cost and family availability.