

Pupil premium strategy statement – Rookery School 2024-25

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	458
Proportion (%) of pupil premium eligible pupils	50.6% (National 43.6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	Jan 2025
Date on which it will be reviewed	Jan 2026
Statement authorised by	Seema Samuel
Pupil premium lead	Seema Samuel
Governor / Trustee lead	Karandeep Sehra

Funding overview

Pupil premium funding allocation this academic year	£321,160
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£321,160

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. 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. We have termly Pupil progress meetings where teachers and SLT discuss pupil progress. Within this document Pupil Premium pupils are identified and gaps addressed.

Pupils who are eligible for free school meals, or have been eligible in the past 6 years £1,480 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, 2024 84%
3	Writing outcomes are improved for all children, especially disadvantaged
4	Attainment in reading is in line with national (excluding ASC)
5	The percentage of disadvantaged children achieving greater depth standard is greater than national.
6	Continue to improve the cultural capital of our Pupil Premium pupils through music, art, drama and visits.
7	

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. Use of Voice 21 will improve oracy further	Assessments and lesson observations indicate significantly improved oral language among disadvantaged pupils. Book monitoring of writing outcomes Disadvantaged pupils are in line with national and peers. Reading- 19% of children achieve greater depth standard Writing – greater depth standard is in line with national for all pupils, but higher in greater depth.
All disadvantaged pupils achieve the phonics screening.	There is continued consistency, rigour and fidelity with the RWI phonics programme. 84+ 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 most year groups
Reading is in line with national by KS2	There are clear targets for children's gaps set
Increase percentage of DP children who achieve greater depth standard reading by KS2.	Clear expectations and targets
Improve the cultural capital of our DP pupils	DP pupil attend all educational curriculum visits and they are seen to impact on curriculum outcomes. DP children learn a stringed instrument successfully through KS2- they perform as part of an ensemble. DP children's outcomes in art are in line with peers. DP children perform regularly in every drama production. Their confidence and public speaking skills show progress. DP children visit the Shakespearian properties in Stratford on Avon and are successful as guides for visitors.

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: £ 182,113

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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Intervention teacher 43,972 LN Phonics results are in the top 20% of schools for the third year running. Rookery 84% National 80% Rookery DP85% National DP 68%	2,4
Oral Language intervention early years. Speech and Language intervention	£10,920 (2 days SK) High impact for low cost https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,3
<i>Early Years Consultant</i>	Early reading review – Spring 2/summer 1 £500	2,4
<i>'Talk for Writing' CPD for all staff with Handsworth</i>	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	3

Association of Schools	£5500	
		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 - 48,165 JK 28,357 MC 44,681	1,2,3,4,5

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

Budgeted cost: £54,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and small group phonics interventions</i>	£27000 (AR) Individualised instruction SB 27,729 Smaller phonics groups	

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

Budgeted cost: £96,519

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>	£ 64,219	6
<i>Music tuition – all KS2 children learn a string instrument –cello, guitar or violin</i>	£11000 Improves cultural capital	
<i>Play therapy training</i>	Improve emotional well-being of targeted pupils with ACEs (adverse childhood experiences) Training for EL to be trained as Play therapy £1200	6

Total budgeted cost: £ £333,361

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged pupil 2023

Rookery	Rookery 2022	Rookery 2023	Rookery 2024		National 2022	National 2023	National 2024	
Reading	67	69% GD21%	66% (71% without ASC) GD 19% (20% without ASC)		74	73% GD29%	74% GD 28.6%	
			PP 57.6% GD15.2	NPP 71.4 GD21.4			PP 65.2 GD 18	NPP 77.1 GD 33
Writing	55	64% GD10%	61% (65% without ASC) GD 14% (15% without ASC)		69	71% GD 13%	72% GD 12.9%	
			PP 51.5% GD 12.1	NPP 67.9% GD14.3%			PP 58.5 GD 6.4	NPP 77.5 GD15.8
Maths	63	71% GD21%	69% (75% without ASC) GD 22% (24% without ASC)		71	73% GD 23%	73.2% GD 23.9	
			PP 63.6% GD 12%	NPP 71.4% GD32.1%			PP 59.1 GD12.9	NPP 79.3 GD28.7
GPS		74% 35%	72% GD 37%			72%	72% GD 32%	
			PP 67.5 GD 24.2	NPP 80.5 GD 50			PP 58.9 GD 19.9	NPP 78 GD 37.2
RWM	50 5	59% 8%	56% GD 5.2		58 7	59% 8	61% GD 7.7	
			PP 42.4 GD 0	NPP 57.1 GD 10.7			PP 45.4 GD 3.1	NPP 67.2 GD 9.6

DP achievement 2023

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

Rookery 84% National 80%

Rookery DP85% % National DP 68%

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	
Voice 21	
GL Assessments Smart Grade assessments	