



Federation of
Great Ellingham Primary School &
Rocklands Community Primary School



Pupil premium strategy statement – The Federation of Great Ellingham and Rocklands Primary Schools

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.

GE-Great Ellingham

R-Rocklands

School overview

Detail	Data
Number of pupils in school	GE-181 R-69
Proportion (%) of pupil premium eligible pupils	GE- 13% R-22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	December '22
Date on which it will be reviewed	September '23
Statement authorised by	Julie Dekker
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,837
Recovery premium funding allocation this academic year	£6,586
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</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>	£43,423

Part A: Pupil premium strategy plan

Statement of intent

At the Federation of Great Ellingham and Rocklands Primary School we believe in utilising the spending of the Pupil Premium Grant which aligns to the federation SIDP and importantly, also ensuring the schools' ethos remains at the heart of our provision.

We do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. At the Federation of Great Ellingham and Rocklands Primary Schools every child's needs are individually addressed so that support is often bespoke to the child, whether that be in small groups, large groups, the whole school or as individuals, with the budget allocated accordingly. All children are supported to be the very best that they can be now, as well as equipping them with skills to be life-long learners as they transition to Secondary Education.

Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for pupils who are not making the expected progress, with the use of whole class teaching and individualised targeted interventions.
- Addressing external barriers to learning including attendance, SEMH and the challenges parents are facing.

Challenges

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

Challenge number	Detail of challenge
1	Rapid improvement of English for Pupil Premium children. Focusing on the fundamentals of improving speech and language of those children.
2	A number of Pupil Premium children and their families requiring SEMH support post Covid and due to the Cost of Living crisis.
3	Continue to enhance targeted teaching groups in Mathematics with the use of a spiral curriculum and specialist Maths teacher.
4	Ensuring a rich curriculum for Pupil Premium children, including attendance at extra-curricular clubs, educational visits and residentials, as well as access to extended school provision.
5	The cost of living crisis impacting families' abilities to provide school uniform and safety equipment.

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
Rapid improvement of English for Pupil Premium children. Focusing on the fundamentals of improving speech and language of those children.	Achieve progress scores which are closer in line with non-Pupil Premium in Reading and Writing. As well as an increase in the number of Pupil Premium children achieving age expected outcomes in speech and language testing.
A number of Pupil Premium children and their families requiring SEMH support post Covid and due to the Cost of Living crisis.	The number of parents requiring intensive support will reduce as they become more independent at accessing external support following initial input from the federation's Pastoral Lead.
Continue to enhance targeted teaching groups in Mathematics with the use of a spiral curriculum and specialist Maths teacher.	Achieve progress scores which are closer in line with non-Pupil Profile children in Mathematics.
Ensuring a rich curriculum for Pupil Premium children, including attendance at extra-curricular clubs, educational visits and residential.	Pupil Premium children will access all areas of an enriched curriculum with funding support.
The cost of living crisis impacting families' abilities to provide school uniform and safety equipment.	Pupil Premium children will have access to funds which ensure they are provided with the correct school uniform and can access funds to purchase equipment when necessary.

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: £4620

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review September '23
Purchase of WellComms Speech and Language	The EEF suggests, on average children who are involved in communication and language approaches make approximately	1	Strategic use of whole school screening. Identified

intervention strategy. Assessment of children across the whole school followed by targeted interventions.	six months' additional progress over the course of a year.		children who wouldn't have been assumed to have gaps in communication and language skills. Continued use of whole school screening.
Year group specific maths teaching. Needs assessed grouping for some children.	With smaller class sizes, the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Ensuring the children with the greatest need are accessing learning at their ability will ensure greater progress than if they were grouped solely by chronological age.	3	22/23 Great Ellingham 43% of PP children are working at expected or above. 22/23 Rocklands 67% of PP children are working at expected or above.
Whole Federation TA training to support quality first teaching.	The EEF suggests teaching assistants can provide a large positive impact on learner outcomes. With whole federation upskilling, SLT are able to deploy TAs across the schools in roles of support or intervention delivery.	1 and 3	All TAs completed the training. Continue with development of training on resources already in school.

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

Budgeted cost: £12,889

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review September '23
Every class to have a dedicated teaching assistant to run interventions and support quality first teaching.	The EEF toolkit supports the use of teaching assistants and teachers for targeted intervention that is delivered in small groups or on a one-to one basis.	1	TAs are fundamental to the success of children across the Federation. They deliver succinct

			interventions and refer outcomes directly back to teachers to enable them to plan relevant next steps.
A specialist Maths teacher delivers targeted interventions to children across the Federation. Supporting children on the cusp of achieving expected or greater depth.	The EEF toolkit supports the use of teaching assistants and teachers for targeted intervention that is delivered in small groups or on a one-to one basis.	3	6 year 6 PP children at Great Ellingham. 1 went from below to expected. Two maintained above to well above. One remained below but scored a scaled score of 91. The two assessed at well below had significant SEN in addition to their PP identification.

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review September '23
A fulltime Pastoral lead to work with children and families around SEMH.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. However, social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The EEF toolkit goes further to say, parental engagement has a positive	2	At Great Ellingham PP children's attendance was 93% and at Rockland's it was 96%. The Pastoral Lead plays a pivotal role in ensuring children are best prepared to engage with

	impact on average of 4 months' additional progress.		the whole school curriculum to ensure pupil specific best outcomes are reached.
Funding to support Pupil Premium to ensure they receive a rich curriculum of extra-curricular activities, including funded access to extended schools where necessary.	The EEF toolkit shows that participants in the arts, sport, etc., can raise educational outcomes. Further, our Federation has seen positive outcomes for children when they have access to extended school provision which is lead by our Pastoral Lead.	4	PP funding ensured extended provision could be provided to an extremely vulnerable family.
Limited funding is used to ensure children have access to the correct school uniform and safety equipment.	Our school evidence shows that children who are provided with the correct school uniform have increased attendance and positive outcomes in development of self-confidence.	5	PP funding ensured children attended school in the correct uniform ready to start the school day.

Total budgeted cost: £43,509