

# 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	9.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nick Avey (headteacher)
Pupil premium lead	Nick Avey (headteacher)
Governor / Trustee lead	Emma Milnes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7622
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9622

# 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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying and incidents of unkind behaviour</li> <li>• maintained high levels of participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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"> <li>• 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%.</li> <li>• 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.</li> </ul>

## 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: £ 4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1.
<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 develop all staff awareness of synthetic phonics by funding training for our validated synthetic phonics scheme.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2.
<p>Enhancement of our comprehension strategies teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will purchase 'VIPERS' resources and fund teacher release time to plan, embed and monitor the implementation of the VIPERS scheme in school.</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><a href="#">Reading Framework-Comprehension-DfE Teaching and Learning Toolkit-Reading Comprehension Strategies-EEF</a></p>	3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed and monitor key elements of guidance in school.</p>	<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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later</p>	

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy NELI intervention in YR and Y1 to improve the early development of Oracy.	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: <a href="https://www.educationendowmentfoundation.org.uk/oracy/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1.
Use individual and small group Phonics tuition (in addition to quality first teaching) to accelerate the acquisition of phonics skills with targeted pupils. We will fund release time for school led tutors to undertake training	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: <a href="https://www.educationendowmentfoundation.org.uk/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Use individual and small group reading comprehension tuition (in addition to quality first teaching) to accelerate the acquisition of reading comprehension skills. We will fund release time for school led tutors to undertake training  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. <a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit-reading-comprehension-strategies">Teaching and Learning Toolkit-Reading Comprehension Strategies-EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: £ 1,500

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: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	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: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for attendance officers to monitor attendance and develop and implement new procedures and to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

**Total budgeted cost: £ 9,500**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was low in comparison to non-disadvantaged peers, the outcomes we aimed to achieve in our previous strategy by the end of 2023, were therefore not fully on track by the end of 2021 .

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of direct online teaching and online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was higher than in the preceding 2 years at 96.4%, and was higher than the national average. However, at times when all pupils were expected to attend school, persistent absence among disadvantaged pupils was 10% higher than their peers. These gaps are negatively affecting outcomes for disadvantaged pupils, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide ELSA training and subsequent wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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
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Power of Reading	CLPE
Curriculum Unity Schools membership	Curriculum Unity Schools Project
KAPOW resources	KAPOW