

# 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	202 (not including nursery)
Proportion (%) of pupil premium eligible pupils	28.11% Nov 2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2025
Statement authorised by	Mr Andrew Grant
Pupil premium lead	Mrs Emma Smith
Governor / Trustee lead	Mr Rob Hunter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,000 (2022/23) £94,549 (2023/24) £92,098 (2024/25)
Recovery premium funding allocation this academic year	£0
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
<b>Total budget for this academic year</b>  <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>	£92,098

# Part A: Pupil premium strategy plan

## Statement of intent

We organise teaching and learning at Russell Hall in order to meet the needs of all children in the best way. We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met. We recognise that not all children who receive pupil premium will be socially disadvantaged and we recognise that not all children that are disadvantaged will be in receipt of Pupil premium money.

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.

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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.  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.

## 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 outcomes for disadvantaged pupils in mathematics are at least in line with those for other pupils.
Improved phonics attainment among disadvantaged pupils.	Outcomes for disadvantaged pupils in phonics are at least in line with those for other pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>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%.</li> <li>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.</li> </ul>
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"> <li>Qualitative data from pupil voice, pupil and parent/carer surveys and teacher observations</li> <li>Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>Case studies demonstrate that children who have required SEMH support from the inclusion team are able to access all elements of the curriculum and achieve their academic targets at the end of KS2</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: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of a range of training for whole staff (teaching and support), to include:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Comprehension</li> <li>• Reading diagnostic</li> <li>• Intervention</li> <li>• Speech and language</li> <li>• Writing</li> <li>• Mathematics</li> <li>• Provision for SEND</li> </ul>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. There is a growing consensus that promoting effective professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes. High Quality CPD professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p><a href="#">EEF - Effective Professional Development</a></p>	1,2,4 and 5
A robust induction and mentoring process for members of staff who are new to school and ECTs.		1,2,4 and 5
Whole staff CPD linked to use of effective questioning to support learning (Bloom's taxonomy)		1,2,4 and 5
Staff CPD linked to effective subject leadership		1,2,4 and 5
<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"> <li>◆ Ensuring that the SSP is consistently taught across EYFS and Year 1</li> <li>◆ Ensuring children falling behind are quickly identified and provided with keep-up support</li> <li>◆ Embedding of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils</li> </ul>	<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</p>	2

(Little Wandle Letters and Sounds)	<p>(though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Following diagnostic assessment, small group, in-class tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <ul style="list-style-type: none"> <li>• One-to-one tuition and small group tuition are both effective forms of intervention for reading</li> <li>• Providing training to the staff around reading performance data will lead to more effective interventions.</li> <li>• Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and will be considered as part of a school's pupil premium strategy.</li> <li>• Recommendation 5 of 'Making Best Use of Teaching Assistants' says that TAs are deployed to deliver high quality one-to-one and small group</li> </ul>	
<p>Purchase and use of standardised diagnostic assessments. PiXL</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:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2,4 and 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time funded to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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:  <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:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<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>Development of nurturing classroom</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):  <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></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> <p>Year 6 morning booster groups – focus children are to be supported with gaps in learning to ensure they catch up</p>	<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> <p>Targeted support groups - Year 1 and Year 2 children</p> <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 language skills. Strategies include:</p> <ul style="list-style-type: none"> <li>• WELLCOMM screening intervention for Early Years children</li> <li>• Commissioned SALT (1/2 day a fortnight)</li> <li>• Use of support staff when delivering high quality guided reading sessions focusing on</li> </ul>	<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>	4

vocabulary and comprehension skills <ul style="list-style-type: none"> <li>Targeted interventions with FAPLO (time to talk, socially speaking)</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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). Both Targeted interventions and universal approaches can have positive effects (EEF +4 months)	5
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. Specifically focus in on PP attendance with the following strategies: <ul style="list-style-type: none"> <li>Attendance to be on the agenda at Parents' Evenings</li> <li>First day calls</li> <li>Home visits</li> <li>Penalty fines for extended holidays</li> <li>Referrals to EWO for pupils at risk of becoming 'Persistent Absentees'</li> <li>Home visits</li> <li>Support with referrals to Early Help</li> </ul>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  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.	3
Support for pupils with their emotional health and well-being including access to counselling services	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).	5
Supporting pupils and families to ensure they are not limited to	Arts participation approaches can have a positive impact on academic outcomes in	5

<p>resources and can access a full education, these include:</p> <ul style="list-style-type: none"> <li>• Subsidised trips and visits to ensure all pupils develop their cultural capital</li> <li>• Subsidised after-school clubs and music lessons</li> <li>• Uniform vouchers</li> <li>•</li> </ul> <p>All children are provided with stationery and book bags</p>	<p>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>	
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**Total budgeted cost: £ 75,000**

## Part B: Review of the previous academic year

### Pupil Premium strategy outcomes 2023-24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Below is a breakdown and analysis of the summative data from disadvantaged pupils collected from teacher assessments undertaken at the end of the academic year of 2023-24

Attainment and Progress:

#### Diminishing Differences Report

Y1, Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (207 pupils)

207 pupils		Missing Assessment	On Track or Higher
Reading	No. (%)	No. (%)	Sum2 23-24
Pupil Premium	70 (33.8%)	1 (1.4%)	72.5%
Not Pupil Premium	137 (66.2%)	3 (2.2%)	85.1%
Difference:			12.6

  

207 pupils		Missing Assessment	On Track or Higher
Writing	No. (%)	No. (%)	Sum2 23-24
Pupil Premium	70 (33.8%)	1 (1.4%)	73.9%
Not Pupil Premium	137 (66.2%)	3 (2.2%)	85.8%
Difference:			11.9

  

207 pupils		Missing Assessment	On Track or Higher
Mathematics	No. (%)	No. (%)	Sum2 23-24
Pupil Premium	70 (33.8%)	1 (1.4%)	82.6%
Not Pupil Premium	137 (66.2%)	3 (2.2%)	93.3%
Difference:			10.7

Difference Key:

Widening

Narrowing

Unchanged

## Diminishing Differences Report

Y1, Y2, Y3, Y4, Y5, Y6, Y7 - All Pupils (207 pupils)

207 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Sum2 23-24	Aut2 24-25
FSM	61 (29.5%)	1 (1.6%)	71.7%	51.7%
Not FSM	146 (70.5%)	3 (2.1%)	84.6%	65.7%
Difference (change in difference):			12.9	14.0 (1.1)

  

207 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Sum2 23-24	Aut2 24-25
FSM	61 (29.5%)	1 (1.6%)	75.0%	48.3%
Not FSM	146 (70.5%)	3 (2.1%)	84.6%	65.7%
Difference (change in difference):			9.6	17.4 (7.8)

  

207 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Sum2 23-24	Aut2 24-25
FSM	61 (29.5%)	1 (1.6%)	81.7%	63.3%
Not FSM	146 (70.5%)	3 (2.1%)	93.0%	74.8%
Difference (change in difference):			11.3	11.5 (0.2)

**Difference Key:**

**Widening**

**Narrowing**

**Unchanged**

Attendance:

Whole School

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	70	92.17	6.24	1.58	1.70	0.37
Not Pupil Premium	163	94.89	3.68	1.43	0.96	0.08

## 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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.