

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	385
Proportion (%) of pupil premium eligible pupils	12 pupils (3.1%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
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	£21,520
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6002
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	£29,842

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	Ensuring disadvantaged pupils make at least expected progress in writing and phonics.
2	Improving the attendance of individual pupils, by offering support and removing any potential barriers to attendance.
3	Ensuring that disadvantaged pupils emotional well-being and positive mental health is maintained.

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">Tracking of attainment and diagnostic test data will show that each child has made good progress in writing.Tracking of attainment in phonics screening over time demonstrates good progress.The quality of writing in workbooks will increase over time.English workbooks will show a reduction in repeated errors over time.Pupils can describe their success in writing and are aware of their next steps.
Improve attendance for individual pupils whose attendance is poor.	<ul style="list-style-type: none">Attendance of pupil premium pupils to be in line with attendance of all pupils.Good Individual attendance of pupil premium pupils to be maintained across the whole year.

Good emotional and mental health of individual pupils is maintained over time.	<ul style="list-style-type: none"> • Pupil voice questionnaires to show improved emotional and mental health. • Feedback from ELSA sessions to show that needs are being met. • Class teacher feedback to demonstrate that the emotional well-being and mental health of disadvantaged pupils is continuing to improve.
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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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive teaching practices CPD	2 hours over two sessions with opportunities for staff to reflect on their inclusive practice during quality first teaching	1
External writing CPD for class teachers	3 hours over two sessions including effective scaffolding approaches for lower attaining pupils.	1
External Phonics CPD for class teachers	1.5 hours in one session to ensure effective teaching of phonics to all phases.	1

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
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<p>Provide targeted support to develop writing and phonic skills, including targeted intervention groups across all year groups.</p>	<p>Phonics small group focussed support that caters for the needs of disadvantaged pupils.</p> <p>Additional T.A. support for lower attaining disadvantaged pupils in English.</p> <p>Specific targeted 1-1 interventions in place to close any gaps in writing.</p> <p>Additional phonics support in Year 1 and Year 2 for disadvantaged pupils.</p> <p>Class teacher release time to work in small focussed groups on writing skills.</p> <p>Specific workbook monitoring of disadvantaged pupils, to check progress made.</p> <p>Pupil progress meetings at the beginning of each term to assess the phonics, reading and writing progress of disadvantaged pupils.</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>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,884

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance of disadvantaged pupils monitored and actions put in place to increase attendance if required.</p>	<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>	<p>2</p>
<p>Provide additional support targeted at pupil's emotional and mental health.</p>	<p>ELSA 4 afternoons per week across the school to improve the emotional and mental health of individuals.</p> <p>Early Nurture Group support in Year 1.</p>	<p>3</p>

	<p>Resilience session in Y6 (6 weeks) led by ELSA, with specific targeting of disadvantaged pupils.</p> <p>Resilience sessions in Y3 (6 weeks) led by ELSA, with specific targeting of disadvantaged pupils.</p> <p>Targeted T.A. support at pupil's individual needs.</p> <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>	
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Total budgeted cost: £29,842

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 2020 to 2021 academic year.

At the end of KS2 4/5 pupils (80%) achieved the expected standard in Reading, compared to the national average of 73% for all pupils in 2019.

At the end of KS2 4/5 pupils (80%) achieved the expected standard in Maths, compared to the national average of 79% for all pupils in 2019.

At the end of KS2 3/5 pupils (60%) achieved the expected standard in Writing, compared to the national average of 69% for all pupils in 2019.

At the end of KS2 3/5 pupils (60%) achieved the expected standard in Reading, Writing and Maths combined, compared to the national average for all pupils of 65% in 2019.

During the second national lockdown, there were a number of activities that were put in place for disadvantaged pupils to ensure they did not experience a greater negative impact than their peers. This included regular phone calls to families, individualised live sessions on Google classroom and technical support (including provision of Chrome books).

Whilst attainment at the end of KS2 demonstrated good success, this was less pronounced in writing across the school. Analysis suggested that disadvantaged pupils could make more progress in writing in all year groups and this has become the main priority for disadvantaged pupils in 2021-2022.

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
N/A	

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?	One child was funded for before school sessions.
What was the impact of that spending on service pupil premium eligible pupils?	Social skills were steadily improved over time, as reported by class teacher.

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.