

Rudston Primary School

Pupil Premium Strategy Statement

2021/2024

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	Rudston Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	9.26%
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	29th September 2021
Date on which it will be reviewed	Reviewed March 2021 Updated July 2022 Dec 2022
Statement authorised by	Wendy Walters (HT) Chris Ball (Chair of Governors) Angela Allen (LSIP)
Pupil premium lead	Wendy Walters
Governor / Trustee lead	Clare Morrey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,525
Recovery premium funding allocation this academic year	£5,800
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	£70,325

Part A: Pupil premium strategy plan

Statement of intent

Rudston Primary School Pupil Premium Principles

To implemented a curriculum which provides teaching and learning opportunities which meet the needs of all of our pupils.

To support any pupils who are categorised as 'disadvantaged' or at risk of being unable to access learning effectively.

To provide an effective provision for all pupils who belong to vulnerable groups, including ensuring that the needs of children who are in receipt of pupil premium funding are effectively identified and supported.

To ensure all pupils are able to access the full range of school extra-curricular activities and events.

In making provision for pupils, we recognise that not all pupils eligible for PPG will be disadvantaged. We also understand that not all pupils who are disadvantaged are registered or qualify for PPG.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and engagement in remote learning during lockdown
2	Lack of love of reading and reading for pleasure impacting on poor comprehension skills
3	Poor editing skills to correct spelling and grammar errors
4	Application of basic skills in problem solving situations
5	18% of our pupil premium children also fit into another vulnerable group such as having an additional special educational need

Additional contextual challenges:

- *Cross over of PP children who are SEN (7/40)*
- Low numbers of PP children in each year group

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
<i>Improve attendance of PP children (2020/21 recorded a 4% difference between PP and non PP)</i>	Attendance of PP children is in line with non PP and above 97%
Improve engagement in reading of PP children to ensure PP children achievement in reading is in line with non PP children both ARE and above ARE	PP children will develop a love of reading. PP children demonstrate improved access to reading via school libraries, Bug Club and Google Classroom activities.
Improved writing outcomes for PP children as a result of greater independence in editing of spelling and grammar	PP children are actively self-editing writing using editors and all the time toolkits
Improved maths outcomes for PP children as a result of greater application of basic skills in problem solving	PP children have secure basic skills which they consistently apply in problem solving contexts

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employ additional teacher to allow Y6 to work across 3 classes in groups of 20</i></p> <p><i>£5,500 – 15% of total (15% of Y6 are PP) plus £5,000 classroom set up costs</i></p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</p> <p>Smaller classes impact upon learning if the reduced numbers allow teachers to teach differently. The smaller classes will allow:</p> <ul style="list-style-type: none"> ● increased flexibility for organising learners ● improved quality and quantity of feedback the pupils receive ● flexibility of teaching strategies to allow greater access to group work, research and pupil focused teaching (linked to CDP programme) 	2,3,4
<p><i>On-going CPD for all teaching staff (teachers and LSPs</i></p> <ul style="list-style-type: none"> ● <i>Mark Burns</i> ● <i>SIL subject briefings</i> ● <i>Access to CPD from range of providers including Maths Hub</i> 	<p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.</p> <p>CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes compares to the impact of having a teacher with ten years’ experience rather than a new graduate. CPD also has similar attainment effects to those generated by large, structural reforms to the school system.</p> <p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p>	2,3,4

	<p>Teacher CPD may be a cost-effective intervention for improving pupil outcomes: while there are other interventions with a larger impact on pupil attainment, such as one-to-one tutoring, these programmes are typically far more expensive.</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions. Large, structural changes to the school system, while as effective at improving pupil outcomes, incur substantial costs in terms of staff turnover and dissatisfaction.</p>	
<p><i>The teacher in charge of SEND and the PP lead will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils</i></p>	<p>http://maximisngtas.co.uk/assets/content/ta-guideportrait.pdf</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSPs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	
<p><i>Employ additional teacher (0.2) allow release time for subject leaders - Additional teacher will release DHT to provide high quality release time for teachers to access CPD while maintaining quality first teaching £2000 – 9% of total</i></p>	<p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>CPD programmes that make allowances for workload and limited teacher time are also likely to be more effective. High teacher workload represents one of the greatest obstacles to accessing CPD; interventions are likely to see success if they are both attractive and strive to minimise the demands placed on teachers.</p>	2,3,4

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focused reading intervention with Bertie, school dog</i>	<p>https://www.sciencedaily.com/releases/2019/12/191202102040.htm</p> <p>"The findings showed that children spent significantly more time reading and showed more persistence when a dog -- regardless of breed or age -- was in the room as opposed to when they read without them," says Rousseau. "In addition, the children reported feeling more interested and more competent."</p>	2
<i>Weekly access to school library – purchase of new books to develop engagement and love of reading</i>	<p>https://cls.ucl.ac.uk/cls_research/reading-for-pleasure/</p> <p>"The analysis found that children who were read to regularly by their parents at age 5 performed better in tests at age 16 than those who were not helped in this way."</p> <p>"made more progress in maths as well as vocabulary, between the ages of 10 and 16, than those who read rarely or never."</p>	2,4
<i>Toe by Toe and Stareway to spelling individual interventions delivered by trained LSP daily</i>	<p>In school monitoring of Toe by Toe during 2020/2021 has seen dramatic improvements in spelling and application in reading and writing. This year we have invested in the follow up extension programme of Stareway to spelling to further support and embed spelling skills</p>	2,3
<i>Pre and post teaching</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Pre and post teaching is effective in raise confidence and self-esteem in disadvantaged children, allowing them to be fully included in class sessions</p>	2,3,4

<p><i>Small group intervention and pick up time</i></p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>Higher attainment in core areas indicates better life chances</p> <p>Reading a wide variety of genres will support vocabulary acquisition</p> <p>Development of basic skills will support progress in writing and maths</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole school attendance awards- Individual Class</i></p> <ul style="list-style-type: none"> ● Certificates ● Prizes ● Newsletters ● Website ● Twitter ● EWO support 	<p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	<p>1,2,3,4</p>
<p><i>Access to extra-curricular clubs, trips, visitors</i></p>	<p>Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these</p>	<p>1,2,3,4</p>
<p><i>Access to learning and wellbeing mentor (10% of cost) – focused pastoral support to improve attendance and equip pupils with social and emotional skills to access learning</i></p>	<p>Support for families of pupils with persistent absenteeism to attend school on a regular basis</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring#:~:text=On%20average%2C%20mentoring%20appears%20to,positive%20impact%20on%20academic%20Outcomes.&text=Some%20studies%20have%20fou</p>	<p>1,2,3,4</p>

	<p>nd%20more,to%20school%2C%20attendance%20and%20behaviour.</p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p>	
<p><i>To develop parental engagement and build home school links</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	

Total budgeted cost: £ 70,000

Part B (i): Review of outcomes in the 2020/2021 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.

Key:-Progress tracking from EYFS prior attainment

Red – less than expected progress

Green – expected progress

Purple – more than expected progress

*July 2021 data

Year group	Reading	Writing	Maths
Y1 (1)	0%	0%	0%
	100%	100%	0%
	0%	0%	100%
Y2 (7)	28.6%	28.6%	42.9%
	71.7%	71.7%	57.2%
	0%	0%	0%
Y3 (5)	40%	40%	60%
	60%	60%	40%
	0%	0%	0%
Y4 (10)	30%	40%	60%
	60%	50%	40%
	10%	10%	0%
Y5 (7)	42.9%	14.3%	14.3%
	43.1%	56.6%	71.4%
	14.3%	28.8%	14.3%
Y6 (

During the lockdowns in 2020/2021 12 PP children accessed full time provision at school and many PP children where loaned technology to support access to remote learning (15 – chrome books, 6 routers).Despite this there was poor engagement by many PP children which has resulted in limited progress.

The key impact of COVID during 2020/2021 was the barrier to implementing small group and individual intervention to the most disadvantaged children.

Targeted interventions will be implemented in 2021/2022 to support these children in making accelerated progress. Targets will be set during pupil progress meetings and will be based on prior attainment and will be tracked termly by class teacher and assessment lead.

Part B (ii): Review of outcomes in the 2021/2022 academic year

Pupil premium strategy outcomes - PPG pupils only

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Whole school data:

subject	20/21 % at ARE+	21/22 % at ARE+
Reading	42.9	46.7
Writing	35.7	46.7
Maths	38.1	48.9
combined	31	35.6

Key Stage Outcomes

subject	Key stage 1		Key stage 2	
	18/19	21/22 (only 1 child)	18/19	21/22
Reading	45	100	50	88
Writing	36	100	42	63
Maths	45	100	42	63

Our internal assessments during 2021/22 and end of key stage assessments demonstrates that the performance of disadvantaged pupils is improving from in-house 20/21 data and external 21/22 end of KS data. Though the difference between PP and non PP has not closed it is diminishing.

This data indicates that there has been a significant impact of the actions within the strategy. These actions will continue into 22/23 (with the exception of additional staffing Y6).

Attendance will continue to be a focus, in line with national drive to improve attendance after COVID 19. 18/19 we had a 0.9% difference in attendance between PP (96.6) and whole school (97.5) however in 21/22 we have recorded difference of 5.2% in attendance between PP (89.2) and school (94.7). This difference has been greatly impacted by 2 PP children who have extremely low attendance (3.8% and 8.1%) – these children are receiving additional support. These gaps are larger than in previous years, 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 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

Programme	Provider
NELI- The Nuffield Early Language Intervention	ELKLAN
Nessy	Nessy Learning Ltd,
Spelling Shed	Education Shed Ltd
Maths Shed	Education Shed Ltd
TTRockStars	Maths Circle Ltd
NumBots	Maths Circle Ltd
WhiteRose Maths	WhiteRose Maths

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £930 and this was pooled together with the total PP funding allocation
What was the impact of that spending on service pupil premium eligible pupils?	The 2 x Y6 achieved ARE combined at end of Y6 but 1 child targeted to achieve GD in Y6 SATS