



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-179 R-75
Proportion (%) of pupil premium eligible pupils	GE- 11% R-%19
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24
Date this statement was published	December '23
Date on which it will be reviewed	September '24
Statement authorised by	Julie Dekker
Pupil premium lead	Julie Dekker
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## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50295
Recovery premium funding allocation this academic year	£4827.50
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£55122.50

# 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:

- Ensuring every child has access to high quality teaching and learning.
- 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.
- Provide varied opportunities across the wider curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Continued closing of the gap in English for Pupil Premium children. Focusing on the fundamentals of improving speech and language of those children and monitoring the impact this development has on enhancing writing outcomes.
2	A number of Pupil Premium children and their families require SEMH support directly sought from school as a result of significant funding cuts in other areas of social and medical support.
3	Continue to enhance targeted teaching groups in Mathematics with the use of a spiral curriculum and specialist Maths teacher.

4	Extending our curriculum to ensure every Pupil Premium child receives a rich and diverse curriculum which reaches beyond the classroom curriculum and inspires them to engage in activities where their engagement is possibly impacted by the social economic circumstance.
5	The cost of living crisis impacting families' abilities to provide equipment required for the school day or engaging fully in the wider curriculum.

## 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
Continued closing of the gap in English for Pupil Premium children. Focusing on the fundamentals of improving speech and language of those children and monitoring the impact this development has on enhancing writing outcomes.	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 require SEMH support directly sought from school as a result of significant funding cuts in other areas of social and medical support.	The support required from the Pastoral Lead overtime will decrease as families become more self-sufficient. Monitored on a case by case basis.
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.
Extending our curriculum to ensure every Pupil Premium child receives a rich and diverse curriculum which reaches beyond the classroom curriculum and inspires them to engage in activities where their engagement is possibly impacted by the social economic circumstance.	All Pupil Premium children will access all areas of an enriched curriculum with funding support.
The cost of living crisis impacting families' abilities to provide equipment required for the school day or engaging fully in the wider curriculum.	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: £21589.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review September '24
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	At GE 30% of the PP children achieved expected at the end of year 6. The other two children were pKS2 and have received an adapted curriculum.  At R 100% of the PP children achieved at expected.
Training	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.	3	TA training ensures all adults across the Federation feel confident to support and deliver the curriculum and smaller intervention groups.

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

Budgeted cost: £4,900

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review September '24
A specialist Maths teacher delivers targeted interventions to children across the Federation, including the purchase of teaching resources. 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	At GE 1 child went from well below to expected. 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: £28,633

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review September '24
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 impact on average of 4 months' additional progress.	2	At Great Ellingham PP children's attendance was 94% and at Rocklands it was 95%.  The Pastoral Lead plays a pivotal role in ensuring children are best prepared to engage with 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.	<p>The EEF toolkit shows that participants in the arts, sport, etc., can raise educational outcomes.</p> <p>Further, our Federation has seen positive outcomes for children when they have access to extended school provision which is lead by our Pastoral Lead.</p>	4	PP funding continues to ensure extended school provision can be provided across the federation to vulnerable families. Residential funding in place for PP children.
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: £55122.50**