

Pupil premium strategy statement - Rockcliffe First School



This statement details our school's use of pupil 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	241
Proportion (%) of pupil premium eligible pupils	9.95%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Judy Williams – Chair of Governors
Pupil premium lead	Tom Jones - Headteacher
Governor / Trustee lead	Mary Evans – Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,545
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£47,545
<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>	

Part A: Pupil premium strategy plan

Statement of intent

By shining brightly together, our vision is for our children to become successful learners, confident individuals and responsible citizens. In order to help us achieve this we aim to provide an environment in which every child flourishes no matter what their background. We aim for our disadvantaged children to thrive and reach their full potential and be ready for the next stage of their education. We aim to remove any gaps in attainment, wellbeing, attendance and wider experiences. We use national research, external partners and our knowledge of each individual to work towards overcoming any barriers.

High-quality teaching is at the heart of our approach. Evidence shows this has the greatest impact on disadvantaged pupils' progress. We prioritise the professional development of staff to ensure consistently strong teaching, alongside targeted interventions where gaps remain. We aim to act early to intervene at the point a need is identified. We regularly review the impact of this and respond accordingly. All members of staff and the governing body accept responsibility for disadvantaged pupils and are fully committed to meeting their pastoral, social and academic needs within our nurturing and supportive school.

Challenges

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

Challenge number	Detail of challenge
1	Post LAC: 33% of our Pupil Premium children are post LAC. Understandably increasing numbers have SEMH, emotional and wider pastoral needs.
2	Attainment on Entry: Basic skills for pupils entering nursery or reception are generally lower for Pupil Premium children, increasingly with speech, communication and language. Internal assessment data shows that disadvantaged pupils have lower reading ages on average.
3	Early Reading and Writing: Data shows our Pupil Premium children who don't achieve a Good Level of Development, generally don't achieve their Early Learning goal in early reading and writing.
4	Writing: Internal data shows that our pupil premium children achieve less well in writing than other subjects compared to non-Pupil Premium children.
5	Wider opportunities: We aim to provide the children with a wide range of curriculum opportunities and extra-curricular opportunities and experiences during their time in school.

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
Disadvantaged and vulnerable families are identified on entry to Early Years. The correct support, early intervention and language interventions are put in swiftly. The gaps between pupil premium and non-pupil premium is reduced.	<ul style="list-style-type: none">• Consistent approach to phonics teaching and intervention to identify gaps and next steps.• Disadvantaged pupils make good progress relative to their starting points• The number of pupil premium children achieving a Good Level of Development increases
Increase in pupil premium children's attainment in writing at ARE	<ul style="list-style-type: none">• High quality first wave teaching will enable children to keep up• Recommendations from the Writing framework implement to meet the needs of Pupil Premium children• Regular formative and summative assessments identify gaps and targets for writing• Increase in behaviour for learning and ability to articulate their learning• An increase in pupil premium children achieving ARE
SEMH needs are addressed and the impact of these is reduced	<ul style="list-style-type: none">• Graduated approach of measure used to target pupil premium children with these needs• Use of North Tyneside Connections• Targeted interventions to help the pastoral needs of pupil premium children• Pupil Premium Children with SEMH needs are more settled and happy at school to achieve well
Wider opportunities – all pupils, regardless of their background, are able to take part in the curricular and extra-curricular opportunities offered by the school	<ul style="list-style-type: none">• Children to take part in visits• Children to meet visitors and people who work in a wide range of roles• Year 4 residential• Pupil Leadership team• Children to represent the school in cultural, charity and sporting events

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leadership Team overview of Pupil premium children and interventions.	<p>There is strong evidence that that School Leaders play a central role in improving education practices through high-quality implementation. They actively support and manage the overall planning, resourcing, delivery, monitoring, and refining of an implementation process.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1 - 5
Development of quality first teaching which is challenging and adapted for all pupils. Specific areas of focus: Phonics, Writing, behaviour for learning and task design.	<p>There is strong evidence that high quality teaching has a disproportionate impact on the attainment of disadvantaged pupils. The Sutton Trust Report suggests that pupils gain more than 40% in their learning with a very effective teacher rather than a purely performing teacher.</p> <p>Developing Behaviour for learning 9School Development target)</p> <p>EEF blog: Leveraging learning behaviours: maximising... EEF</p>	2 - 4
Review and refine the school's approach to phonics and early reading through retraining staff on Little Wandle Phonics Programme	<p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</i></p> <p>Phonics EEF</p> <p>Peer observations to share best practice</p> <p>Teacher Observation - trial EEF</p> <p>Increase the number of scheme books to support guided reading and catch up/keep up groups</p>	2 - 4
Continue to review and refine our approach to writing from	Implementation of the Writing Framework 2025 to enhance our English curriculum and focus on key skills	2 - 4

Nursery to Year 4	<p>Linking Early Years Leaders programme (EEF and Newcastle Research School)</p> <p>Writing focus as school project. How the whole curriculum can support early writing</p> <p>EEF Toolkit: Early Years Toolkit EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target slower graspers for phonic intervention in EYFS and KS1 using Keep Up and Catch Up programmes from Little Wandle.</p> <p>Purchase of new reading books to support guided reading sessions.</p>	<p>Loyalty to a systematic phonics programme has a strong evidence indicating a positive impact on pupils particularly from disadvantaged backgrounds.</p> <p>Rapid Catch-up Letters and Sounds</p>	2 - 4
<p>Experienced Teaching Assistants and HLTA's will deliver SEMH based support programmes tailored to individual needs.</p>	<p>Programmes have been recommended from specialists within North Tyneside and from practitioners have worked externally with the children and families.</p> <p>Social and emotional learning EEF</p> <p>Evidence from the EEF's Teaching & Learning toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</p> <p>Improving Social and Emotional learning in primary schools EEF</p>	1 - 4
<p>Spelling, reading, handwriting and maths interventions carried out by experienced Teaching Assistants and HLTA's</p>	<p>Used recognised programmes and schemes to target specific weaknesses that are a barrier to pupil Premium children achieving ARE</p> <p>Small group tuition EEF</p> <p>The writing framework</p> <p>Principles used to support Pupil Premium and Pupil Premium with SEND</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p>	2 - 4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of approach to behaviour across school, restorative approach and generation of new behaviour policy. Principles used to underpin behaviour for learning attitudes and expectations within lessons.</p>	<p><i>Consistency and coherence at a whole-school level are paramount. Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches. However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.</i></p> <p><u>Improving behaviour in schools</u> EEF</p>	1 - 4
<p>Implement a consistent rewards system based on the Rockcliffe Learning Superpowers to promote behaviour for learning and learning skills.</p>	<p><i>Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom management strategy'</i></p> <p><u>Improving behaviour in schools</u> EEF</p> <p>Rockcliffe Learning Superpowers Our Learning Superpowers are based on the research of leading educationalists, in particular, Shirley Clarke, Guy Claxton and Carol Dweck, who believe that non-cognitive are just as important as intellectual ability. Indeed, research shows that the most persistent, self-disciplined, adaptable and reliable students and professionals outperform those with higher cognitive abilities.</p>	1 - 4
<p>Enhance the educational visits that children are offered. Increase the number of visitors from people who work in industry to raise aspirations.</p>	<p>The EEF recognises the value of enrichment activities such as educational trips in broadening the experiences of disadvantaged pupils. These experiences can enhance learning by providing real-world context to classroom lessons, improving engagement and motivation for Pupil Premium children.</p>	5
<p>Children in all year groups to participate in Beach School and attend the residential in year 4</p>	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><u>Outdoor adventure learning EEF</u></p>	5

Total budgeted cost: £47,545

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Due to the statistically small number of pupils involved we looked at numbers of children not per centages. Pupil premium children achieve well across reading and maths in Years 1 – 4. Pupil premium children achieve less well in writing. In Early years, early reading and writing are the Early Learning Goals which prevent the majority of pupil premium children achieving a Good Level of Development.

Review of previous Head teacher's plan:

Transcription in Writing: This area saw an increase in attainment of pupils at ARE for writing. From internal and external assessment and moderation, transcription skills were sound and other elements of writing were a barrier to achieving ARE which has become part of this year's plans.

Challenge and support all children, including disadvantaged pupils, effectively so that they can apply their knowledge and skills within and across different subjects and programmes of study, make good progress across the curriculum, and achieve success in subjects: Curriculum sequencing reviewed. Internal end of year data showed that pupil premium children achieved broadly in line with non-pupil premium in foundation subjects.

To ensure that all SEND children across school, especially those who are disadvantaged, are challenged and supported effectively so that they make good progress, with any ongoing learning gaps being addressed: Education North Tyneside SEN Audit report and internal data shows that SEN/Pupil Premium children are well supported across the curriculum and make good progress against their starting points.

Externally provided programmes

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

Programme	Provider
School Improvement Service	Education North Tyneside
Behaviour Support Service	Education North Tyneside
Little Wandle	Letters and Sounds A complete Phonics resource to support children
Times Table Rockstars	Times Tables Rock Stars
Communicate to Regulate	NT Language and Communication
Mastering Number	NCTEM
1stClass @ Number	EEF / Edge Hill University
No Tears Handwriting	NHS
Starve Your Anxiety Gremlin	Anxiety UK
Lego Therapy	LCT
Time to Talk	LDA
Scoially Speaking	LDA

Further information (optional)

A new plan for 2025 has been designed since the appointment of a new head teacher and establishment of a new Senior Leadership Team.