

Pupil premium strategy statement – Russell Hall Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206 (not including nursery)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr Andrew Grant
Pupil premium lead	Miss Lucy Bailey
Governor / Trustee lead	Mr Kristian Blackburn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,000
Recovery premium funding allocation this academic year	£7105
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£68,105

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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We want all 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.

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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap remains around 20% lower for disadvantaged pupils compared to non-disadvantaged pupils at the end of KS2.
2	Internal and external assessments indicate that Phonics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap remains around 40% lower for disadvantaged pupils compared to non-disadvantaged pupils at the end of Year 1.
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.7% – 3.1% lower than for non-disadvantaged pupils. 17.2% of disadvantaged pupils have been 'persistently absent' compared to 9.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through school and in general, are more prevalent among our disadvantaged pupils than their peers. Use of language and extending the children's vocabulary across school
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to additional needs, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support for pupils with SEMH needs remain relatively high. 13 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs, with 9 (6 of whom are disadvantaged) receiving small group interventions.

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
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. <p>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 9% lower than their peers.</p>
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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent/carers surveys and teacher observations <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment in maths 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 <p>Ensuring that staff receive high quality CPD opportunities</p>	<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>	1
<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 ◆ Embedding of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Little Wandle Letters and Sounds) 	<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>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<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 key elements of guidance in school and to access Maths Hub</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1

resources and CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Nurture and PACE 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> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £ 20,000

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 in maths 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 	<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>	1, 2
<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 <p>Reception children to have a focus on GPC catch up</p>	<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>	2
<p>Engage in programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken</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</p>	4

<p>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 <p>Targeted interventions with FAPLO (time to talk, socially speaking)</p>	<p>attainment: Oral language interventions EEF + 6 months.</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.</p> <p>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, 2,4</p>

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

Budgeted cost: £ 20,000

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>5</p>

	Both Targeted interventions and universal approaches can have positive effects (EEF +4 months)	
<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>Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> • Attendance to be on the agenda at Parents' Evenings • First day calls • Home visits • Penalty fines for extended holidays • Referrals to EWO for pupils at risk of becoming 'Persistent Absentees' 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p>	3
<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>	5
<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 <p>All children are provided with stationery and book bags</p>	<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>	5

Total budgeted cost: £ 75,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3.1% higher than their peers in 2021/22 and persistent absence 11.1% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.