

Rushey Green 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	Rushey Green Primary School
Number of pupils in school	563
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	2021/2022 to 2023/2024
Date on which it will be reviewed	March 2023
Statement authorised by	Lisa Williams, Headteacher
Pupil premium lead	Loxane Wallace Assistant Headteacher
Governor	Nadia Glasspool

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,440
Recovery premium funding allocation this academic year	£49,464
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	£294,904

Part A: Pupil premium strategy plan

Statement of intent

At Rushey Green our intention is that all pupils have access to high quality teaching regardless of each pupils socio economic background; therefore improving pupils as learners. Fostering a deep sense of belonging and improving outcomes for all pupils, irrespective of background, gender or disability.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.

Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport, music and arts.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

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. The

focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which 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. Our aim is to improve pupils as learners. We are committed to ensuring that all day-to-day teaching meets the needs of each learner, rather than rely on inventions to compensate for teaching that is less than good. Quality First Teaching is paramount.

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

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in reading, writing, maths and phonics</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
2	<p>Social, emotional and mental health</p> <p>The wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Impact of Covid-19 disruptions in primary schools: attainment... EEF</p>
3	<p>Access to wider opportunities</p> <p>Our disadvantaged pupils have limited access to wider opportunities and the pandemic has restricted pupils' access to enrichment activities.</p>
4	<p>Attendance & Punctuality</p> <p>Our assessments and observations indicate that absenteeism and punctuality is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Access to technology and educational materials</p> <p>Disadvantaged and vulnerable pupils have limited access to ICT technology outside of school. Some children have no internet and are unable to access online educational software/programmes subscribed by the school.</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
Reading	Achieve above national average progress scores in KS2 Reading
Writing	Achieve above national average progress scores in KS2 Writing
Maths	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Attendance	Ensure attendance of disadvantaged pupils is above 95%
Wider opportunities	Pupils have access to wider opportunities across curriculum and wider community

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: **£141,904**

Primary pupils (£1,385) (previously £1,345)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum materials and subscription	Implement and embed CUSP curriculum underpinned by research, evidence and cognitive science. Delivering clearly sequenced lessons which enables pupils to develop oracy and vocabulary skills, and enables learners to retain and recall more taught skills and processes. Oral language interventions EEF	1,2,3,4,5
CPD for staff and training	Ensure all relevant staff (including new staff) have received bespoke training	1,2,5

	on revised curriculum model to effectively plan, teach and assess lessons using the revised teaching strategy.	
Monitor the impact of teaching and learning across the curriculum for PPG.	High quality teaching and scaffolding to enable DA students access the sequence of lessons and curriculum (English, Science and foundation subjects).	1,2,3,5
Develop Writing curriculum through CLUSP units of work	Pupils make accelerated progress. Pupils are at least in-line with other pupils nationally Pupils confidence to use grammatical terms and apply to writing Evidence of planning and clear sequence of lessons building on prior knowledge and key skills. Secure teachers knowledge of English curriculum including the grammar concepts.	1,2,3,4,5
PIXL- Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Developing vocabulary across the school curriculum.	Training for staff on Alex Quigley - The Vocabulary Gap. Purchase of resources to support the development of oracy across the curriculum. Promoting high-quality discussion and encouraging pupils to articulate key ideas, consolidate learning and extend vocabulary. Management/release time for designated leads	1, 2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Little Wandle Phonics	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:	1,2

	Phonics Toolkit Strand Education Endowment Foundation EEF Improving Literacy in Key Stage 1 EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Lead teacher and maths champions release time to embed key elements of guidance in school and to access Maths Hub resources and CPD White Rose (including Teaching for Mastery training).</p>	<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>Improving Mathematics in the Early Years and Key Stage 1 EEF</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 EEF</p> <p>Impact of Covid-19 disruptions in primary schools: attainment... EEF</p> <p>The report says we find evidence that disadvantage gaps for maths widened since the onset of the COVID-19 pandemic. On average, across Years 2 to 6, the maths gap between disadvantaged pupils and their peers widened. This represents an increase of between 4% to 17% in the pre-COVID-19 disadvantage gap.</p>	1,2
<p>Ensure all Early Career teachers have access to quality coaching and mentoring</p>	<p>Designated experienced teacher(s) to coaching and support Early Career teachers.</p> <p>Impact on delivering high quality teaching.</p> <p>Retention of good/outstanding teachers securing better outcomes for pupils.</p>	1,2

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

Budgeted cost: **£78,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase an approach to spelling building on high-quality phonics in order to generate a word rich curriculum.	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Raise attainment in spelling</p> <p>Identify improvements in spelling as being central to rise in performance.</p> <p>Consistent approach to improve and raise standards.</p>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

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

Budgeted cost: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast provided for all children	<p>All pupils have a settled start to school.</p> <p>No children start the school day hungry.</p> <p>Children have access to a healthy breakfast.</p>	1,2,3,4

Dedicated Pastoral/Attendance Lead	<p>Monitor absenteeism and punctuality</p> <p>Identify persistent non attendance and lateness</p> <p>Strengthen partnership with parents and carers</p> <p>rewards for good attendance and punctuality</p>	1,2,3,4,5,6
Buy-in Educational Welfare Officer services	<p>Purchase EWO support</p> <p>Under the guidance of Pastoral lead monitor, follow up persistent absenteeism and punctuality</p> <p>Home visits & meet and liaise with parents and Pastoral lead</p>	1,2,4
Dedicated Learning Mentor	<p>Improved SEMH of all pupils</p> <p>Instances of poor behaviour reduced</p> <p>1:1 sessions SEMH</p> <p>Deliver Healthy Eating and Lifestyles KS2</p> <p>Pupils are safe and are confident and can manage their emotions effectively</p>	1,2,3,4,5,6
Wider curriculum opportunities	<p>Pupils have access to a wide range of activities within and beyond the curriculum to enhance their cultural capital.</p> <p>Pupils have opportunities to become members of the school choir.</p> <p>Free places given to disadvantaged and vulnerable children to multi-skills.</p>	1,2,3,4
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £294,904

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 2022 to 2023 academic year.

Assessments during 2022/23 showed that the performance of disadvantaged pupils was slightly above non-disadvantaged pupils in EYFS. Our assessments and observations indicated that pupil well-being continued to be an area of development. The positive impact of Forest School provision was evident in our youngest children, with 73% of disadvantaged children in EYFS achieving a Good Level of Development at the end of EYFS.

Overall attendance 2022/23 was in line with that of non-disadvantaged children. However, a greater % of pupils who were 'persistently absent' were disadvantaged. Our assessments and observations for these children indicate that absenteeism is negatively impacting progress. This is why attendance is a continued focus in our current plan.

Key areas of impact:

- Staff received bespoke training on Phonic and continued CPD
- Phonics scheme implement in EYFS and KS1
- Lead teacher Maths teacher and additional maths champion CPD to raise the attainment of maths across the school and implement maths mastery programme.
- Daily supported reader implemented in all classes in KS1 & EYFS.
- Intervention groups for disadvantaged pupils falling behind and not achieving age-related expectations in maths.
- Magic breakfast embedded for all pupils. All children receive a healthy breakfast in the morning in class ensuring children are ready to learn.
- Learning mentor employed to support our most vulnerable and disadvantaged pupils' social emotional needs. Regularly delivering sessions to meet the SEMH needs of our cohort.
- EWO services purchased, attendance officer supporting parents and issuing sanctions for persistent absenteeism.
- Improved attendance and punctuality targeted.
- Strengthened partnerships with families and the school, providing support to vulnerable families and closely working with Family support and Social workers.
- Support for EAL children with regular language inventions provided by the language teacher and teaching assistants.
- INSET and CPD for all staff to support new initiatives and approaches that have been introduced.

Activity	Intervention	Impact
Curriculum materials and subscription	Implement and embed CUSP curriculum underpinned by research, evidence and cognitive science.	Curriculum fully embedded across school. Clearly sequenced lessons following evidence based research based on Roshenshine's Principle of Instruction following the CUSP approach. Pupils familiar with lesson structure and models building on consistency across school. <i>'Teachers present content to pupils clearly and in manageable steps. They revisit subject specific concepts and check pupils' understanding regularly. This helps pupils to build on prior knowledge securely in most subjects.'</i> OFSTED Nov 2022
CPD Staff	Joint partner practice	Staff subject development coaching, modelling, curriculum mapping, monitoring and reviewing current curriculum subject leaders supporting team members with expertise, knowledge and skills.
PIXL	Standardised diagnostic assessment	Clear timetabled standardised testing supporting teacher assessment cycle. Gap analysis to support teachers planning lessons/interventions to close the gaps for children falling behind.
Purchase of Synthetic Phonics	Little Wandle Phonics Improving Literacy in Key Stage 1 EEF.	Year 1 phonics data for disadvantaged pupils is 69% compared to 73% of non disadvantaged pupils. This is slightly below. <i>'Leaders train staff to deliver the phonics and reading programmes.'</i> OFSTED Nov 2022
Enhancement of Maths teaching and curriculum	Maths Hub and CPD Maths Hubs NCETM	CPD for all staff on Maths Hub and teaching for Mastery. Maths lead and Champions x2 regularly attended CPD as part of the hub, providing opportunities for discussion and collaboration between the staff, school and hub. <i>'Leaders structure the content they want pupils to learn in a coherent way.'</i> <i>Maths champion appointed as new maths lead from academic year 2023/24.</i> OFSTED Nov 2022 Pupils in KS1 achieving age related expectations (ARE) 72%, children who are disadvantaged 68% which is slightly below children who are not disadvantaged at 75%.

		KS2 pupils achieving age related expectations (ARE) 69% children who are disadvantaged 57% which is significantly below children who are not disadvantaged 77%.
Early Career teachers coaching and mentoring.	ECT coaching and mentoring.	Early career teacher has successfully completed induction and has achieved QTS. Teach First trainee has received coaching and mentoring from AHTs and has been appointed in teaching position.
Provide pupils with a good start to the school day.	Breakfast provided for all children.	Pupils receive a variety of food items and fresh fruit daily to each classroom. Very popular with pupils including breakfast club attendees.
Attendance & Punctuality	Dedicated pastoral/attendance lead	Newly appointed pastoral lead. Refined system for lateness implemented by Lead and Senior Leadership Team. Improved outcomes for lateness. Persistent absenteeism continues to be a focus.
Sustained well being of pupils	Dedicated learning mentor	Regular wellbeing sessions for disadvantaged and vulnerable pupils with the learning mentor. Assemblies and sessions delivered in class to support the well being and mental health of pupils. Believe UK, Lewisham Outreach and other outside agencies have been brought in to deliver bespoke sessions to pupils focusing on wellbeing and mental health. <i>'Pupils are happy and safe in this welcoming school. They are enthusiastic and ready for learning. Pupils behave sensibly. Pupils across the school demonstrate self control and engagement. OFSTED Nov 2022.'</i>
Wider curriculum opportunities	Range of activities beyond the curriculum to enhance cultural capital	Pupil premium children receiving peripatetic music specialist lessons funded by the strategy. Additional holiday schemes fully funded places offered to disadvantaged and vulnerable pupils. Football clubs/tournaments including multi-skills funded for disadvantaged pupils.

Externally provided programmes

Programme	Provider
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CUSP	Unity Schools Partnership
Maths Teaching Resources	White Rose
Maths Mastery Hub	NCETM
Times Tables Rockstars	Maths Circle Ltd
Little Wandle Phonics	Wandle Learning Trust
PIXL	PIXL
Daily Supported Reading & Destination Reader	Hackney Learning Trust

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity
