

Rushton Primary School Pupil Premium Strategy 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

The statement has been completed inline with the guidance on [using pupil premium](#).

School Overview	
Detail	Data
School name	Rushton Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	11% (11 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Willis
Pupil premium lead	Alison Willis
Governor / Trustee lead	Nichola Taheri

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£19,324.00
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2481
Total budget for this academic year	£23,805.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery.

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:

- Spend the money wisely to ensure that any gaps in progress and attainment between socially disadvantaged pupils and their peers are closing.
- Provide early intervention and support for all socially disadvantaged pupils.
- Provide effective support for pupils, parents and families to ensure that children are ready to learn every day.
- Have effective systems in place for identifying those pupils eligible for pupil premium and for tracking the progress they make as a result of interventions.
- Regularly monitor and review the effectiveness of our spending and to share this information with parents, Governors and staff.

Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement at home with learning – reading / homework resulting in lower attainment, confidence and self esteem
2	Pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers

3	Underdeveloped oral language skills and vocabulary gaps resulting in Literacy and Numeracy skills being lower than age expectation
4	Engagement in extra-curricular activities to broaden life experiences has a lower take up than other pupils in the 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 pupils have a stronger perception of themselves as a learner.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, writing data and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that 72% of disadvantaged pupils met the expected standard over the next 3 years.
Improved phonic attainment for disadvantaged pupils at the end of KS1.	KS1 phonic outcomes show that 100% of disadvantaged pupils met the expected standard.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced teacher / TA from school to carry out small group interventions in identified areas of need in maths and reading	<ul style="list-style-type: none"> Research (Oxford Language Report) shows that limited vocabulary acquisition can cause weaker comprehension skills, slower than expected progress in reading and writing issues with reading national test papers, negative behaviour and poor attendance rates. EEF research shows that small group activities once a week for 12 weeks has a progress rating of +3months. 	2,3,4
Self-efficacy project- teachers identify areas that are impacting on children's ability to learn (e.g resistance to challenge) and adapt teaching to address this	Meta cognition and self regulation has a high impact on the learning of children (EEF). This project is low cost and aimed at those identified through the project as lacking confidence in their learning and a lack of willingness to engage with challenge.	1,2,3,4

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

Budgeted cost: £5,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths interventions led by UPS teacher. Small groups at a time of approx. 8 per year group each half term	EEF-improving mathematics-use structured interventions to provide additional support.	3

Small group interventions in reading and phonics	Phonics and reading skills Oral Language Interventions -high impact (EEF)	2,3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital - use of trips, clubs and in school visitors to widen children's experiences	Cultural capital describes the knowledge, tastes and attitudes we develop from the environment in which we grow up such as what we know, the clothes we wear, the way we speak and our likes and dislikes, by	1,4
Use of Family Support worker to work alongside families who are having difficulties with attendance	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Develop support for parents and carers by: <ul style="list-style-type: none"> Reinstating the stay and play session for preschool children. Coffee mornings for the families of EYFS and KS1 Parent workshops to upskill parents on how to support their child at home.	EEF research shows that parental engagement strategies are typically more effective with parents of very young children. Therefore, the aim of targeting younger families will help to support the parental engagement as the children progress through the school. Parental engagement EEF (educationendowmentfoundation.org.uk)	1

<p>£100 virtual voucher for each PP child which supports families access:</p> <ul style="list-style-type: none"> • New experiences including trips and residential. • Uniform • Out of schools clubs <p>Access to external swimming lessons, brownies, cubs etc</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to allocate specific funding that enables specific families to access the wider curriculum i/e trips, residential, as well as uniform etc. This enables:</p> <ul style="list-style-type: none"> • A more developed self esteem and the feeling of belonging • Help widen children's experiences to build high quality vocabulary. <p>Support parents in returning to work by providing support with the cost of after school or breakfast clubs.</p>	<p>1,4</p>
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Total budgeted cost:	£23,805.00
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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.

During the pandemic last academic year our disadvantaged families experienced a huge impact. We supported families with offering them a school place and providing families at home with an iPad and food vouchers.

Our PP families were contacted by members of staff on a weekly basis to support with learning and their mental health and welfare checks.

When the children were in school, work was done to support the children's mental health and self esteem, a long with other challenges.

Purple mash was purchased to support the children with a child friendly online programme that allowed them to access learning where they were.