

Pupil premium strategy statement - Rushton CE First School

Pupil premium strategy statement – Rushton CE First School. This statement details our school’s use of pupil premium (and recovery premium for the **2023 to 2024** 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	Rushton CE First School
Number of pupils in school	42
Proportion (%) of pupil premium pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Cockersole, Headteacher
Pupil premium lead	Sarah Cockersole, Headteacher
Governor / Trustee lead	John Pears, Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,820
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	£5,820

Part A: Pupil premium strategy plan

Statement of intent

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

Challenge number	Detail of challenge
1	Pupils with suspected or diagnosed SPLD (specific learning difficulties) find it challenging to keep up with ARE (Age related expectations) if the curriculum is not adapted effectively.
2	Our observations and discussions with pupils and families have identified social and emotional issues for pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Attainment gaps in Reading, Writing and Maths between disadvantaged pupils and non-disadvantaged pupils.

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
Improve the outcomes for pupils with neuro diverse needs.	Pupils' needs with SPLD are met as a result of quality first teaching and an adapted teaching approach.
Children with social, emotional and mental health needs will have coping mechanisms in place to improve their day-to-day management of personal difficulties.	Pupils will have more resilience, and this will have a positive impact on their day to day lives.
The attainment gap is closed between disadvantaged pupils and non-disadvantaged pupils.	Unless compelling reasons, disadvantaged pupils work within their expected year group level.

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: £948.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development focussing on awareness of Neurodiversity	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1694953442	1 £108.35
Mastery Learning	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3 £840 Teacher supply costs

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number addressed
Extra Teaching Assistant hours to support pupils' achievement	We know that PP SEND students are in particular need of support, we also know that, when TAs are well deployed, they improve pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3 £2000

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £2, 871

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback	Feedback studies tend to show high effects on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3
SEL (Social and emotional learning)	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2
Financial Support so that PP students can attend school trips, including residential.	Whilst there is little conclusive national evidence on the impact of wider educational activities, we know that our residential trip is beneficial to our pupils and supports the transition process to middle school by meeting other children from other local schools. PP funding ensures all students are able to participate. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2 £369
Enhanced Educational Psychologist Support	We will use Pupil Premium funding to buy support from the Local Authority education psychologist services. This will address the need for SEND PP students to receive targeted support that meets their needs.	1 £900
Extending school time	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,3 £1,102
Contingency	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	£500

Total budgeted cost: £ 5,820

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention)	
Activity	Impact
<p>Effective professional development</p> <p>Reading comprehension strategies</p>	<p>Reading comprehension strategies have been taught effectively by teachers to support pupils to improve their comprehension of written text and teachers are seeing an improvement at individual level during comprehension tests. 40% (2/5) of PP pupils achieved the expected level in reading at the end of the year. The % has been sustained from the previous year. The pupils who did not meet the expected level had compelling reasons for not meeting the expected level.</p>
<p>Mastery learning</p> <p>Enhancement of our maths teaching is in line with DfE and EEF guidance</p>	<p>Mastery learning approaches have effectively addressed challenges by giving additional time and support to pupils who may have missed learning or take longer to master new knowledge and skills. 40% (2/5) of PP achieved the expected level in Maths at the end of the year. The % has been sustained from the previous year. The pupils who did not meet the expected level had compelling reasons for not meeting the expected level.</p>
<p>Social and Emotional Learning</p>	<p>SEL interventions have improved SEL skills and are therefore supporting disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation.</p>
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	
Activity	Impact
<p>Use activities and resources to meet the specific needs of disadvantaged pupils with SEND by implementing recommendations from EEF guidance.</p>	<p>As a school, we have embedded the principles of an inclusive school and therefore removed barriers to learning and participation. We have provided an education that is appropriate to pupils' needs and promotes high standards and the fulfilment of potential for all pupils, including pupils with SEND. As a result, pupils with SEND, achieve the best possible outcomes.</p>

Teaching Assistant interventions - phonics	Targeted phonics interventions have improved decoding skills more quickly for pupils who have experienced barriers to learning. 80% of pupils passed the Y1 Phonics screening check.
Wider strategies (for example, related to attendance, behaviour, wellbeing)	
Parental engagement - Communicate with and support parents	As a result of tailored communication between school and parents, positive dialogue about learning has had a positive outcome on pupils' self-esteem and raised their aspirations.
Financial Support	Targeted financial support has enabled attendance at residential events and therefore broadening pupils' wider experiences.

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
Dyslexia Gold	Dyslexia Gold
Bug Club	Pearson
Phonics Tracker	Phonics Tracker
NumberStacks	Number Stacks

Further information (optional)

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

- 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 extracurricular activities to boost wellbeing, behaviour, attendance, 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

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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 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 will evaluate the PP strategy as part of our self-evaluation and we will adjust our plan over time to secure better outcomes for pupils.