



Rockingham Junior and Infant School

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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	Rockingham Junior and Infants School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Greenwood Headteacher
Pupil premium lead	Chloe Darby Class teacher
Governor / Trustee lead	Tony Trueman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£11,310
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	£105,460



Detail of PPG spending by item 21/22	Amount
Residentials	£2720.00
Crucial Crew	£240.00
Space Centre	£35.00
Butterfly House	£120.00
Music and Performing Arts Wider Opportunities	£2970.00
Learning Mentor & Behaviour for Learning Leader	£55,157.00
Sports HLTA	£21,508.00
Nurture Assistant & Nurture Pet	£20,451.00
Targeted Intervention PPG pupils	£2259.00
Total Spend	105,460
Carried Forward	0

Part A: Pupil premium strategy plan

Statement of intent

At Rockingham Junior and Infant School we have designed a curriculum that ensures a profound primary experience for all our Pupils. This is underpinned by a spiritual, moral, social and cultural education that encourages personal growth and a development of core British Values in our children. Our curriculum engages and enthuses them through first hand-experiences. It is well planned to build knowledge and skills in a continuous and progressive way.

At Rockingham we maintain a relentless and rigorous focus on raising standards through the learning skills curriculum which is also explicitly taught, so that these skills can be applied to gain knowledge and understanding across a wide range of subjects.

Our schools operate the same creative and vibrant, cross-curricular approach which aims to give every child the opportunity to fulfil their potential. First-hand experiences are fundamental to our Cultural Offer and this defines the high expectations we have within our planning; ensuring connections that are coherent and manageable are made across the primary curriculum.

We want all our children to experience residentials, school visits and have the experience of visitors into school. We know that our children learn best through first hand experiences and we aim for all of our learners to have the best opportunities



possible. Our strategy for pupil premium allows for these opportunities to take place and enables us to plan for opportunities linked to our cultural offer.

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

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1- 3 % lower than for non-disadvantaged pupils. 30 - 49% of disadvantaged pupils have been 'persistently absent' compared to 51- 60 % of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to pandemic, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. 6 pupils (3 of whom are disadvantaged) currently require additional support with social and emotional needs, with 62, (22 of whom are disadvantaged) receiving small group interventions.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of



	non-disadvantaged pupils on entry. However we work towards closing the gap with latest Y6 data showing that PP children achieve in line with cohort as a whole. PP children 64% RWM combined compared to 62% for the year group.
5	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Since the pandemic children are less articulate, due to isolation.
6	Parents/ carers are reluctant to send their children away on residential due to separation anxiety. This has been more evident since the pandemic.

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
Our Oracy strategy aligns with our school improvement plan and we are developing confident, articulate learners Improved oral language skills, SEMH and behaviour among disadvantaged pupils through; Exposure to an extended three year programme to develop articulation of their thoughts and feelings, using emotion coaching, emotional literacy and restorative practice.	By 2024/25 all pupils can articulate their learning and manage their thoughts and emotions. • They are confident articulate learners • They are able to self-regulate • Relationships are strong and respect and empathy is evidenced • Behaviour incidents are reduced • Attendance improves for PA children
Improved reading attainment among disadvantaged pupils. Phonics teaching is consistent and exceptional	KS2 reading outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from pupil voice, parent surveys and teacher observations. • to further develop our positive behaviour policy with a focus on addressing hate crime so that our



	children learn to be part of a more tolerant and accepting society • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained higher attendance by 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 10% • and the figure among disadvantaged pupils being no more than 5 % lower than their peers.
To improve wider opportunities for all pupils, particularly our disadvantaged pupils. e.g residentials, educational visits.	A higher percentage of disadvantaged pupils attending residentials by 2024/25. • Deliver meetings for parents/carers with anxieties linked to residentials. • Subsidise residentials for all pupil premium children.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 27,565.407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle Letters and Sounds to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	3,4
Phonics phase books in relation to supporting the teaching of guided reading.	Support and Guidance from the English Hub to develop letters and sounds alongside Little Wandle to meet the needs of our children.	3,4
Enhancement of our maths teaching and curriculum	Resources are provided to support the teaching of maths to develop	4



planning in line with DfE and EEF guidance using White Rose resources.	progression and reasoning skills. Alongside this the resource provides training to upskill teachers inline with the national curriculum objectives.	
Mind / PSHE scheme Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).	2

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

Budgeted cost: £ 77,867

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy Support for 1:1, 1:2 sessions to support Year 5 / 6 Children	We provide tuition for our children who need additional support and a bespoke program to ensure we identify gaps in learning and support with missed learning.	4

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

Budgeted cost: £27,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support within the arts through artist in residence to support learners Skills development	Specialised tuition for the Arts to enhance the skills and confidence and provide additional opportunities alongside the curriculum.	2
Cricket coaching is used in school to broaden children's	Disadvantaged children are provided with the opportunity to attend additional activities linked to the	2



opportunities and access provision that would usually be provided outside of school.	wider curriculum and cultural offer. Providing them with additional learning from a professional coach.	
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Total budgeted cost: £ £105,000

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.

Our internal assessments during 2020/21 implied that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as the White Rose scheme.

Although overall attendance in 2020/21 was lower than in the preceding years , it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was higher. This now feeds into our three year plan with a focus on attendance as a whole school strategy. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils,



and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

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