

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	Russell Hall Primary School
Number of pupils in school	224 including Nursery
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrea Grist (Headteacher)
Pupil premium lead	Lucy Bailey
Governor / Trustee lead	Kristian Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,000
Recovery premium funding allocation this academic year	£2103 (Autumn Term)

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	£82103

Part A: Pupil premium strategy plan

Statement of intent

The research conducted by the EEF on developing an effective Pupil Premium strategy was used when writing this strategy. It is important for us as a school to consider the contexts of our families and children and the subsequent challenges they face. The use of the Pupil Premium funding is used to ensure that disadvantaged pupils make progress in line with non-pupil premium pupils. We want our pupils to have the same opportunities and experiences as their peers in school and not be disadvantaged in anyway. The plan has been written through careful identification of our individual pupil's needs and backgrounds. We want to support our families to engage well with school and provide our pupils will an all-round supportive education.

Common barriers to learning faced by disadvantaged children can be less support at home, weaker language and communication skills, lack of confidence, more frequent social and emotional difficulties and attendance and punctuality issues. There may also be more complex family situations which can prevent children from flourishing and reaching their potential.

Our objectives are:

- ◆ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils and ensure pupils achieve in line with ARE
- ◆ To ensure that children develop a rich vocabulary and have improved communication skills
- ◆ To ensure our disadvantaged pupils are not hindered by lack of resources (ICT, trips, experience days)
- ◆ To improve attendance and ensure children are well supported returning to school post COVID closures
- ◆ To continue to improve parental involvement in all areas of school life
- ◆ To develop cultural capital ensuring our children are prepared for the next steps in their lives

We aim to do this through

- ◆ Ensuring that high quality teaching and learning opportunities meet the needs of all pupils
- ◆ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups
- ◆ Careful identification of pupil's individual needs and recognising that not all children receiving Pupil funding will be in receipt of interventions at one time

- ◆ Ensuring that children who are PP and also have SEND are quickly identified so that appropriate support can be put in place

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.

Challenges

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

Challenge number	Detail of challenge
1	The gap between Pupil Premium pupils and non-pupil premium pupils achieving in line with national expectations
2	Attendance – on-going impact of children missing learning due to school closures, bubble closures and self-isolation (COVID related)
3	Use of language and extending the children’s vocabulary across school
4	Limited experiences for children linked to National Lockdowns – impacted the development of the pupil’s cultural capital
5	Parental engagement – working together with families to develop engagement in all areas of school life and children’s learning

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
Progress rates for PP pupils to be sustained, in line with non-PP pupils across the school. Attainment to be in line with national average.	PP children will make expected progress in reading, writing and maths and where applicable make more than expected progress to ensure they achieve ARE.
Increased attendance of PP pupils across school and a reduced gap between PP and non-PP pupils' attendance.	All pupils to have above 96% attendance in school over the year.
Pupils in reception and nursery to have access to a language rich environment, Ensuring their communication and language skills are in line with their peers.	Communication and language skills to be developed by all children. Speech and language concerns to be reported to school SENCO who will ensure adequate support and if relevant SALT intervention.

<p>Ensuring EYFS parents are involved in their children's learning and develop ways of helping them to support their children's language development. A focus on the use of tiered vocabulary to be evident across all subjects.</p>	<p>All subjects to develop vocabulary teaching through a tiered approach ensuring key vocabulary is learnt and retained by children.</p>
<p>All children to have access to the same resources and experiences and not be disadvantaged in any way.</p>	<p>The curriculum has been reviewed post COVID to ensure that the children have access to memorable and engaging learning experiences, thus will contribute to their cultural capital.</p>
<p>Ensuring that parental involvement increases across school. Parents to feel well supported in how to help their child at home.</p>	<p>Attendance to events and workshops to be increased. Parents to be reading with children more regularly at home and understand the importance of this.</p>

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: £33799

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive a high standard of quality first teaching which is engaging and challenging and meets the individual needs of pupils by:</p> <ul style="list-style-type: none"> ◆ Ensuring teaching in all subjects across the curriculum is of a high standard and as a result PP pupils make good or more progress ◆ Ensuring teachers and support staff give children feedback on their learning ◆ Ensuring that staff receive high quality CPD opportunities 	<p>EEF toolkit states that teachers providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>The mastery approach is also well researched and demonstrates a positive impact on children's learning.</p> <p>Feedback + 6 months Mastery approach + 5 months</p>	<p>1, 3,</p>
<p>To raise attainment in Phonics to ensure that pupils are securely decoding and reading fluently by the end of year 1 by:</p> <ul style="list-style-type: none"> ◆ Ensuring that the SSP is consistently taught across EYFS and Year 1 ◆ Ensuring children falling behind are quickly identified and provided with keep-up support 	<p>EEF Toolkit states that Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress</p> <p>Phonics + 5 months</p>	<p>1, 3</p>

♦ Regular assessments of pupils phonic knowledge to identify gaps in learning		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £24504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE by the end of the year.</p> <p>PP pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> ♦ Year 6 morning booster group – focus children are to be supported with gaps in learning to ensure they catch up ♦ Year 5 after school interventions - focus children are to be supported with gaps in learning to ensure they catch up 	<p>The EEF toolkit states that all of these strategies have a positive impact on that attainment and progress of PP pupils.</p> <p>One to one tuition + 5 months</p> <p>Small group tuition + 4 months</p> <p>Mastery learning + 5 months</p> <p>Extending school time + 3 months</p> <p>Phonics + 5 months</p>	1, 2,3
<p>Additional phonics sessions targeted at pupils who need to catch up including disadvantaged pupils.</p> <ul style="list-style-type: none"> ♦ Targeted support groups - Year 1 children ♦ Reception children to have a focus on GPC catch up 	<p>Phonics approaches has 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 a regular session over a period of over up to 12 weeks (EEF toolkit).</p> <p>Phonics + 5 months</p>	1, 3

<p>Engage in programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Strategies include:</p> <ul style="list-style-type: none"> ◆ WELLCOMM screening intervention for Early Years children ◆ Commissioned SALT (1/2 day a fortnight) ◆ Use of support staff when delivering high quality guided reading sessions focusing on vocabulary and comprehension skills ◆ Targeted interventions with FAPLO (time to talk, socially speaking) 	<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: Oral language interventions EEF + 6 months.</p>	<p>1, 3</p>
<p>Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Strategies include:</p> <ul style="list-style-type: none"> ◆ School to employ an academic mentor to work across school focusing on literacy interventions ◆ Catch up interventions across school delivered by support staff 	<p>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 (EEF toolkit + 5 months) and in small groups (EEF +4 months).</p>	<p>1, 3</p>

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

Budgeted cost: £23884

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on a range of SEND (including SEMH, behaviour) strategies and approaches with the aim of developing pupils well-being. This includes working closely with families and external services.</p>	<p>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 (EEF toolkit +4 months).</p> <p>Both Targeted interventions and universal approaches can have positive effects (EEF +4 months)</p>	1, 5
<p>Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. The school's FAPLO will be used to implement strategies and 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>	2
<p>Support for pupils with their emotional health and well-being including access to counselling services</p>	<p>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 (EEF toolkit +4 months).</p>	4
<p>Supporting pupils and families to ensure they are not limited to resources and can access a full education, these include:</p> <ul style="list-style-type: none"> ◆ Subsidised trips and visits to ensure all pupils develop their cultural capital ◆ Subsidised after-school clubs and music lessons ◆ Uniform vouchers ◆ All children are provided with stationery and book bags 	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (EEF toolkit +3 months_</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p>	4, 5

Total budgeted cost: £ 82187

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.

Outcome A - Decrease the gap between PP and Non PP across all Key Stages

Reading			
	PP	Non PP	
Y1	80.0	52.2	+28.8
Y2	66.7	80.0	-13.3
Y3	58.3	82.4	-24.1
Y4	88.9	76.2	+12.7
Y5	71.4	63.6	+7.8
Y6	66.7	57.9	+8.8

Writing			
	PP	Non PP	
Y1	85.7	87.0	-1.3
Y2	77.8	90.0	-12.2
Y3	75.0	94.1	-19.1

Y4	100	90.5	+9.5
Y5	85.7	90.9	-5.2
Y6	91.7	84.2	+7.5
Maths			
	PP	Non PP	
Y1	80.0	73.9	+6.1
Y2	88.9	90.0	-1.1
Y3	91.7	88.2	+3.5
Y4	100	76.2	+23.8
Y5	71.4	63.6	+7.8
Y6	83.3	73.7	+9.6

Our internal assessments during 2020/21 suggest that the performance of disadvantage pupils was mixed as some areas for example maths were higher but writing was lower in some year groups lower. Our assessments of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted the pupils learning over the past 18 months. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils however some of our pupils did make pleasing progress in areas of their learning.

Overall attendance for 2020/21 was lower than previous years at 95.1% however FFT suggest that the national average was around 93% which would make our school higher than the national average. Attendance for disadvantaged pupils was _____

Our assessment and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact as 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

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
National Tutoring Programme	Pearson, Third Space learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.