

Pupil premium strategy statement – Rush Common School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	21
Proportion (%) of pupil premium eligible pupils	5.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/25 2025/26 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
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	£22,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£22,200

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all disadvantaged pupils make excellent progress and achieve at least in line with their peers. Whilst this plan relates to pupil premium pupils, we are also aware of a number of other pupils who are at a disadvantage to their peers, such as SEN, EAL and vulnerable pupils. Many of the strategies outlined below are also used to support these other disadvantaged children.

Excellent teaching is at the forefront of our approach, with a focus on ensuring adaptations are made for children at a disadvantage to their peers without lowering expectations. It is our intention that high quality teaching also sustains and improves the progress and attainment of non-disadvantaged pupils, alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust 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 their learning.
- 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	Assessments and observations show that disadvantaged pupils are particularly behind their peers in writing. This tends to be due to a lack of automaticity with the basic foundations of writing, such as letter formation, being able to make sense, full stops, capital letters, and high frequency spellings.
2	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This tends to be due to less fluency and therefore less ability to utilise known facts to reason and solve problem.

3	<p>Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for a number of disadvantaged pupils, due to a lack of resilience and in a number of cases, opportunities outside of school.</p> <p>Teacher referrals for support (both for internal ELSA and external agencies) remain relatively high. 55% of disadvantaged pupils currently require additional support with social and emotional needs, and receive small group interventions.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 7 - 3% points lower than for non-disadvantaged pupils.</p> <p>In the academic year 2023-24 14% of disadvantaged pupils have been 'persistently absent' compared to 8% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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 writing attainment among disadvantaged pupils.	<p>The one pupil premium pupil in Year 6 in 2024/25 to achieve the expected standard in writing by the end of the year.</p> <p>All four of the pupil premium pupils in Year 1 to pass the phonics screening in 2024/25.</p> <p>Every pupil premium pupil across all phases of the school to be deemed to have made at least good progress in writing.</p> <p>The above is evident when triangulated with sources of evidence including workbook scrutinies (which demonstrate a reduction in errors), engagement in lessons and on-going formative assessment.</p>
Improved maths attainment among disadvantaged pupils.	<p>The one pupil premium pupil in Year 6 in 2024/25 to achieved the expected standard in Maths by the end of the year.</p> <p>Every pupil premium pupil across all phases of the school to be deemed to have made at least good progress in Maths.</p> <p>The above is evident when triangulated with sources of evidence including workbook scrutinies (which demonstrate a reduction in errors), end fo term attainment test data,</p>

	engagement in lessons and on-going formative assessment.
To achieve and sustain improved emotional wellbeing and mental health among disadvantaged pupils.	<p>Sustained high levels of emotional wellbeing and mental health demonstrated by:</p> <ul style="list-style-type: none"> • Jigsaw resilience survey scores increasing over time. • qualitative data from pupil voice, parent surveys and teacher observations. • Sustained high levels of participation in extra-curricular clubs and enrichment activities among disadvantaged pupils.
To achieve and sustain improved attendance for disadvantaged pupils.	<p>Sustained high attendance of disadvantaged pupils in each of the coming three years demonstrated by:</p> <ul style="list-style-type: none"> • The % attendance of each pupil premium pupil that was below the 'all pupils' attendance (14 out of 22 pupils in 2023/24) to improve each year. • The attendance gap between pupil premium pupils and their non-disadvantaged peers being reduced by at least 2% points per year, in order to get to a position where there is no gap. • The percentage of pupil premium pupils who are persistently absent being below 10% and the figure to be in line with non-pupil premium pupils.

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: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching in Read Write Inc. Phonics sessions. We will fund the Reading leader release time.	<p>Coaching has been shown to improve the quality of Phonics teaching. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1

Jigsaw scheme and portal	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): Improving Social and Emotional Learning in Primary Schools EEF	3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school.	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
Moderation of writing to increase staff knowledge of expectations by end of year.	Improvements in staff subject knowledge lead to improved teaching and learning for pupils.	1
Internal CPD in writing and maths.	Provide teachers with effective tools and strategies to sustain high quality teaching in writing and maths. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2
Embedding whole class teaching principles to ensure all children including disadvantaged children are actively involved.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment, particularly the most disadvantaged. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1,2

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 phonics tutoring for those pupils who are not at age related expectations.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	1
Targeted intervention groups in Writing and Maths.	Additional groups in writing and Maths for pre-teaching and to consolidate learning, have been shown to support accelerated progress in writing and maths.	1, 2
In-class teaching assistant support for disadvantaged pupils	Direct support in class at the point of learning new content, has shown internally to support accelerated progress and secure subject knowledge.	1, 2
Pupil Premium Lead monitoring attainment and progress	This allows the member of staff to understand the impact of the PP spend and adjust strategies and approaches accordingly for maximum impact.	1, 2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions for disadvantaged pupils.	Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

Using Jigsaw Resilience resources to implement strategies.	A tool to diagnose issues with resilience will help to identify those disadvantaged children most in need of referral to ELSA sessions.	3
Targeted disadvantaged pupils to take part in extra curricular clubs and enrichment activities	Those children in school that are disadvantaged have access to less opportunities outside of school and therefore can benefit from targeting them to take part in school extra curricular and enrichment activities. This boosts self-esteem and mental well-being.	3
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Pupil Premium Lead release time to monitor attendance of disadvantaged pupils.	This approach allows the school to identify the small number of families that may need support with their children's attendance. Research shows that there is a strong correlation between attendance and academic achievement.	4
Attendance Lead working with families to understand context and improve attendance.	This approach allows the school to focus on the small number of families that may need support with their children's attendance, and develop strategies with the family. Research shows that there is a strong correlation between attendance and academic achievement.	4

Total budgeted cost: £22,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

At the end of KS2 100% (2 children) achieved the expected standard in Reading, compared to the national average of 74% for all pupils in 2024. 1 child also achieved greater depth.

At the end of KS2 100% (2 children) achieved the expected standard in Maths, compared to the national average of 72% for all pupils in 2024.

At the end of KS2 100% (2 children) achieved the expected standard in Writing, compared to the national average of 73% for all pupils in 2024.

At the end of KS2 100% (2 children) achieved the expected standard in Reading, Writing and Maths combined, compared to the national average for all pupils of 61% in 2024.

At the end of Reception 100% (4 children) achieved a Good Level of Development (GLD).

Analysis showed that 91% of disadvantaged pupils across the school made at least good progress in Reading, with 82% in Writing and 82% in Maths. Progress was tracked through analysis of workbooks (assessing reduction in errors), QCA test results, discussions with class teachers and through tracking of attainment levels.

The data demonstrated that attendance for disadvantaged children (92.6%) was lower than the figure for all pupils (94.7%). However, attendance figures for disadvantaged children increased compared to the previous year, and are now far closer to non-disadvantaged children.

Based on all the information above, the performance of our disadvantaged pupils is on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.