

Pupil premium strategy statement



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.

School overview

Detail	Data
School name	Rusper Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nick Avey (headteacher)
Pupil premium lead	Nick Avey (headteacher)
Governor / Trustee lead	Amit Kapadia

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,897
Recovery premium funding allocation this academic year	£__
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year 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.

We will consider the challenges faced by vulnerable pupils, such as those who have less access to reading support outside of school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Evidence from internal assessment, observation and discussions with pupils identifies delay in the development of oracy and vocabulary in disadvantaged pupils.</p> <p>Baseline assessments on entry to YR over the last two years show that disadvantaged pupils are less likely to arrive at school meeting age related expectations.</p>
2	<p>Evidence from internal assessment, observation and discussions with disadvantaged pupils identifies gaps to non-disadvantaged pupils in acquisition of phonics skills.</p> <p>Over the last three years, pupils from disadvantaged backgrounds account for between 50-75% of those not meeting the expected standard at Y1.</p>
3	<p>Evidence from internal observation and discussions with pupils and parents identifies limited support for reading at home and lack of access to high quality texts at home. The development of reading skills (and reading for pleasure) is underdeveloped in disadvantaged pupils.</p> <p>School assessment data from 2019-2021 shows the impact of COVID Lockdowns has lengthened the attainment gap between disadvantaged and non-disadvantaged pupils in reading.</p>
4	<p>Evidence from internal assessment, observation and discussions with disadvantaged pupils identifies a lack confidence in core number skills among disadvantaged pupils.</p> <p>School assessment data from 2019-2021 shows the impact of COVID Lockdowns has lengthened the attainment gap between disadvantaged and non-disadvantaged pupils in maths.</p>
5	<p>Internal evidence from observations and behavioural records identify a lack of emotional resilience and underdeveloped positive learning behaviours in disadvantaged pupils.</p> <p>Internal data drawn from dialogue with disadvantaged families shows access to extra-curricular opportunities is restricted among disadvantaged pupils.</p>
6	<p>Internal attendance data shows (allowing for COVID factors) shows persistent absence is highest among disadvantaged pupils. Reduced access to quality teaching is a key contributory factor in the attainment gaps for disadvantaged pupils when compared to non-disadvantaged pupils.</p>

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
1. 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 and ongoing formative assessment.
2. Improved acquisition of phonics skills among disadvantaged pupils in KS1.	By 2025, $\geq 75\%$ of disadvantaged pupils will have met expected standard in phonics by the end of Y2.
3. Improved reading progress for disadvantaged pupils at end of KS2.	By 2025, the progress scores (from prior attainment) for disadvantaged pupils in reading will be consistently above average; and will be higher than for non-disadvantaged pupils, thus a closing of gaps in relation to peers.
4. Improved maths progress for disadvantaged pupils at end of KS2.	By 2025, the progress scores (from prior attainment) for disadvantaged pupils in maths will be consistently above average; and will be higher than for non-disadvantaged pupils, thus a closing of gaps in relation to peers.
5. To achieve and sustain improved positive behaviours for learning and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained good behaviours for learning and high levels of wellbeing (specifically self-esteem) from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying and incidents of unkind behaviour • maintained high levels of participation in enrichment activities, particularly among disadvantaged pupils
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue developing and embedding dialogic activities to build vocabulary across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Discrete vocab teaching in</p> <ul style="list-style-type: none"> - Classroom environments – key phonemes and words displayed - Foundation subjects via Knowledge Notes - Maths via pre-teaching <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Planned Training includes</p> <ul style="list-style-type: none"> - Adapting the Curriculum for learners with SEN - Semantic Vocabulary Development 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1.</p>
<p>Secure improved teaching of synthetic phonics in YR-Y3.</p> <p>Secure improved quality first teaching and targeted feedback/support for reading in all year groups.</p> <p>We will develop all staff awareness of synthetic phonics by funding training for our validated synthetic phonics scheme.</p> <p>Planned Training includes</p> <ul style="list-style-type: none"> - Whole School 'Song Of Sounds Training' <p>Purchase NESSY online licenses to support core phonic, reading and spelling skills.</p> <p>Target and facilitate NESSY use with disadvantaged cohort to accelerate progress</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2.</p>

<p>Enhancement of our comprehension strategies teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Embedding use of 'VIPERS' resources and fund teacher release time to plan, embed and monitor the implementation of the VIPERS scheme in school.</p> <p>Purchase NESSY online licenses to support core reading and spelling s</p>	<p>There is strong evidence that high quality teaching of reading comprehension techniques (along with phonics and oracy) improves elements of cognition and in turn learning outcomes for pupils at the primary phase; particularly those with lower attainment.</p> <p>Reading Framework-Comprehension-DfE Teaching and Learning Toolkit-Reading Comprehension Strategies-EEF</p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Focus on reducing low-self esteem / improving confidence of disadvantaged in maths</p> <p>We will fund teacher release time to</p> <ul style="list-style-type: none"> - Observe good Practice in other schools Eg Pre-Teaching of maths - Plan and monitor the development of Pre-Teaching in maths 	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	

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

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy NELI intervention in YR and Y1 to improve the early development of Oracy.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1.
<p>Use individual and small group Phonics tuition (in addition to quality first teaching) to accelerate the acquisition of phonics skills with targeted pupils.</p> <p>We will fund release time for school led tutors to undertake training</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	2

	Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Use individual and small group reading tuition (in addition to quality first teaching) to accelerate the acquisition of reading comprehension skills. We will use reading volunteers to hear readers on a 1:1 basis.	In conjunction with quality first teaching of reading comprehension techniques in class, small group teaching of reading comprehension allows for effective adaptation of teaching to meet specific needs; including ensuring text level is appropriate and teacher/pupil dialogue is focussed. Teaching and Learning Toolkit-Reading Comprehension Strategies-EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Use individual and small group maths tuition (in addition to quality first teaching) to improve the acquisition, retention and application of core number skills.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will facilitate significantly more emotional literacy intervention units with targeted pupils with the aim of improving self-esteem, well being and positive behaviours for learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Whole school engagement in anti-bullying activities, including workshops on identity and revision of Anti Bullying Policy.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Access to school enrichment activities including <ul style="list-style-type: none"> - Residential school trips (cost support for PGL) - Day trips out - Enrichment days in school including swimming 		

<ul style="list-style-type: none"> - School events - School clubs 		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for attendance officers to monitor attendance and develop and implement new procedures and to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

Total budgeted cost: £ 16,000

Part B: Review of outcomes in the academic year 2021-2022

Pupil premium strategy outcomes

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> - <i>NELI intervention (YR & Y1)</i> - <i>Word mastery intervention (Y2, Y3, Y5 and Y6)</i> - <i>Quality First discrete vocabulary teaching</i> <p>Triangulated monitoring – Learning walks, work scrutiny and pupil conferencing shows increased confidence in use of vocabulary in verbal contributions during lessons and in written work. Clearest improvements are in science, history, geography and RE. More work required in maths.</p>
<p>Improved acquisition of phonics skills among disadvantaged pupils in KS1.</p>	<ul style="list-style-type: none"> - <i>20 weeks at 30 mins p/w of discrete phonics tuition for 2 disadvantaged pupils in Y2 and 3.</i> - <i>25 weeks at 1 hr p/w of discrete phonics support for pupil in Y5</i> <p>1 pupil in Y1 and 1 pupil in Y2. Neither passed phonics screen.</p> <p>Progress from start point was better than average progress for non-disadvantaged peers.</p> <p>Y5 pupil made gain of +34 phonemes over 21-22</p>
<p>Improved reading progress for disadvantaged pupils at end of KS2.</p>	<ul style="list-style-type: none"> - <i>20 weeks at 30 mins p/w of discrete reading tuition for 6 disadvantaged pupils in Y2, 3, 5 and 6</i> - <i>25 weeks at 1 hr p/w of discrete reading support for pupil in Y5</i> - <i>Reading volunteer for 5 pupils in KS2 2-3 x 15 mins p/w</i> <p>7 across pupils have made an average gain of + 14 standardised score points in reading assessments. Progress from start point was better than non-disadvantaged peers.</p> <p>In Y6, 2 pupils had an average of +5 progress points from Y2 to Y6.</p>
<p>Improved maths progress for disadvantaged pupils at end of KS2.</p>	<ul style="list-style-type: none"> - <i>20 weeks at 30 mins p/w of discrete core number tuition for 6 disadvantaged pupils in Y2, 3, 5 and 6</i> - <i>25 weeks at 1 hr p/w of discrete number support for pupil in Y5</i> <p>7 across pupils have made an average gain of + 5 standardised score points in reading assessments. Progress from start point was worse than non-disadvantaged peers.</p> <p>Progress in maths to be a key focus in 22-23</p>
<p>Improved positive behaviours for learning and wellbeing for all pupils in our school,</p>	<ul style="list-style-type: none"> - <i>4 x 30 min p/w x 10 week ELSA/ Learning mentor support for disadvantaged pupils</i>

<p>particularly our disadvantaged pupils.</p>	<p><i>Excellent participation in a range of enrichment events</i></p> <ul style="list-style-type: none"> - <i>Football Competition x 4 disadvantaged pupils</i> - <i>Girls Football competition x 1 disadvantaged pupils</i> - <i>Horsham parade x 1 disadvantaged pupil</i> - <i>Lacrosse Competition x 3 disadvantaged pupils</i> - <i>School 150th anniversary x 9 disadvantaged pupils</i> <p>1 x 1 Day external suspension for 1 disadvantaged pupil.</p> <p>Learning behaviours were a concern for 2 disadvantaged pupils. These showed significant improvement across school year.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Persistent absence 18% for whole school during 21-22.</p> <p>3 out of 9 disadvantaged pupils had persistent absence.</p> <p>This remains a key focus for 22-23</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Power of Reading	CLPE
Curriculum Unity Schools membership	Curriculum Unity Schools Project
KAPOW resources	KAPOW