

Pupil premium strategy statement – Rush Common 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	387
Proportion (%) of pupil premium eligible pupils	21 children (5.4%)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Kristen Fawcett
Pupil premium lead	Calum Meredith
Governor / Trustee lead	Surja Datta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2175
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£24,000

Part A: Pupil premium strategy plan

Statement of intent

As a school, we intend to provide an inclusive environment that supports the needs of all pupils to develop a love of learning. All members of staff and governors understand the importance of giving disadvantaged children an equal education, through meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim to provide disadvantaged children with similar experiences to their peers, by giving them access to wider opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Through monitoring, the attendance of disadvantaged pupils has been identified as generally lower than the non-disadvantaged pupils. We will look at strategies to support and remove any barriers relating to attendance, to improve individual pupils' attendance.
2	Across the school, writing and phonics is a focus for disadvantaged pupils We aim to ensure that disadvantaged pupils are making expected progress throughout the year in writing and phonics.
3	Some of our disadvantaged pupils and families have identified social and emotional issues. 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
To improve the attendance of disadvantaged children who have poor attendance.	<ul style="list-style-type: none">Tracking the attendance of pupil premium children to ensure it is in line with the attendance of all pupils.Ensuring that all pupil premium children have maintained good attendance throughout the year.

	<ul style="list-style-type: none"> Supporting families of pupil premium children who have low attendance to raise their attendance.
All disadvantaged children to make at least good progress in writing.	<ul style="list-style-type: none"> Using diagnostic tests and teacher judgements to show children have made good progress in Writing and phonics over time. Pupils are able to identify the strengths and progress they have made in writing as well as understanding their next steps to success. English workbooks will show an increased quality in writing over time and a reduction in repeated errors. Low attaining pupil premium children will be targeted for intervention support in writing and phonics to support them making good progress.
Good emotional and mental health of individual pupils is maintained over time.	<ul style="list-style-type: none"> Children who require emotional support will be given ELSA sessions and feedback will be delivered to the class teacher. Class teacher feedback to demonstrate that the emotional well-being and mental health of disadvantaged pupils is continuing to improve. Pupil voice questionnaires will be used to assess how emotional and mental health is improving over time. Disadvantaged children will receive a wider range of opportunities.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSHE training	1 staff meeting to support the teaching of PSHE for staff.	3
School improvement priorities	Staff meetings throughout the year on school improvement priorities	2

Supporting disadvantaged and lower attaining children	Staff meetings throughout the year on supporting disadvantaged and lower attaining children	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,000

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>Continued use of RWI strategies, targeted at disadvantaged pupils in phonics and writing.</p> <p>Class teacher and TA group and individual support to be utilised for disadvantaged low attaining pupils.</p> <p>Targeted intervention support for low attaining disadvantaged pupils, to fill in any gaps, especially in phonics and writing.</p> <p>Specific workbook monitoring of disadvantaged pupils, to check progress made, including providing feedback in lessons and through marking.</p> <p>Pupil Premium Lead to monitor the progress and attainment of disadvantaged children throughout the year.</p>	2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of disadvantaged pupils monitored and if required, strategies will be put in place to increase attendance.	<p>Pupil Premium Lead to monitor attendance each half term.</p> <p>Support provided to families of pupils with low attendance, to help remove any barriers. This could include ELSA sessions.</p>	1

	Regular contact with parents of pupils who have poor attendance.	
Provide additional support targeted at pupil's emotional and mental health.	<p>ELSA sessions will be delivered across the school in whole class, small group and individual sessions to improve pupil's emotional and mental health.</p> <p>Continued use of the Jigsaw scheme for PSHE lessons in each class. Disadvantaged children will be monitored and encouraged to participate in lessons where they feel comfortable.</p> <p>TAs will offer additional support to disadvantaged pupils needs.</p> <p>Class teachers will take ownership over their disadvantaged pupils and encourage them to take part in wider opportunities, such as extra-curricular clubs, so that their experience is more in line with their peers.</p> <p>School trips and residential payments will be financially contributed to, which will ensure that disadvantaged children are receiving equal opportunities to their peers.</p>	3

Total budgeted cost: £24,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of KS2 75% (3 children) achieved the expected standard in Reading, compared to the national average of 73% for all pupils in 2023.

At the end of KS2 75% (3 children) achieved the expected standard in Maths, compared to the national average of 73% for all pupils in 2023.

At the end of KS2 50% (2 children) achieved the expected standard in Writing, compared to the national average of 71% for all pupils in 2023.

At the end of KS2 25% (1 child) achieved the expected standard in Reading, Writing and Maths combined, compared to the national average for all pupils of 59% in 2023.

Data showed that most disadvantaged children made good progress in Writing last year. 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.

Data showed that disadvantaged children's attendance generally improved across the year.

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
N/A	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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