



Pupil Premium and Recovery Premium strategy statement 2023-2024

Metric	Data
School name	Rogate C.E Primary School
Pupils in school	Currently 60
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£16,005 +£1539 carry over
Recovery Premium	£2000
Academic year or years covered by statement	EYFS – Year 6
Publish date	July 2023
Review date	July 2024
Statement authorised by	
Pupil premium lead	Paul Brown
Governor lead	

Current teacher assessment for disadvantaged pupils 2022-2023

Measure	Score
Reading	80%
Writing	33%
Maths	33%

Strategy aims 2022-2023:

Measure	Score
Meeting expected standard at KS2 1 child in next year's Y6	100%
Achieving high standard at KS2 1 child in next year's Y6	0%

Measure	Activity
Priority 1	Ensure all new staff have received training to deliver a systematic, synthetic phonics scheme effectively and that the necessary resources including reading books are purchased to support the phonics teaching. Ensure current staff have relevant updates to RWI training.
Priority 2	Continue to work with the maths hub and maths leaders across DVSF Primary Schools to embed mastery teaching using White Rose across all year groups. 1st Class @ Number training for designated TAs.
Priority 3	Provision of technology to support high quality teaching and learning.
Barriers to learning these priorities address	Some children have gaps in their phonics, early reading and maths. Gaps between teacher assessment and test results have been identified and will continue to be addressed through a programme of termly testing using purchased test papers.
Projected spending	£4600

Aim	Target	Target date
Progress in Reading	Of 9 PP children, 89% (based on current attainment) achieve national average progress scores in Reading in KS1 and KS2.	July 2024
Progress in Writing	Of 9 PP children, 33% (based on current attainment) achieve national average progress scores in writing KS1 and KS2.	July 2024
Progress in Mathematics	Of 9 PP children, 50% (based on current attainment) achieve national average progress scores in maths KS1 and KS2.	July 2024
Phonics	0% (no PP children in current YR) achieve National average expected standard in Y1	July 2024
Other	Improved attendance of pupils to National Average.	July 2024

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the quality first teaching of creative writing through inspiring writing INSET, observations and subject leader monitoring.
Priority 2	Ensure teaching assistant and/or class teacher have received training for the maths intervention 1st Class @ Number, and, have time allocated to deliver the maths interventions in school.
Barriers to learning these priorities address	<p>Some children have gaps in their maths learning and would benefit from a proven, maths interventions such as 1st Class @Number.</p> <p>Not all children are producing sustained pieces of writing due to lack of developed stamina.</p>
Projected spending	£6600

Wider strategies for current academic year

Measure	Activity
Priority 1	Use of a trained ELSA to support the mental health and wellbeing needs of children through targeted interventions and support to staff.
Priority 2	Provide a breakfast club and provide support for children to attend after school clubs and trips.
Barriers to learning these priorities address	Not all children eligible for Pupil Premium have their basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn. Not all children have access to cultural capital due to the lack of enrichment activities in their lives.
Projected spending	£7,800

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development.	Use of staff INSET days and twilight sessions, additional cover being provided.
Targeted support	Ensuring enough time for school maths interventions to be carried out by trained Learning Support Assistants.	Teaching assistants have interventions clearly timetabled and time is given for these interventions to take place, for the agreed length of time. This will be managed by the SENDCo.
Wider strategies	Engaging the families facing most challenges.	Working closely with the L.A and engaging support from external agencies including Early Help, Educational Psychology Service.

Previous year report

1. Review of expenditure				
Previous Academic Year		<ul style="list-style-type: none"> 2022-2023 	Total Amount: £16764 + £2000	
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned and Impact of Covid-19 (and whether you will continue with this approach)	Cost
For PP pupils in all year groups to make at least expected progress.	<p>To continue to improve quality, first class teaching across all year groups. To deliver a Mastery Curriculum.</p> <p>Focus on good teaching and learning through in house staff development and through external training providers.</p>	<p>Teachers have received in house training through INSET days, twilights and staff meetings.</p> <p>Lesson observations and teacher assessments showed good progress in reading and writing for most pupils eligible for PP over the academic year.</p> <p>Reading 80% Writing 33% Maths 33% (67% SEND)</p>	<p>This approach will continue with additional new and current staff training in phonics and wider curriculum areas planned. Training in Read, Write Inc will be delivered through external providers and subject leaders. There are greater opportunities for the sharing of knowledge and expertise within the federation.</p> <p>A trained ELSA will continue to support the needs more fully on children eligible for PP.</p>	£1500
	<p>To purchase additional resources including reading books and online teaching re- sources to support teaching and learning at home and in school.</p>	<p>Signed up to Timetable Rockstars School library resources review Read, Write Inc</p>		£625

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For identified gaps in learning to be addressed.	Varied interventions (<i>according to need</i>) to be provided by LSAs and teachers	Teacher Assessment reflects that 20% of children eligible for Pupil Premium, with 40% SEND, are making progress in reading, writing and maths.	<p>This approach will continue as it has shown to help children make progress in all year groups.</p> <p>Teaching assistants will continue to deliver high quality interventions in reading, spelling and maths next year. These interventions will be overseen and managed by the SENDCo. Training will be delivered in house by the SENDCo and where necessary external training will be acquired for interventions.</p>	<p>SENDCo Support: £3,800</p> <p>ELSA training and ELSA Salary: £1300</p> <p>Teaching Assistants Salaries: £8000</p>
For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.	Teaching assistant support available for children who need emotional support. This includes in class support and support through targeted interventions under the supervision of the SENDCo.	This has helped to improve attendance and children have benefitted from emotional support which has helped them to be ready to learn.	<p>Emotional support has been available for children for whom it has been deemed necessary.</p> <p>The SLT/SENDCo will continue to provide advice and resources/strategies to both families and teachers to support children with anxiety.</p> <p>ELSA support is available and ongoing.</p>	

	For the SENDCo to develop relationships with pupils/families. To provide/locate support. To liaise with relevant services for example Early Help.	The SENDCo has developed positive relationships with all families eligible for PP. Where necessary Early Help Plans have been set up and outside agency support has been acquired, including social workers and Early Help Family Link Workers.	This is an essential role as it has helped to create stability within some families.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure disadvantaged pupils access enrichment experiences.	To subsidise school trips including the residential trip for Years 5 & 6. To put on additional activities such as after school clubs.	School trips and residential have restarted, benefitting children's emotional wellbeing.	This approach will continue, as we have seen the benefits of children attending clubs and trips in the past.	£2000

	Pupils will partake in cultural visits. eg: to London, local museums, zoos, places of worship etc.	This has restarted.	This approach will continue.	
Total Budget Cost: £17225				