

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium) 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	Rockliffe Manor Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nancy Cook, Headteacher
Pupil premium lead	Nancy Cook, Headteacher
Governor/ Trustee lead	Ed Britton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,040
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	£108,040

Part A: Pupil premium strategy plan

Statement of intent:

Pupil Premium is additional funding designed to ensure disadvantaged pupils achieve outcomes in line with all pupils nationally, closing any in-school attainment gaps. This funding supports children in developing positive learning behaviours, equipping them with the skills and qualities to become happy, confident learners. At Rockliffe Manor, we are committed to giving every child the opportunity to succeed, recognising their potential and fostering high aspirations for the future. We firmly believe that dedication and commitment to learning make all the difference.

Our aim is for all disadvantaged children to make accelerated progress, achieving at least national expectations wherever possible. At a minimum, we want Pupil Premium pupils to value and benefit from their

education. We also prioritise improving their attendance, striving to close the gap between Pupil Premium and non-Pupil Premium children.

Through high-quality teaching, targeted interventions, and personalised support for children and their families, we help pupils gain confidence, engage fully in their learning, and develop strategies to overcome barriers. Our broad and balanced curriculum ensures that pupils learn about global issues, diverse communities, and a range of topics to broaden their general knowledge and inspire them to become agents of change.

A key focus of our approach is to ensure children are taught to read effectively using a systematic, synthetic phonics programme, complemented by strong comprehension skills and a love of reading. We prioritise oral language development and vocabulary acquisition, enabling children to confidently articulate their learning in a variety of contexts.

We are dedicated to fostering a happy, supportive environment where the well-being of Pupil Premium children and their families is at the heart of everything we do. We aim to provide access to a wide variety of creative, cultural, and sporting extracurricular activities, enriching and broadening their experiences.

The foundation of our Pupil Premium strategy is to identify individual needs and barriers to learning. By refining our provision to reduce these barriers, we aim to ensure all pupils can reach their full potential and thrive academically, socially, and emotionally.

Challenges:

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

Challenge number	Detail of challenge
1	Attainment: Despite ongoing progress and monitoring, a gap persists between the outcomes of Pupil Premium pupils and their peers, particularly at Greater Depth. Our aim is to accelerate progress in reading, writing, and maths to ensure Pupil Premium pupils achieve outcomes in line with their non-disadvantaged peers. Specific attainment gaps remain across year groups, highlighting the need for targeted interventions and tailored support.
2	Communication, Language and Oracy: A significant number of Pupil Premium pupils enter school with underdeveloped language and communication skills. This can impact their access to the curriculum if the gaps are not identified and worked on. With a focus on communication, language and oracy we hope to further develop communication of Pupil Premium children, particularly in EYFS and KS1, where difficulties with language delay progress in phonics and reading. Focusing on oracy development is crucial to enable pupils to express their learning clearly, take part in discussions, and gain confidence in using language effectively across different situations.
3	Additional Needs: Many Pupil Premium pupils also have SEND, highlighting the intersection between disadvantage and additional needs. (November 2024 data shows that one third of the PP have SEND and that two thirds of the SEND pupils in the school are also PP) These pupils often face social and emotional challenges that affect their behaviour, engagement, and ability to achieve academically. Meeting their SEMH (social, emotional, and mental health) and other learning needs is essential to ensure they feel safe, secure, and ready to learn. By creating a supportive and nurturing school environment, and through personalised interventions, we can help these pupils overcome barriers, access learning effectively, and develop the skills they need to thrive both personally and academically.
4	Attendance: Although attendance for Pupil Premium pupils is improving, it still falls below the levels seen among their peers (Summer 2024 data 5% lower). Additionally, Pupil

	Premium pupils are disproportionately represented in persistent absence figures, highlighting the need for continued focus and support in this area.
5	Enrichment: Many Pupil Premium children face the challenge of having fewer opportunities to explore places of interest outside of school, which can limit experiences that spark imagination, foster discussion, and deepen understanding. Additionally, limited participation in extracurricular activities may reduce access to enriching experiences that help broaden their horizons, build confidence, and inspire personal growth. By finding creative ways to overcome these barriers, we can ensure that every child has the chance to reach their full potential and develop their aspirations.
6	Parental Engagement: Some parents face barriers to fully engaging with school life for a number of reasons; due to work commitments or limited opportunities to connect to name a couple. Strengthening the relationship between home and school is vital, as it will ensure parents feel supported, valued, and empowered to actively contribute to their child's education. By creating more inclusive spaces for dialogue, collaboration, and shared experiences, we can cultivate a supportive community that nurtures the growth and success of all our Pupil Premium children.

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
Narrow the attainment gap between Pupil Premium pupils and their non-disadvantaged peers, particularly in reading, writing, and maths. By providing targeted interventions and tailored support, we aim to accelerate the progress of Pupil Premium pupils, ensuring they achieve outcomes in line with or above those of their peers nationally, particularly in areas of Greater Depth.	There will be improved attainment of Pupil Premium pupils in reading, writing, and maths, with a reduction in the attainment gap and an increase in Greater Depth achievement. Targeted interventions will show measurable progress across year groups, with regular monitoring ensuring continued improvements and consistent outcomes.
Close the communication and language gap for Pupil Premium pupils, particularly in EYFS and KS1, by focusing on oracy and language development. This will help them improve their phonics, reading, and overall ability to express themselves clearly, engage in discussions, and develop confidence in using language effectively across various contexts.	There will be accelerated progress of Pupil Premium pupils, particularly in EYFS and KS1, in language, phonics, and reading skills, alongside increased confidence and participation in discussions. Regular assessments will ensure targeted interventions are effective and progress is consistently monitored. So that by summer 2027 outcomes will be similar for PP and other pupils in the school.
Address the social, emotional, and mental health (SEMH) needs of Pupil Premium pupils with SEND, ensuring they feel safe, secure, and supported in their learning. Through personalised interventions and a nurturing school environment, these pupils will overcome barriers to academic success and develop the skills necessary to thrive both personally and academically.	Pupil Premium pupils with SEND will show improvements in SEMH, academic progress, and engagement, with reduced behavioural challenges and increased participation in learning. Tailored support will foster personal development, leading to greater confidence and resilience, while regular monitoring ensures interventions are effective and progress is sustained.
Increase the attendance of Pupil Premium pupils to levels comparable with their non-disadvantaged peers, reducing the proportion of	There will be improved attendance rates for Pupil Premium pupils, with a reduction in persistent absence and increased engagement with families.

Pupil Premium pupils in persistent absence categories. Through targeted interventions and support, we aim to ensure these pupils attend school regularly and benefit from consistent learning opportunities.	Regular monitoring and targeted interventions will ensure these pupils attend school more consistently, leading to better academic outcomes.
Provide Pupil Premium pupils with greater access to enriching experiences both inside and outside of school, helping to spark their imagination, broaden their horizons, and inspire personal growth. By offering diverse extracurricular activities and opportunities for exploration, we aim to support these pupils in reaching their full potential and building their aspirations.	We will see increased participation of Pupil Premium pupils in extracurricular activities and enrichment opportunities, leading to greater confidence, broader understanding, and improved aspirations. Regular monitoring will ensure these experiences effectively support personal growth and engagement in learning.
Strengthen parental engagement with the school, ensuring that Pupil Premium parents feel supported, valued, and empowered to actively participate in their child's education. By fostering a more inclusive and collaborative school community, we aim to improve communication and partnerships between home and school, ultimately enhancing the academic success and well-being of Pupil Premium pupils.	Increased parental involvement in school activities and improved communication between home and school, with Pupil Premium parents feeling more supported and empowered to contribute to their child's education. This will lead to stronger relationships and positive impacts on the academic progress and well-being of Pupil Premium pupils. This will also benefit those pupils transitioning to secondary school with positive relationships with parents and education.

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: **£163,540 (50% of total funding)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing PD for teachers focused on effective adaptive teaching, language development, and trauma-informed approaches to support disadvantaged pupils.	High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (EEF Guide to the Pupil Premium, 2024). Effective PD helps to ensure that all teachers can meet diverse needs.	1, 2, 3
Continue to implement <i>Little Wandle</i> phonics programme across EYFS and KS1, extending support to KS2 for identified pupils.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading (EEF Teaching and Learning Toolkit, Phonics).	1, 2
Utilise assessment data to identify gaps and provide targeted instruction in reading, writing, and	Using data effectively to monitor and inform decisions is key to understanding the needs of disadvantaged pupils and	1, 3

maths through structured support in classrooms.	ensuring progress (EEF Guide to the Pupil Premium, 2024).	
Implement a mentoring programme for ECTs with a focus on strategies for supporting disadvantaged pupils.	Supporting early career teachers through mentoring and coaching can significantly improve teacher retention and skill, particularly in supporting pupils with additional needs (EEF Guide to the Pupil Premium, 2024).	1, 3
Facilitate peer observations focused on sharing effective strategies for PP support, followed by debrief sessions.	Peer observation and professional collaboration help to share best practices, which is especially effective in improving teaching quality school-wide (EEF School's Guide to Implementation).	1, 3
SEND surgeries to support teachers in planning to meet the needs of SEND pupils within their class/phase. SENCO to support Medium Term Plans days	In-house research and past experiences have proven that children with SEND and PP that receive tailored support make more progress due to specific strategies for those children 'Adapting teaching in a responsive way, for example by providing focused support to pupils who are not making progress, is likely to improve outcomes.' (Ofsted framework 2019)	3

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

Budgeted cost: £98,120 (30% of total funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small-group tutoring in reading, writing, and maths, with sessions tailored to address specific skill deficits identified through assessments.	Evidence shows that small-group tuition can be effective in supporting students who are falling behind (EEF Teaching and Learning Toolkit, Small Group Tuition).	1, 2
Use <i>Speech Link</i> and <i>Language Link</i> interventions in EYFS and KS1 to address language needs, with support extending into KS2 for ongoing development.	Oral language interventions, including targeted small-group and one-to-one sessions, can have a positive impact on reading skills and overall communication (EEF Teaching and Learning Toolkit, Oral Language Interventions).	2
Implement specific catch-up programmes in KS2 for Pupil Premium pupils lagging behind age-related expectations, using	Catch-up programmes, especially when aligned with classroom learning, are particularly beneficial in ensuring progress for those who have fallen	1

structured resources and trained teaching assistants.	behind (EEF Guide to the Pupil Premium, 2024).	
1:1 or Small group interventions with the use of PiXL resources to address key gaps in learning and track progress of PP children and PP children with SEN	'One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile' EEF: small group tuition	3

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

Budgeted cost: £65,420 (20% of total funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build upon the existing work of the dedicated attendance officer by introducing additional family engagement initiatives, such as targeted home visits and parent workshops focused on the importance of regular attendance and strategies for overcoming attendance barriers.	Addressing attendance and punctuality issues is critical to ensure that pupils benefit from the educational experiences on offer (EEF Guide to the Pupil Premium, 2024).	4
Host workshops on supporting literacy and well-being at home, and provide resources to parents, particularly for EYFS and KS1 families.	Parental engagement is consistently associated with improved academic outcomes" (EEF Teaching and Learning Toolkit, Parental Engagement).	2, 4
Subsidise access to after-school clubs, sports, arts, and cultural trips, ensuring no Pupil Premium pupils miss out due to financial constraints.	There is evidence that enrichment activities improve both educational outcomes and wellbeing" (EEF Guide to the Pupil Premium, 2024).	5
Collaborate with external agencies to provide mental health support, such as counselling sessions and well-being workshops for Pupil Premium pupils.	Well-being initiatives contribute to improved pupil engagement and resilience, supporting overall academic progress (EEF Teaching and Learning Toolkit, Social and Emotional Learning).	3, 4

Total budgeted cost: £327,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

When considering the impact of the PP funding over the past three years, we have analysed the performance of our school's disadvantaged pupils during the 2023–2024 academic year, drawing on national assessment data, internal summative and formative assessments, and school-level data on attendance, behaviour, and well-being. This review also considers the long-term impact of Covid-19 disruptions on learning, particularly for cohorts in KS2, and its uneven effects on individual pupils.

2024 Statutory assessment data revealed the following:

- **KS2 Outcomes:** 62% of Year 6 disadvantaged pupils achieved the expected standard in reading, writing, and maths (RWM). This is above the national average for all pupils (60%) and reflects a trend of improvement across the three years of the strategy. The **Greater Depth Standards (GDS)** in RWM for Pupil Premium pupils were 15% (in line with all pupils nationally but below other pupils in the school), highlighting the need for further targeted challenge.
- **Phonics:** In Year 1, 83% of disadvantaged pupils passed the phonics screening check, exceeding national expectations. This demonstrates incremental improvement but there is a need to further close the gap between disadvantaged and non-disadvantaged pupils (in 2024 11% gap).
- **EYFS:** 76% of disadvantaged pupils in EYFS achieved the communication and language Early Learning Goal, reflecting progress in early language development but with some gaps remaining. All of the disadvantaged pupils with no other barrier to learning achieved a Good Level of development in 2024 but four of the disadvantaged pupils also has significant SNED needs and did not achieve.

Wider Issues Impacting Performance

School data and observations identified the following wider issues influencing disadvantaged pupils' outcomes:

- **Attendance:** The gap remained between the attendance of the Pupil Premium pupils and other pupils in the school although decreasing. Persistent absence among disadvantaged pupils remains a challenge and, above the national average.
- **Behaviour and Well-Being:** Staff observations and pupil feedback indicate improvements in emotional regulation and resilience, though some pupils with complex SEND continue to require targeted support.

Evaluation of Strategy Effectiveness

Based on this analysis, the performance of our disadvantaged pupils **met expectations** in some areas, while others remain areas for development. The review of this three year strategy has led to the refocus of the current three year strategy as outlined in the 2024-27 strategy document.

Key Strengths arising from the 2021-24 strategy:

- **Language and Phonics Development:** The implementation of the *Little Wandle* phonics programme and a language-rich environment in EYFS and KS1 contributed to

improved communication and reading outcomes. This progress highlights the effectiveness of targeted, evidence-based interventions.

- **Social and Emotional Learning (SEL):** Embedding SEL programmes, such as *Zones of Regulation*, has improved pupils' emotional well-being and engagement. Behaviour incidents involving disadvantaged pupils have declined, and staff report increased resilience and confidence among these pupils.
- **Attendance:** Focused family support and the work of the attendance officer has started to narrow the attendance gap between disadvantaged and non-disadvantaged pupils, though persistent absence remains a key challenge.

Areas for Improvement:

- **Continuing to improve outcomes including at Greater Depth Standards (GDS):** More rigorous challenge and targeted support are needed for all ability pupils including for higher-achieving pupils.
- **Persistent Absence:** While attendance improved overall, the persistent absence rate among disadvantaged pupils is still above national averages. Continued efforts are needed to address this issue through personalised interventions.
- **Writing Outcomes:** Progress in writing lags behind other core subjects, particularly in KS1 and KS2. Enhanced writing interventions and embedding oracy as a precursor to writing development will be key to improvement.

Conclusion

The 2021/22–2023/24 Pupil Premium strategy successfully addressed several key priorities, including improving language and phonics outcomes, embedding SEL programmes, and narrowing attendance gaps. However, reducing the attainment gap, achieving GDS outcomes, reducing persistent absence, and improving writing progress require continued focus in the 2024/25–2026/27 strategy.

We have reviewed our strategy plan and will adjust our approach in the following areas for the next academic year:

1. Increased focus on interventions for addressing gaps in learning and for high-achieving disadvantaged pupils to improve GDS outcomes.
2. Enhanced attendance initiatives targeting persistent absentees, including personalised action plans and increased family engagement.
3. Continued embedding of oracy initiatives to strengthen language development and support improvements in writing.
4. A focus on improving provision for Pupil Premium pupils across the school especially for those with additional learning and developmental barriers of SEND

These adjustments will ensure we remain on track to achieve the outcomes outlined in our long-term strategy.

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 SEND, 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.	
Sports coaching for afterschool clubs to provide a range of sports experiences (gymnastics, Irish dancing, football and multi sports)	Joe O'Regan
Little Wandle Phonics and Fluency	Little Wandle
Century AI-powered personalised teaching and learning	Century Tech
Boxall	

Service pupil premium funding (optional):

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Dedicated SEMH Support:</p> <ul style="list-style-type: none"> Regular sessions with a trained pastoral support worker to provide a safe space for pupils to express their feelings and build resilience. Small-group activities centred on emotional regulation and peer bonding, using frameworks such as <i>Zones of Regulation</i>. <p>Transition Support:</p> <ul style="list-style-type: none"> Tailored transition programmes for new service pupils joining the school to help them integrate smoothly into the school environment. Buddy systems pairing service pupils with peers to foster friendships and reduce feelings of isolation.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Improved Emotional Regulation:</p> <ul style="list-style-type: none"> Pupils demonstrated greater confidence in managing transitions and expressing their emotions, as evidenced by behaviour logs and staff observations. <p>Increased Sense of Belonging:</p> <ul style="list-style-type: none"> Pupil feedback highlighted a stronger feeling of being valued and included in the school community. Many expressed pride in their service family backgrounds, and parents reported that their children felt more settled. <p>Stronger Peer Relationships:</p>

	<ul style="list-style-type: none">• The buddy system and group activities fostered new friendships, reducing feelings of isolation and helping pupils integrate effectively into their peer groups.
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Further information (optional):

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