

Pupil premium strategy statement – Rookery School 2023/26 (3 year plan)

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Seema Samuel
Pupil premium lead	Seema Samuel
Governor / Trustee lead	Karandeep Sehra

Funding overview

Pupil premium funding allocation this academic year	£289,545.00
Recovery premium funding allocation this academic year	£ 31,946
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	NA

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

EEF guidance <https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151>

High quality teaching - Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

Wider Strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While

many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category

Targeted academic support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.

Pupils who are eligible for free school meals, or have been eligible in the past 6 years £1,455 per pupil

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills. Effective application of speech and language skills; acquisition, retention and application of subject specific vocabulary.
2	Ensure all disadvantaged pupils pass the phonics screening Continue to achieve consistency with phonics teaching and build on the 93% achieved 2022, 89% 2023
3	Writing outcomes are improved for all children, especially disadvantaged
4	Attainment in reading is in line with national
5	The percentage of disadvantaged children achieving greater depth standard is in line with national.
6	Continue to improve the cultural capital of our DP pupils through music, art, drama and visits.

7	Persistence absence is 25% at Rookery and nationally 17% for all pupils Rookery PP children have 30% are persistently absent compared with NPP who are persistently absent 17.6%
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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
Children's oral language skills significantly improve. New vocabulary linked to the curriculum is embedded, children's reading and writing outcomes improve.	Assessments and lesson observations indicate significantly improved oral language among disadvantaged pupils. Book monitoring of writing outcomes show improvement and 75% of children achieve nationally expectations in reading and writing throughout all Key stages. Disadvantaged pupils are in line with national and peers. Reading- 30% of children achieve greater depth standard Writing – greater depth standard is in line with national for all pupils.
All disadvantaged pupils achieve the phonics screening.	There is continued consistency, rigour and fidelity with the RWI phonics programme. 90%+ of children pass the phonics screening.
Writing outcomes are improved for all children, especially disadvantaged pupils.	Book monitoring, moderation and teacher assessments in KS2 demonstrate that disadvantaged children are achieving in line with peers and at least 75% are working at national expectations and 20% at greater depth standard (DP in line in %)
Reading is in fully in line with national by KS2	In KS2 reading is in line with national at 74% (67% in 2023) for both groups – DP and Non DP. Greater depth standard for both groups is 29% in line with national (2023 all pupils 20%)
Increase percentage of DP children (especially girls) who achieve GD standard Maths by KS2.	Disadvantaged pupils achieving greater depth standard in maths is in line with peers. Increase the number of DP girls who achieve GD standard.
Improve the cultural capital of our DP pupils	DP pupil attend all educational curriculum visits and they are seen to impact on curriculum outcomes.

	<p>DP children learn a stringed instrument successfully through KS2- they perform as part of an ensemble.</p> <p>DP children's outcomes in art are in line with peers.</p> <p>DP children perform regularly in every drama production. Their confidence and public speaking skills show progress.</p> <p>DP children visit the Shakespearian properties in Stratford on Avon and are successful as guides for visitors.</p>
Improve % persistence absentees	Close the gap between PP and NPP (nationally PP 29.7% and NPP is 12.2%)

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

Budgeted cost: £ £208,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc development days with a trainer to monitor the fidelity and rigour of phonics teaching	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics/Early Reading Lead non class based £48187 (SH)</p> <p>Phonics results are in the top 20% of schools for the second year running.</p> <p>Rookery 89% National 79% Rookery DP 93% National DP 67%</p>	2,4
Oral Language intervention early years.	<p>£6838 (LN)</p> <p>High impact for low cost</p>	1,3

'WellComm Oracy Framework'	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
<i>Early Reading/Phonics monitoring day</i>	£1000 Little Sutton Reading Hub – to look at quality of Early Reading provision	2,4
'Talk for Writing' CPD for all staff with Handsworth Association of Schools	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing?utm_source=/projects-and-evaluation/projects/talk-for-writing&utm_medium=search&utm_campaign=site_search&searchterm=Talk%20for%20writing £5500	3
<i>Traded services Speech and Language Therapist 2 days per week</i>	£29000 Requirement for children with ASC, speech delay/communication needs	1
<i>Embed metacognitive strategies through small teaching groups of 15-20 for core subjects with expert teachers</i> <i>Very high impact strategy based on extensive research by EEF</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ JB, JK, MC £117,919	1,2,3,4,5

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

Budgeted cost: £59000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Led Tutoring</i> <i>Y5/Y6 small group tutoring ,pre tutoring for reading and maths, and 'Fresh Start'</i>	£32000 (Recovery Premium allocated £31845) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Supports: - Effective Feedback - Effective teaching of metacognitive strategies	1,4,5

<i>DP children – all ability levels , HA children in maths</i>	Individualised instruction	
<i>1:1 and small group phonics interventions</i>	£27000 (AR) Individualised instruction	

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

Budgeted cost: £92500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum Visits- to bring the curriculum to life. Improve cultural capital</i>	£30000 Governors have agreed to support families with costs.	6
<i>Rookery Artist in Residence / projects/arts resourcing</i>	£ 45000	6
<i>Music tuition – all KS2 children learn a string instrument –cello, guitar or violin</i>	£11000 Improves cultural capital	
<i>Play Therapist- Hearts and Minds</i>	£6500 Improve emotional well-being of targeted pupils with ACEs (adverse childhood experiences)	6

Total budgeted cost: £ £359,944 (not including Recovery Premium)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged pupil 2023

ATTAINMENT & ASSESSMENTS

		Rookery School (2481)	
Subject	Level	Value	
Reading (test), Writing (TA)	≥EXS/Exp.Std.	53.3%	<div><div></div></div>
& Maths (test)	GDS/High Score	8.3%	<div><div></div></div>
Reading	≥Exp.Std.	66.7%	<div><div></div></div>
	High Score	20.0%	<div><div></div></div>
Writing (TA)	≥EXS	61.7%	<div><div></div></div>
	GDS	10.0%	<div><div></div></div>
Maths (test)	≥Exp.Std.	68.3%	<div><div></div></div>
	High Score	20.0%	<div><div></div></div>

	<i>Rookery has 48% DP compared with the national DP of 26%</i>				
Y6 test data 2023	Rookery % DP at Expected level	Rookery % DP GD	Rookery % NDP Expected level	Rookery % NDP GD	
Reading/writing/maths	51	9	56	7.4	
Reading	67	18	67	22	
Writing	54	9	70	11	
Maths	67	21	70	18	

Nationally in 2023 in reading, writing and maths (combined), 44% of disadvantaged pupils met the expected standard in 2023 compared to 66% of other pupils, a difference of 22 percentage points.

DP achievement 2023

Headlines -Phonics results are outstanding Rookery are in the top 20% of schools for the second year running.

Rookery 89% National 79%

Rookery DP 93% National DP 67%

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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	
WellComm Oracy Framework	
Speech and Language therapist	
Play therapist	
GL Assessments Smart Grade assessments	