



**Rokeby Park Primary School**  
**Pupil Premium Strategy Statement 2016-2017**

1. Summary information					
<b>School</b>	Rokeby Park Primary School				
<b>Academic Year</b>	2016/2017	<b>Total PP budget</b>	£75840 + EYPP	<b>Date of most recent internal PP review</b>	January 2017
<b>Total number of pupils</b>	186	<b>Number of pupils eligible for PP</b>	60	<b>Date for next internal review of this strategy</b>	July 2017

Current attainment (Summer 2016)					
	Pupils eligible for PP (9 pupils)	Others in school (8 pupils)	In school gap	Others National	Gap with National
<b>% achieving the expected standard or above in reading, writing and maths in KS2</b>	67%	100%	-33%	60%	+7
<b>Progress score for Reading</b>	5.18	4.76	+0.42	1.87	+3.31
<b>Progress score for Writing</b>	1.31	1.03	+1.1	1.89	-0.58
<b>Progress score for Maths</b>	1.1	2.2	-1.1	1.63	-0.53

	Number of pupils	Number of disadvantaged pupils	% of cohort Disadvantaged
<b>EYFS FS2</b>	25	4	16%
<b>Year 1</b>	27	5	19%
<b>Year 2</b>	26	9	35%
<b>Year 3</b>	19	9	47%
<b>Year 4</b>	26	11	42%
<b>Year 5</b>	21	10	48%
<b>Year 6</b>	20	12	60%

<b>2. Barriers to future attainment (for all pupils eligible for PP)</b>	
<b>In-school barriers (issues to be addressed in school)</b>	
<b>A</b>	When children join the school in the Early Years those eligible for pupil premium have skills which are below age related expectations and generally below their in-school non-disadvantaged peers. In 2016 fewer children eligible for pupil premium (0%) achieved GLD at the end of EY than other pupils nationally (72%). However, there were only 2 disadvantaged children in this cohort and both were identified as having SEND.
<b>B</b>	Pupils eligible for pupil premium make slower progress in phonics in Y1. In 2016 the proportion of pupils eligible for Pupil Premium who reached the expected standard in phonics (70%) was below national (83%).
<b>C</b>	Pupils eligible for pupil premium make slower progress in reading, writing and maths in KS1. The proportion of KS1 pupils eligible for the pupil premium who reached the expected level in reading (71%), writing (57%) and maths (71%) is below other pupils nationally.
<b>D</b>	Pupils eligible for pupil premium at KS2 make slower progress in writing and therefore the in-school gap needs to close. The proportion of pupils eligible for pupil premium who reached the expected standard in writing (68%) was below the national (74%) therefore more pupil premium pupils need to reach the expected standard or above in writing.
<b>External barriers (issues which also require action outside school)</b>	
<b>H</b>	In 2016 the attendance rate for pupils eligible for pupil premium was 93.9%. Current attendance is 95.8% (27.01.17)

<b>3. Desired Outcomes</b>		
<b>Link to identified barriers</b>	<b>Desired outcomes and how they will be measured</b>	<b>Success Criteria</b>
<b>A</b>	Increase the percentage of pupils eligible for pupil premium achieving GLD at the end of EYFS	<ul style="list-style-type: none"> <li>The percentage of pupils eligible for pupil premium achieving GLD at the end of EYFS is in line with national</li> </ul>
<b>B</b>	Increase rates of progress in phonics for pupil premium pupils in Y1	<ul style="list-style-type: none"> <li>The percentage of pupils eligible for pupil premium achieving the expected standard in phonics is in line with national</li> </ul>
<b>C</b>	Increase rates of progress in reading, writing and maths for pupils eligible for pupil premium at KS1	<ul style="list-style-type: none"> <li>The percentage of pupils eligible for pupil premium achieving the expected standard in reading, writing and maths at KS1 is in line with national</li> </ul>
<b>D</b>	Increase rates of progress in reading, writing and maths for pupils eligible for pupil premium at KS2 and thereby raise standards in R, W, M and SPAG to those commensurate with national.	<ul style="list-style-type: none"> <li>The percentage of more able pupils eligible for pupil premium achieving a high score in reading at KS2 is in line with national</li> </ul>

		<ul style="list-style-type: none"> <li>• The percentage of pupils eligible for pupil premium achieving the expected standard in writing at KS2 is in line with national</li> <li>• The percentage of more able pupils eligible for pupil premium achieving a high score in GPS at KS2 is in line with national</li> <li>• The progress of pupils eligible for pupil premium in writing and maths is in line with national</li> <li>• Ensure the in-school gap closes</li> <li>• Progress measured across KS2 – Y4, Y5 &amp; Y6</li> </ul>
<b>E</b>	Increased attendance rates for pupils eligible for pupil premium	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees amongst pupils eligible for pupil premium to 10% or below.</li> <li>• Overall pupil premium attendance improves from 93.9% to 96%</li> </ul>

#### 4. Planned expenditure

**Academic year** 2016-2017

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<b>A, B, C &amp; D</b> To ensure the delivery of high quality teaching, learning and assessment strategies in order to improve	Embed the newly developed curriculum for English and maths. Secure high standards by establishing high expectations and monitoring performance. Teachers use rigorous data and	Refined use of mastery maths is leading to increased rates of progress and helps to address barriers to learning. Use of Talk for Writing	Rigorous and robust system of staff CPD. Termly PPMs. Planning and work scrutinies. Lesson observations. English, Maths and	C Smith B East K Roantree M Ball	Half Termly

<p>outcomes for all pupils</p>	<p>tracking to identify barriers to learning and establish ways forward.  Teachers provide quality feedback and marking which informs pupils how to make next steps in learning.  Ensure the effective deployment of all staff.  CPD programme for staff (Talk for Writing, Phase 1 Phonics, EYFS, Yorkshire Maths Hub TRG, FFT, Catch Up Literacy, Reading Squad etc.).  Appraisal and accountability for all staff.  Development of EYFS outdoor learning environment to ensure this meets the needs of all pupils.  The provision of social and emotional Support Worker (current member of staff) to support pupils and families allowing teachers to focus on their core business of teaching and learning. School based counselling also ensures that all staff are aware of the barriers to learning that PP pupils may face.  Curriculum linked school visits are subsidised to ensure that all pupils have access to a wide range of visits and experiences that enhance their ability to</p>	<p>is equipping children with the vocabulary and structures needed to be able to write a quality text.  High expectations for every child, regardless of their background are crucial if pupils are to make good progress.  Quality feedback and marking supports pupils to identify next steps in learning and make progress.</p>	<p>EYFS Leaders given timetabled management time.  Monitoring of pupil premium pupils.</p>		
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	access the curriculum and raise their achievement and aspirations.				
<b>Total budgeted cost</b>					<b>£54888</b>
ii. Targeted support					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<b>A, B, C &amp; D</b> To continue to track, monitor and provide targeted support in order to close the gap between PP and non PP pupils	Sharp and focused use of the VR Assessment System to ensure rigorous data analysis and pupil tracking linked to cohorts. Identify those pupils at risk of not making the progress of which they are capable. Implementation of a judicious choice of support and intervention programmes tailored to meet pupils' needs and designed to accelerate their progress CPD – to ensure intervention programmes and support is provided by highly trained and skilled support staff. Y6 & Y3 Booster Clubs to be run by teaching staff. These clubs will ensure Y6 pupils are fully prepared for SATs and that Y3 pupils are prepared for the expectations of KS2.	Choice is based on research which shows - Progress - use of tests, teacher assessments etc to measure the impact of: <ul style="list-style-type: none"> <li>- the school's use of data</li> <li>- the effectiveness of interventions etc</li> <li>- the effectiveness of teaching</li> </ul> The impact of small group interventions on pupil progress as evidenced by the Teaching and Learning Toolkit. NFER report stresses the importance of deploying staff effectively and the how interventions which target social and emotional needs can have an impact on learning. Interventions by highly	Review interventions through intervention impact reports at termly PPMs. Observations of trained support staff and interviews with children accessing provision/intervention. Analysis of work produced by children.	C Smith B East M Ball	Half Termly

		qualified staff have been shown to be effective, as discussed in reliable evidence sources, such as Visible Learning by John Hattie and the EEF Toolkit.			
<b>Total budgeted cost</b>					<b>£14581</b>
iii. Other approaches					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<b>A, D</b> To continue to work closely with parents and carers to promote and reward high levels of attendance and punctuality	First day response, home visits and link work with EWO ensure that PP attendance is rigorously monitored and is a high profile issue throughout the school. To be led by an in-house Attendance Team (CS & ACo) Introduce attendance support plans. Attendance assembly every week so that children understand the importance of attendance. Subsidised Breakfast Club to ensure that all PP children who attend have the best start to the day through a nutritious breakfast and a structured social experience.	NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment.	Monitor rates of attendance daily and weekly. Review attendance plans to measure impact.	C Smith A Cook	Weekly basis
<b>Total budgeted cost</b>					<b>£7758</b>