

Pupil premium strategy statement Rusthall St Paul's CE Primary 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	139
Proportion (%) of pupil premium eligible pupils	33% (Including PLAC at 4%)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	John Tutt
Pupil premium lead	Lucy Hayward
Governor / Trustee lead	Ruth Hinckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,320
Recovery premium funding allocation this academic year	£6,090
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£70,410

Part A: Pupil premium strategy plan

Statement of intent

Measure	Activity
Priority 1	Ensure all disadvantaged pupils receive equality of opportunity through the school's Pupil Premium Promise
Priority 2	Deliver evidence-based support to develop pupil emotional wellbeing and resilience.
Priority 3	Ensure the progress of disadvantaged pupils is in line with other pupils nationally and that children who have yet to catch up are given the support to do so.
Barriers to learning these priorities address	Deliver evidence-based targeted interventions in support of learning gaps including speech and language, phonics and spelling.
Projected spending	£70,410

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. Slightly more disadvantaged pupils have support or intervention from social services or Early Help than non-disadvantaged. There is often a lack of stamina to complete work or complete it to a good standard.
3	Attendance (including lateness) of pupils is lower on average than non-disadvantaged and persistent absence is higher. Parents are often hard to engage with or do not see the value of regular attendance.
4	School closure due to Covid 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.

5	Assessment indicates that attainment for disadvantaged pupils is lower on average than other pupils. 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.
6	Access for all pupils to the wider curriculum, clubs and school trips, especially during the current cost of living crisis to ensure all pupils have equality of opportunity.

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.

Aim	Target	Target date
To ensure disadvantaged pupils are supported so that they make at least expected progress from starting points in reading, writing and mathematics	Achieve progress in line with (or above) non-PP children at end of KS1 and KS2 At least expected progress from starting points	July 23
To ensure disadvantaged pupils (who do not have a cognitive SEND need) reach age-related expectations in reading and phonics	Disadvantaged pupils attain at least in line with national Gap between disadvantaged and non-disadvantages narrows with more disadvantaged pupils achieving at greater depth	July 23
For all disadvantaged pupils to attend school regularly and on time.	Improve attendance of disadvantaged pupils to National average (95%) and reduce persistent absence so it is no higher than 5% above other pupils.	July 23
Access to wider curriculum	Disadvantaged pupils attend clubs, school trips and access wider opportunities and show greater participation (by %) in voluntary activities than other pupils.	July 23

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.

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

Budgeted cost: £31,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to 'catch up' tutoring for Reading, GPS and Maths if falling behind age related expectations (Year 6)	EEF evidence of positive impact of targeted academic support in small groups (1:3 ratio) (+4 months)	4, 5
To provide small group work for children in Year R with speech and language needs using Language Link and Speech Link and Talk Boost	Children's oral language ability during the Early Years is one of the strongest predictors of success in later learning. Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged peers in developing early language and speech skills.	1, 4, 5
Additional phonics interventions following Little Wandle phonics scheme. Targeted at those disadvantaged pupils who are not on track to reach ARE in phonics	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.	1, 4, 5
Additional adults in class for those pupils needing high level support	Some children unable to access the curriculum as effectively without high level one to one support.	4

Teaching

Budgeted cost: £1,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Programme Known to engage reluctant readers, encourage regular reading at home and have a positive impact on outcomes in	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 can have a high impact on the progress of reading. EEF reading comprehension strategies (+ 6 months)	1, 4, 5

Reading including giving opportunities for developing reading comprehension.		
FFT Aspire New assessment systems to aid in more accurate tracking of pupils and impact of interventions, including associated staff CPD	In order to target support, teachers need clear assessment tools to track and monitor progress and identify impact of interventions.	4

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

Budgeted cost: £37,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
A play therapist one day a week working one to one with children who need emotional support to improve their wellbeing.	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 wellbeing.	2
Access to breakfast club (and after school club)	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. Previously, breakfast club has enabled some children with poor or erratic attendance to attend more regularly.	2, 3
ELSA support (1 days)	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.	2
Pupil premium children given funding for school uniform, school trips and access to wider opportunities e.g. clubs	This supports most vulnerable families and gives them equality of access to wider curriculum experiences that they might otherwise miss out on	2, 3, 6

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Total budgeted cost: £70,410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupil progress scores for last published data set (2022)

Measure	Score
Reading	-4.2
Writing	-3.5
Maths	-4.7

Disadvantaged pupil performance overview for last academic year (2022)

Measure	Score
Meeting expected standard at KS2	18%
Achieving high standard at KS2	0%

Attendance overview for 2022

Attendance	2021-22
Attendance all pupils	96.1%
Persistent absence all pupils	11 pupils
Persistent absence disadvantaged pupils	8 pupils
Attendance Disadvantaged Pupils	92.2%