

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	Rusthall St Paul's CE Primary
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	27% (Including PLAC at 3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Governing Body
Pupil premium lead	Caroline Powell
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,561
Recovery premium funding allocation this academic year	£6960
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	£75,521

Part A: Pupil premium strategy plan

Statement of intent

Our vision

At Rusthall St Paul's, our vision is that all pupils, irrespective of their background reach their full potential and leave primary school achieving a high level of attainment ready for the next steps in their learning journey. For those disadvantaged pupils already achieving highly, we aim to ensure that progress enables them to learn in greater depth and achieve even more.

Opportunities to experience a rich curriculum across all subjects exist for all pupils. We also aim to support pupil well-being to enable effective learning to take place.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support pupils' social and emotional health in order that all pupils come to school ready to learn
- To ensure all pupils attend regularly so that the gap between disadvantaged and non-disadvantaged pupils narrows

We aim to do this through:

- Providing high quality teaching which is integral to good attainment and progress of all pupils
- Ensuring provision in the classroom meets the needs of all learners
- Providing quality CPD for all staff that ensures all teaching is at least good
- Robust and systematic tracking which quickly identifies pupils in danger of falling behind and providing additional tutoring or catch up
- Working with families to promote and support good attendance
- Providing a curriculum that supports good social and emotional well-being whilst also providing some targeted support for those pupils who may need additional support

School context

At Rusthall St Paul's we recognise that not all pupils who are socially disadvantaged are in receipt of Free School Meals or Pupil Premium funding. We reserve the right to use funding to support all pupils that have been legitimately identified as socially disadvantaged. Similarly some pupils e.g. PLAC may require a higher level of support than others.

Challenges

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

Challenge number	Detail of challenge
1	On entry assessments (Speech Link) indicate weak language and vocabulary skills, including underdeveloped oral language skills and gaps in vocabulary. Lack of a rich language environment at home including opportunities to experience the wider world and talk about it compound this as the children move through school particularly in reading.
2	Emotional needs including low self-esteem and lack of resilience. Many pupils live in disorganised or de-regulated households with few routines or expectations. More disadvantaged pupils have support or intervention from social services or Early Help than non-disadvantaged. There is often a lack of stamina or resilience to complete work or complete it to a good standard.
3	Low attendance including lateness to school. Attendance data indicates that more disadvantaged pupils than non-disadvantaged are persistent absentees. Parents are often hard to engage with or don't see the value of regular attendance.
4	School closure due to Covid has resulted in significant knowledge gaps, not only in the core subjects of reading, writing and maths but also gaps across the wider curriculum. Parents with poorer reading and writing skills found it difficult to support with learning at home particularly in upper KS2.
5	Starting points on entry to school are often lower which means the gap is already there before starting school. Lack of parental support with learning outside of school results in the gap widening further. Often no reading takes place at home and households are without books. Assessment indicates that disadvantaged pupils attain less well in reading and very few attain at the highest levels.

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 ensure disadvantaged pupils (who do not have a cognitive SEND need) reach age-related expectations in reading and phonics	<ul style="list-style-type: none"> Disadvantaged pupils attain at least in line with national Assessment in place identifying disadvantaged pupils in danger of not reaching ARE Observations and assessments in reading indicate that pupils know and are using a wider range of vocabulary Observations indicate that phonics is taught well. At least 95% disadvantaged pupils attain expected in the phonics screening check

	<ul style="list-style-type: none"> • Gap between disadvantaged and non-disadvantaged narrows with more disadvantaged pupils achieving at greater depth
To ensure disadvantaged pupils are supported so that they make at least expected progress from starting points in reading, writing and mathematics.	<ul style="list-style-type: none"> • Assessments indicates which pupils are not on track to make at least expected progress from end of previous key stage • High quality catch/up tutoring in place to enable pupils to make accelerated progress • Observations show that provision in class is good and work is well-matched to enable disadvantaged pupils working below ARE to catch up and keep up • Observations show an increase in key skills in numeracy, particularly mental arithmetic
For all disadvantaged pupils to attend school regularly and on time. PA and attendance in line with all pupils.	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils is 94% • No more than 10 disadvantaged pupils are persistent absentees
Higher levels of resilience and well-being.	<ul style="list-style-type: none"> • Observations and monitoring including pupil voice indicate that pupil engagement is high • Measures such as SDQ scores reduce for those pupils receiving interventions/support

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: £41,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality and systematic teaching of phonics Purchase of Little Wandle phonics scheme	Research from EEF indicates that the systematic teaching of phonics has a positive impact (+ 5 months) in the development of early reading, particularly children from disadvantaged backgrounds.	4,5
Training and CPD for high quality teaching in English Training for all staff includes- reading, phonics and	EEF research indicates that great teaching including deep subject knowledge is the most important leveller to improve outcomes for all pupils. A strong foundation in literacy, particularly reading provides pupils with the building blocks for future academic success.	1,4,5

dyslexia friendly classrooms		
Mastering number fluency programme Training and CPD for teaching staff in Reception to Year 3	This programme falls in line with some of the EEF's recommendations for improving Maths learning such as: ensuring pupils develop fluent recall of facts, developing children's independence and motivation and using resources that challenge and support children in Maths.	4,5
Funding of general TA in Reception In order to provide support for phonics catch up and speech and language activities	EEF evidence suggests that an evidence based structured programme led by a TA supports and complements the provision already in place in the classroom.	1,5
Accelerated reader subscription	Phonics alone will not support the development of reading once pupils can decode. Reading comprehension strategies using texts that are pitched at an appropriate level of difficulty have high impact on the progress of reading.	1,5
Subscription to SCARF RSE/PSHE programme that supports well-being and emotional development in school	Evidence from EEF indicates that social and emotional learning have not only a positive impact on academic outcomes but also support pupils in self-regulation and managing their emotions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2

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

Budgeted cost: £14,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics interventions Targeted at those disadvantaged pupils who are not on track to reach ARE in phonics	The systematic teaching of phonics has a positive impact on the accuracy of word reading particularly for disadvantaged pupils, therefore it is important that all pupils keep up and catch up where they may be falling behind.	4,5
Targeted interventions and catch up Tutoring and catch up via the National Tutoring Programme	EEF tier 2 approach consistently shows the positive impact that targeted academic support can have. 1:1 tutoring can be very effective at improving pupil outcomes for pupils who have low prior attainment or are struggling in particular areas.	4,5

Funding for TT Rock stars	Research from EEF recommends using tasks and resources that challenge and support pupils' mathematics.	4,5
Language and vocabulary development Targeted activities that support the development of vocabulary and language such as Helicopter stories, Drawing club (EYFS), Talk Boost	Children's oral language ability during the Early Years is one of the strongest predictors of success in later learning. Evidence suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills.	1

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

Budgeted cost: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support ELSA and Play Therapist to provide emotional and well-being support	Evidence from EEF indicates that social and emotional learning have not only a positive impact on academic outcomes but also support pupils in self-regulation and managing their emotions. For some pupils e.g. PLAC who have experienced trauma in their lives, Play Therapy has a positive impact on self-regulation and supporting their well-being.	2
Attendance monitoring Weekly attendance monitoring with support and follow up to parents of pupils falling below 95%	Poor attendance can be a barrier to success in school. Pupils who attend school regularly have better life chances than those who consistently miss aspects of school. Regular and systematic attendance tracking followed by communication with parents ensure that all pupils attend regularly or are supported with improving attendance.	3
Access to breakfast club and after school clubs Breakfast club funded for disadvantaged pupils where it enables them to get to school regularly and on time	Poor attendance can be a barrier to success in school. Pupils who attend school regularly have better life chances than those who consistently miss aspects of school. Breakfast club has enabled some children with poor or erratic attendance to attend more regularly.	3

Total budgeted cost: £75,521

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.

- During lockdown disadvantaged pupils were a focus group to ensure all pupils had access to the internet and a computer, this ensured that all pupils were able to access learning at home. Parents and carers of disadvantaged pupils were kept in additional contact by the class teachers to ensure work could be accessed and completed. As a result almost all pupil premium children undertook remote learning at home.
- Regular curriculum reviews were undertaken throughout the year to identify which parts of the curriculum had been missed and what key skills or knowledge needed to be taught in order to move onto the next part of learning. As a result the curriculum could be re-planned and mapped so that all pupils were able to start September 2021 at a point relevant to their year group.
- CPD focussed on Quality First Teaching to ensure that the needs of all pupils could be met in the classroom.

July 2021 assessments

% All pupils % Pupil premium (no SEN)

	Reading		Writing		Maths	
	Exp+	GD	Ex+	GD	Ex+	GD
Year 1	85% 66%	38% 33%	77% 66%	23% 33%	91% 100%	23% 33%
Year 2	56% 25%	31% 25%	69% 50%	19% 25%	75% 75%	19% 25%
Year 3	70% 71%	30% 29%	63% 71%	11% 29%	74% 71%	11% 14%
Year 4	69% 25%	28% 25%	63% 50%	17% 0	72% 75%	12% 0
Year 5	68% 80%	12% 0	52% 60%	16% 0	64% 80%	8% 0
Year 6	76% 0	30% 0	72% 25%	30% 0	87% 50%	30% 0

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
TT Rock stars	TT Rockstars
Purple Mash	2Simple
Accelerated Reader	Renaissance Learning
SCARF	Coram Life
Speech Link	Speech Link