

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Rush Common School      |
| Number of pupils in school  | 377                     |
| Proportion (%) of pupil premium eligible pupils                         | 16 pupils (4%)          |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 and 2022-2023 |
| Date this statement was published                                       | Nov 2022                |
| Date on which it will be reviewed                                       | July 2023               |
| Statement authorised by   | Kristen Fawcett         |
| Pupil premium lead  | Jo Brown                |
| Governor / Trustee lead   | Debbie Lymn             |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £21,400 |
| Recovery premium funding allocation this academic year  |         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £21,400 |

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and governors accept responsibility for disadvantaged pupils, and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim to provide quality first teaching that is inclusive to all, and for pupils to develop a love for learning. We intend to provide wider opportunities for disadvantaged pupils, so they have similar experiences to their peers.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | It has been identified that writing and phonics is a focus for disadvantaged and non-disadvantaged pupils.<br>Monitor and ensure that disadvantaged pupils make at least expected progress in writing and phonics.  |
| 2                | After monitoring attendance of disadvantaged pupils, it is evident that some of our disadvantaged pupils' attendance is lower than that of non-disadvantaged pupils.<br>Attendance of individual pupils will be improved by offering support and removing any potential barriers to attendance. |
| 3                | Some of our disadvantaged pupils and families have identified social and emotional issues.<br>Ensure that disadvantaged pupils emotional well-being and positive mental health is maintained, and they have the same wider opportunities at school.   |

## 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  |
|---|---|
| All disadvantaged children to make at least good progress in writing. | <ul style="list-style-type: none"><li>Tracking of attainment and diagnostic test data will show that each child has made good progress in writing.</li><li>Tracking of attainment in RWI assessment data over time demonstrates good progress.</li><li>The quality of writing in workbooks will increase over time.</li><li>English workbooks will show a reduction in repeated errors over time.</li></ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Pupils can describe their success in writing and are aware of their next steps.</li> </ul>  |
| Improve attendance for individual pupils whose attendance is poor.             | <ul style="list-style-type: none"> <li>• Attendance of pupil premium pupils to be in line with attendance of all pupils.</li> <li>• Good Individual attendance of pupil premium pupils to be maintained across the whole year.</li> </ul>  |
| Good emotional and mental health of individual pupils is maintained over time. | <ul style="list-style-type: none"> <li>• Pupil voice questionnaires to show improved emotional and mental health.</li> <li>• Feedback from Emotional support sessions to show that needs are being met.</li> <li>• Class teacher feedback to demonstrate that the emotional well-being and mental health of disadvantaged pupils is continuing to improve.</li> <li>• Wider opportunities are in place for disadvantaged pupils</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: £2000

| Activity   | Evidence that supports this approach                   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Training of additional ELSA support staff  | Additional member of staff receiving training for ELSA | 3                             |
| EAL support and strategies   | 45 minutes staff meeting in term 1b, delivered by JMS. | 1/ 3                          |
| Staff meeting time given to supporting teachers to support the disadvantaged pupils in class effectively | 2 staff meetings planned in to achieve this aim.       | 1                             |

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

Budgeted cost: £18,400

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Provide targeted support to develop writing and phonic skills, including targeted intervention groups across all year groups. | <p>Implementation of RWI strategies in phonics and writing (EYFS and KS1) which caters for the needs of disadvantaged pupils.</p> <p>T.A. support for lower attaining disadvantaged pupils in English.</p> <p>Specific targeted interventions in place to close any gaps in writing.</p> <p>Specific workbook monitoring of disadvantaged pupils, to check progress made.</p> <p>Inclusion development lead to track progress and attainment across the year for all disadvantaged pupils within one document.</p> <p>Monitoring of disadvantaged pupils in phonics and English, with feedback applied to practice.</p> | 1                             |

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

Budgeted cost: £1000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Attendance of disadvantaged pupils monitored and actions put in place to increase attendance if required. | <p>Attendance monitored half termly.</p> <p>Support provided to families of pupils with low attendance, to help remove any barriers.</p> <p>Regular contact with parents of pupils who have poor attendance.</p> | 2                             |
| Provide additional support targeted at pupil's emotional and mental health.                               | <p>ELSA session delivered across the school to improve the emotional and mental health of individuals.</p> <p>Targeted T.A. support at pupil's individual needs.</p>   | 3                             |

|  |  |  |
|--|--|--|
|  | <p>Continue to implement the PSHE scheme 'Jigsaw'. Target and monitor disadvantaged pupils during sessions, and encourage good participation and contribution to sessions.</p> <p>Contribute financially to payment of residential trips of disadvantaged pupils (on an individual basis) to ensure similar experience to peers.</p> <p>Class teachers to take more ownership over the disadvantaged children's school experience, such as extracurricular clubs. For this experience to be more in line with peers.</p> |  |
|--|--|--|

**Total budgeted cost: £21,400**

## 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 2021 to 2022 academic year.

At the end of KS2 100% (1 child) achieved the expected standard in Reading, compared to the national average of 73% for all pupils in 2019.

At the end of KS2 100% (1 child) achieved the expected standard in Maths, compared to the national average of 79% for all pupils in 2019.

At the end of KS2 100% (1 child) achieved the expected standard in Writing, compared to the national average of 69% for all pupils in 2019.

At the end of KS2 100% (1 child) achieved the expected standard in Reading, Writing and Maths combined, compared to the national average for all pupils of 65% in 2019.

Analysis suggested that disadvantaged pupils overall made good progress in writing in all year groups. Progress was tracked through discussions with class teachers as well as through tracking of attainment levels.

Progress across the school for disadvantaged and non-disadvantaged pupils was at least good in Maths and Reading, but still remains a target in Writing for all groups of children.

### 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 |
|--|----------|
| Read, Write, Inc Phonics and Get Writing | RWI      |
|  |          |

### 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?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

## Further information (optional)

Disadvantaged children are encouraged to take part in wider opportunities within the school, such as taking on roles of leadership and joining clubs run in school.

Disadvantaged pupils are 'spotlighted' in lessons so that they are given immediate feedback and they know their next steps for success.