

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	Rushwick C of E Primary
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Geoff Jeffrey, Headteacher
Pupil premium lead	Deborah Hulls, Deputy Headteacher
Governor / Trustee lead	Ben Tanner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,175
Recovery premium funding allocation this academic year	£2,755
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	£ 30,930

Part A: Pupil premium strategy plan

Statement of intent

At Rushwick our intention is embedded in our whole school belief in high attainment for all pupils regardless of their background or the challenges they face. Every child should have the opportunity to reach his or her potential – we have high expectations for all. We provide an inclusive broad balanced curriculum for everyone. We believe strongly in good relationships across school with pupils, staff and parents. We pride ourselves on everyone feeling part of our school community, we work hard to develop pupils academically, socially and emotionally.

We place strong emphasis on high quality first teaching for all, focussing on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We believe that every day in school counts, as a school staff we share good practice, we monitor performance on a regular basis – provide feedback and ensure any training needs are addressed. Staff have a good understanding of pupils' prior attainment they plan lessons to meet the needs of all pupils within their classes ensuring learning is matched and pitched appropriately. There is a high level of challenge planned for all pupils. Staff are accountable for the progress of all pupils within their class.

We have clear responsive leadership, our SLT meet regularly, staff are held accountable through regular monitoring and evaluation systems – book trawls, lesson drop-ins, pupil discussion and pupil progress meetings. SLT lead by example and provide support and feedback for staff as necessary. Governors hold leaders to account by discussions with key staff about pupil premium children. Staffing structures are reviewed regularly and needs of pupils inform where support staff should be placed based on their skills and experience. Training is provided when a need has been identified and our English/Maths lead provide regular CPD during staff meetings.

In order to meet individual needs of staff will complete learning characteristic checklists for the disadvantaged pupils within their classes to provide a clear profile of the pupils and then plan accordingly to meet their needs. Pupils with similar needs will be grouped for support/interventions. Where an individual has emotional wellbeing needs Thrive on-line materials will be used to provide an individual Thrive assessment which provide action plans. Our approaches will be rooted in a variety of diagnostic assessment tools to provide evidence in addition to observations, pupil discussion and monitoring by SLT to inform decision making. An emphasis is placed on early interventions, with needs addressed swiftly.

To summarise our key principles are:

- A whole school approach with quality first teaching at its heart, with all staff being held accountable and responsible for disadvantaged pupil's outcomes and raising their expectations.
- To act early to ensure need is addressed swiftly.
- To support the whole child – academically, socially and emotionally to be the best version of themselves they can be.
- To work alongside parent/carers to support their child in school.

Challenges

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

Challenge number	Detail of challenge
1	Observations and discussions with pupils indicate poor and delayed language skills, specifically with gaps in vocabulary development and understanding, with it more prevalent in those disadvantaged pupils. This lack of vocabulary knowledge and understanding is evident from Reception through to KS2. The pandemic has further heightened this due to lockdown restrictions exacerbating the lack of experiences outside of school available to pupils. This has impacted reading progress - our internal data indicates that reading attainment for disadvantaged pupils is below that of non-disadvantaged pupils.
2	Our internal and previous year's external data indicates that maths attainment is below for non-disadvantaged pupils, particularly those in KS2. Children find problem solving and reasoning a challenge, this is also linked to their understanding of vocabulary.
3	Through observation, assessments and monitoring disadvantaged pupils generally have greater difficulties with phonics than their peers.
4	For many of our disadvantaged pupils the pandemic has impacted their emotional well-being resulting in an increase in anxiety/worry, low confidence and self-esteem, impacting their willingness to work and access learning.
5	Our attendance is generally good however the disadvantaged pupils have lower attendance than the non-disadvantaged pupils. In addition to this parental engagement for disadvantaged pupils is not as good with parents/carers reluctant to engage with school and work together to support their child's learning.

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
Children to improve their understanding of language, to use vocabulary and grammar more effectively. Children confident and able to discuss learning in class. Children with delayed language to have closed the gap with their peers. Children to have a wider subject vocabulary – understanding and using correctly new vocabulary learnt. Children to therefore have access to a wider more challenging range of learning opportunities.	<p>Children demonstrating a wider subject vocabulary knowledge during pupil discussion/class observations.</p> <p>Children making good or better progress across the curriculum. During pupil discussions children using high order vocabulary demonstrating a greater understanding of meaning, context and relevance.</p> <p>Children when assessed by SALT demonstrate improvements in scores. Children able to retell narrative using who, what, where, when and why effectively. Grammar used effectively on 85% of occasions</p>

<p>Improved attainment in reading and maths. Children demonstrating progress in their maths and English skills – specifically in relation to phonics, reading and reasoning and problem solving within maths.</p>	<p>Based upon the SATs/PIRA scaled scores from termly assessments, all disadvantaged children to improve their scaled scores by a minimum of 10% during the academic year.</p> <p>Evidence in books to demonstrate progress.</p> <p>Improvements in early reading fluency for disadvantaged pupils.</p> <p>Phonics screening outcomes for 2024/25 show more than 85% of disadvantaged pupils met the expected standard.</p> <p>KS2 reading outcomes in 2024/25 show more than 75% of disadvantaged pupils met the expected standard.</p> <p>KS2 maths outcomes in 2024/25 show more than 75% met the expected standard.</p>
<p>Children to be more confident and reduced anxiety within class. Children able to express emotions more readily and understand how to control their feelings better. Identify and provide support for those pupils who have suffered adversely with their mental health as a result of the pandemic. Children to develop greater resilience to help them overcome mental anxiety and fears.</p>	<p>Children demonstrate through a reduction in meltdowns how to deal with emotions such as anger, worry – regulating their own emotions more. Children’s academic progress to show improvements as a result of them more readily available to learn.</p> <p>Support provided alleviates mental health issues – children not missing lessons or absent from school.</p>
<p>Attendance for disadvantaged pupils to be in line with non-disadvantaged. Parents/carers to work with school on attendance and engage with support from outside agencies as necessary to improve attendance. Parents/carers to engage in workshop opportunities, attend parent consultation appointments.</p>	<p>Improved attendance for disadvantaged pupils to match or exceed national averages for non-disadvantaged pupils.</p> <p>Improved engagement from parent/carers in supporting their child’s learning at home.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2021-2022** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing strong vocabulary skills and understanding. Extending pupils vocabulary understanding and the ability to demonstrate this through articulation of key ideas.</p> <p>Whole School curriculum planned placing emphasis on developing vocabulary across all subjects. Teacher training by English lead, release time for staff to monitor. Regular diagnostic question level analysis of PIRA reading paper by English lead to provide further targeted support.</p> <p>WordAware programme and training to be purchased. This program we believe closely matches our research with all of the principles identified above underpinning this programme (careful selection of vocabulary to be taught; daily teaching of vocabulary in the context of topics, literacy or concepts; new vocabulary taught phonologically, semantically and syntactically; language activated and reviewed within the environment).</p> <p>CPD for teaching staff – building on Quality First Teaching and Mastery approaches to include greater emphasis on use of effective questioning and pupils mastery of</p>	<p>Evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Alongside the use of high-quality classroom discussion, which is inexpensive to implement with high impacts on reading:</p> <p>EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Guidance Reports - Recommendation 1 in all of the reports (Improving Literacy in Key Stage 1 & Improving Literacy in Key Stage 2</p> <p>https://researchschool.org.uk/aspirer/news/an-evidence-based-approach-to-improving-oral-language-skills-of-disadvantaged-pupils</p> <p>A Quigley author of Closing the Vocabulary Gap explains that ‘A broad and deep vocabulary is integral to every facet of learning. Take science. In primary school, children need to grasp the unique language of science to describe the phenomena, from forces to food chains. When you possess a broad vocabulary any new or unfamiliar idea or term you come across is more likely to be linked to what you know and therefore better understood. Vocabulary is like mental</p>	<p>1, 2</p>

<p>key concepts before moving on to next topic.</p>	<p>Velcro - the more you know, the more 'hooks' you have to hook onto new words.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p>Embed Systematic approach across school to phonics and early reading development.</p> <p>This will secure phonics teaching is consistent across Reception and Key Stage One classes. Staff training for new staff members, revisiting systems with current staff members. Review of assessment of phonics to ensure regular reviews of progress taking place – English lead to monitor regularly. Modelling of listening to children read for Teaching Assistants delivering group work by English Lead.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF Phonics toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3
<p>Enhancement of Maths teaching and learning through the mastery approach as part of GLOW Maths, through the Maths Hub.</p> <p>Maths lead undertaking CPD with teaching staff subsequently trained by maths lead. A whole school approach to a 'can do' attitude, and a no label of high/low attainers based on prior attainment – everyone being effectively challenged.</p> <p>CPD for teaching staff – building on Quality First Teaching and Mastery approaches to include greater emphasis on use of effective questioning and pupils mastery of key concepts before moving on to next topic.</p>	<p>The DfE non-statutory guidance produced in conjunction with National Centre for Excellence in the teaching of Mathematics (NCETM), drawing on evidence based approaches:</p> <p>Maths guidance KS1 and 2 pdf (publishing.service.gov.uk)</p> <p>https://glowmathshub.com</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	2

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

Budgeted cost: £ 10,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted one-to-one/ small groups to support catch-up to bring development in line with peers</p> <p>Pupils in Reception class to use The Nuffield Early Language Intervention (NELI) materials - to be used to improve children’s oral language skills as well as promote longer-term progress in reading comprehension.</p> <p>Groups of pupils in Key Stage 2 to receive after school provision with qualified teachers once a week whose education has been most impacted by the pandemic.</p> <p>In addition to the above there are also the following one-to-one or small group interventions undertaken led by school staff:</p> <ul style="list-style-type: none"> • Phonics • Daily reading • Maths groups • Spelling 	<p>One to one tuition/EEF (educationendowment.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition/Toolkit Strand/Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools. NELI children made an average of 3 additional months’ progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale</p>	<p>1, 2, 3</p>

<p>SEL intervention groups – supporting pupils to identify, manage and regulate their emotions.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Approach embedded across school with new members of staff trained in the approach. Annual CPD for Thrive Practitioners. Annual CPD for school staff during September training day.</p> <p>Development of the outdoor learning environment including training a Forest School leader. To enable children to experience high quality teaching and learning outside of the</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. EEF Framework Guidance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Forest School offers a unique educational experience using the outdoor environment of the forest as a classroom. Research has demonstrated the positive impact of immersion in nature on well-being, creativity, brain function and mood, highlighting the potential of the outdoors in engaging children with learning.</p>	<p>4</p>

<p>classroom to support well-being and health. To provide opportunities to engage with the outdoor environment away from the current reliance on technology to provide entertainment.</p>		
<p>Developing a whole school approach to engage parents within in our school setting – identifying a need and offering support with homework strategies, phonics workshops, maths workshops – held at times which enables parents to engage.</p> <p>School to be proactive when contacting parents when attendance drops below 95%</p> <p>Supporting parents with challenges faced outside of school by subsidising school visits, providing wrap-around care at a reduced rate, providing laptops and offering nearly new uniform.</p>	<p>EEF – Working with Parents to support Children’s Learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Parental engagement has a positive impact on average of 4 months’ additional progress over a year. There are also higher impacts for pupils with low prior attainment</p>	<p>5</p>

Total budgeted cost: £ 28,760

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.

The outcomes of the pupil premium strategy for 2020-2021 have been affected due to COVID-19.

In January 2021 schools were closed to all but keyworker and vulnerable children for 9 weeks, as a result of this many pupils were then engaging with home learning. As part of our strategy we ensured those vulnerable/disadvantaged children not in school were in contact on a daily basis. Paper copies of any work which needed to be printed out was provided and laptops were issued to any families struggling. In Key Stage 2 there were 26 pupils in school with 15% of these being disadvantaged pupils, in Key Stage 1 there were 32 pupils in school with 50% of these being disadvantaged pupils. The progress of the disadvantaged pupils who were in school has been good or better than those disadvantaged pupils not attending school during the lockdown.

Successful emotional and wellbeing support resulted in higher than national attendance figures (97%) for all pupils, children reported feeling safe in school and felt that adults supported them well. However for the disadvantaged pupils during the summer term attendance was below that of non-disadvantaged pupils (disadvantaged pupils 88% & non-disadvantaged 97%) and therefore remains a focus for next academic year as part of the focus on parental engagement.

Overall our disadvantaged pupils have not achieved the aspirational targets set in reading, writing, maths and phonics as a result of another disrupted year and for some children the gap has widened despite targeted interventions whilst in school.

Pupils have been in receipt of a broad and balanced curriculum whilst having to adhere to Covid restrictions, however the other opportunities which had been identified at the beginning of the year have not been able to take place due to the pandemic, therefore children have had limited exposure to a wide range of social, cultural, enrichment and sporting opportunities within (and outside) the school day.

Overall parental engagement remotely was generally good with communications between school and parents/carers working well but due to Covid restrictions parents were unable to come into school. Parents/carers of disadvantaged pupils were signposted to support via our Early Help Offer as needed however these services were also limited and this meant that interventions were carried out remotely via internet platforms. As a result of the pandemic relationships with parents/carers have been affected and therefore remain a priority for this years' strategy.

Further information

Mental Health and wellbeing will be given a high priority as a whole school approach. It will be part of the agenda at weekly staff meetings. CPD for Mental Health Lead in school – to include training by applying for the DfE funded grant to train a Senior Mental Health Lead within school setting. There will also be two Mental Health First Aiders trained in school to support the Mental Health Lead. The designated Senior Mental Health Lead will be part of the local MHL network organised by Worcester Children's First.