

Pupil premium strategy statement – Rusthall St Pauls 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	36%
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)	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Liz Mitchell, Executive Headteacher
Pupil premium lead	Lyndsay Smurthwaite (HoS) and Sandra Sheldrake (AHT)
Governor / Trustee lead	Suzie Toombs and Del Walker, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£64,725

Part A: Pupil premium strategy plan

Statement of intent

Every child is valued and will achieve their full potential, through outstanding teaching, additional support and a planned programme of pastoral support. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We are determined that all our pupils receive a first-class education that gives them the skills, resilience and confidence to build on their successes and make their way in the world. We work with families and outside agencies to identify possible barriers and carefully plan how we can help minimise the impact of any obstacle in their path to achieving their potential. Quality first teaching is paramount as we believe that this has the greatest impact. Good quality CPD and coaching for all teachers ensures a focus on improving outcomes for all pupils with additional support as appropriate. We have regular meetings to review and focus on children's progress to ensure that effective strategies are being implemented. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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 the work that they're set
- 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

Pupil Premium pupils at Rusthall St Paul's CE Primary School, many of whom have multiple vulnerabilities, will make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for targeted pre-teach interventions. Additionally, in order to accelerate progress, we aim for disadvantaged pupils to have access to a wide range of catch-up interventions in schools. We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will develop our knowledge and understanding around trauma to be able to effectively support our families who may be suffering personally. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils, enabling them to experience the full learning experience. We aim to have all children attain 97% attendance as a minimum. We will facilitate pupils accessing a wide range of

enrichment experiences both in and out of school, which will positively impact on their academic achievement, progress and well-being.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (using Leuven scales and, where needed, Boxall profile), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a rise in anxiety and trauma. These challenges particularly affect disadvantaged pupils, including their attainment. Pupils do not have the tools to support their emotional regulation so that they are ready to learn.</p> <p>We continue to make a higher-than-average number of referrals to EWBS and Early Help.</p>
2	<p>Assessments, observations, and discussions with teachers indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in EYFS and year 1. These are evident from Reception through the EYFS baseline and is more prevalent in disadvantaged pupils. This is also apparent throughout the school, identified through the use of Language Link screenings.</p>
3	<p>Assessments, observations, and discussions with teachers suggest disadvantaged pupils have greater difficulties with phonics than their peers. Parents find this more challenging to support at home This negatively impacts their development as readers.</p>
4	<p>Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is consistently below that of non-disadvantaged pupils by a minimum of 10 standardised marks.</p>
5	<p>Attendance data within the school shows that the attendance and punctuality of disadvantaged pupils is significantly lower than that of non-disadvantaged pupils and that this will be affecting both academic and emotional needs.</p>
6	<p>Observation and monitoring of support with learning at home has demonstrated that far fewer disadvantaged pupils engage with home learning. Through discussions with parents, this stems from difficulties knowing how to access home learning and having the knowledge to support this e.g., phonics knowledge.</p>
7	<p>Monitoring of attendance at extra-curricular and enrichment activities is notably less in disadvantaged pupils. This impacts on their development of their talents and abilities and the life experiences that they exposed to.</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
Pupils have the tools to support their emotional regulation so that they are ready to learn and pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met	<p>PP children with emotional needs will have access to:</p> <ul style="list-style-type: none"> • External therapy (Emotional Wellbeing Service, Fegans etc) • Internal support (Wellbeing sessions, trauma informed schools support etc) <p>They will be able to independently implement strategies taught within those sessions to ensure reduced anxiety, higher levels of wellbeing, attendance, and punctuality.</p> <p>PP children are supported by trained adults in recognising their emotions and are able to work in collaboration to develop children's skills in communicating, labelling and regulating their emotions.</p>
Parents are empowered to support their children at home supporting through discussions of learning	<p>Parents' evenings and workshops have a higher rate of participation.</p> <p>Parents engaging with home learning and supporting pupils academically at home.</p> <p>Parents participating in Support Groups organised by SENCO increases.</p>
Gaps are identified and targeted teaching/interventions teach to gaps	<p>PP pupils without SEN/D to reach at least age-related expectations in reading, writing and maths in line with their peers.</p> <p>PP pupils with SEN/D are working within Key Stage outcomes in reading, writing and maths.</p> <p>PP pupils with SEN/D make small-step progress in reading, writing and maths.</p> <p>PP children make strong measurable progress in their interventions, closing the gap between themselves and their peers.</p> <p>All children have the opportunity for small group or reduced number of pupils to ensure increased access to qualified teacher support.</p>
Pupils are exposed to a wide range of social/cultural and sporting experiences	<p>PP children have access to culturally rich experiences, and more exposure to positive and inspiring role models to raise aspiration.</p>

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: **£29,890**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development (concepts, skills, personalisation) with Educational Consultant	The singular most important factor in ensuring that organisations remain forward looking and thinking, is the recognition of the need to continually learn. The challenge of leading this can be daunting, as it requires an acceptance that change is both necessary and inevitable. The rewards, however, of a collaborative workforce, working with each other and engaged in knowledge creation, demonstrates the true value of this investment.	3, 4
Little Wandle Phonics development	<p>Embedding principles of good practice set out by Little Wandle. This will involve training and release time for staff to develop and implement new procedures. This will be overseen by a Little Wandle lead to ensure consistent high quality intervention to improve progress and attainment.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more</p>	3, 4

	<p>effective on average than other approaches to early reading</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
EYFS Communication and Language development	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as 'sustained shared thinking' or 'guided interaction'. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills.</p> <p>Education Endowment Foundation EEF</p>	2
Maths curriculum development and staff training	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4

Training for English Leads – Raising attainment in reading (plus release time to implements strategies and cascade training)	<p>The average cost of reading comprehension strategies is estimated as very low. The cost to schools is largely based on training and professional development, books and learning resources, the majority of which are initial start-up costs paid during the first year of delivery. Effective teaching of reading comprehension strategies will also require a moderate amount of staff time, compared with other approaches. Alongside time and cost, school leaders will consider how to develop teachers' ability to use specific techniques for particular pupils' needs and ensure they use texts that provide an effective challenge to readers.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Improving Reading Resources	<p>The average impact of targeted reading strategies is an additional six months' progress over the course of a year. Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	3, 4
Engaging parent programme	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. <p>The average impact of the Parental engagement approaches is about an additional four months' progress</p>	5, 6

	over the course of a year. There are also higher impacts for pupils with low prior attainment. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo to screen pupils for underlying learning needs and support staff in implementing strategies to close the gap in attainment	In order to effectively support pupils to close the gap between themselves and their peers, we need to fully understand their learning gaps and any underlying learning needs. Assessing them at the earliest opportunity and implementing effective strategies is proven to be the most effective way to address this. Final Lesson-22.pmd (nios.ac.in)	2, 4
Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Early Years Interventions	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five	2, 3, 4

	<p>additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p> <p>Education Endowment Foundation EEF</p>	
Targeted teaching assistant Support	<p>Specific focused interventions to target accelerated progress across the curriculum in high impact manner delivered by our Teaching Assistant team. To include pre-learning of vocabulary and concepts.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	4
One-to-One Support and Small group tuition	<p>There is a strong and consistent body of evidence demonstrating the benefit of one-to one or small-group tutoring using structured interventions for children who are struggling with literacy.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	4
Reading fluency and Comprehension interventions	<p>Reading comprehension intervention can improve learning by an additional 5 months over a school year, being particularly effective for older readers not making expected progress.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	3, 4
Targeted Mental Maths Interventions	<p>Intensive tuition in small groups to be provided to support lower attaining learners or those who are falling behind and improve learning by 6 months in a school year.</p>	4

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

Budgeted cost: **£10,335**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being KS2 curriculum	<p>Well-being education builds emotional intelligence and breaks down barriers to learning. Many children come to school not having dealt with emotions from outside of school as well as inside. Well-being sessions allows pupils to address and deal with issues that stand in the way of learning. When looking at the pupils most vulnerable and in need of 1:1 support, the majority are those eligible for pupil premium funding.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Well-being small group targeted support	<p>The average impact of interventions based around self-awareness and social interactions is four additional months' progress over the course of a year. Evidence suggests that, on average, these interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1
Curriculum enrichment	<p>Research into cultural capital shows that pupils that are exposed to extracurricular activities more engaged in learning and education, along with aspiring to study. The school helps to subsidise visits and residential trips for pupil premium families.</p> <p>Closing the gap with the new primary national curriculum Final report V2 (publishing.service.gov.uk)</p>	4, 7
Supporting families to access residential/school trips	<p>As well as the physical health benefits, school residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving</p>	1, 5, 7

	<p>their emotional health and wellbeing. The importance of allowing children to explore their environment, take responsibility for themselves and generally sustaining themselves with minimal adult intervention is significant.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	
Funding for school uniform and sports clothing	<p>Uniform purchases, support in payments for educational visits and wider curriculum activities.</p> <p>The impact of poverty on young children's experience of school (basw.co.uk)</p>	1, 5, 7

Total budgeted cost: £65,725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

The data demonstrated that disadvantaged pupils and their peers achieved less well than all pupils nationally under the interim leadership team. Newly appointed Head of School for September 2023 has accurately assessed the needs and barriers of the disadvantaged pupils and has initiated appropriate staff training.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance is a significant issue for disadvantaged pupils at Rusthall St Pauls CE Primary School. Whole school attendance for the academic year 2022-2023 was 92.9% but pupil premium children only attended 88% over the course of the year. The national average is 96.7%.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. However, the school is now being supported by the Inspire Academy Movement Trust and has a rigorous support plan in place to ensure that the school is moving towards these outcomes.

Our evaluation of the approaches delivered last academic year indicates that the curriculum was not fully planned in all subjects to ensure progression. In many foundation subjects the precise knowledge that pupils must learn, and the order in which it should be taught, had not yet been explicitly identified. This is being targeted with the implementation of a new, well researched and successful curriculum which addresses these issues. In the early years, there are more significant gaps in knowledge and understanding and this needs to be addressed. In phonics, sometimes staff move on too quickly before pupils have fully embedded their phonic knowledge. A number of pupils have fallen behind in their phonics learning and require more targeted support to close the gap. Ultimately, there was a lack of consistency in support for pupils identified as not making enough progress and attendance was not challenged or supported to ensure that children were in school and able to learn.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year to ensure that we see greater impact for pupils.