

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	Rufford Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	
Pupil premium lead	Alice Middleton Headteacher
Governor lead	Maimoona Qari

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91460
Recovery premium funding allocation this academic year	£9715 (£2500 will top-up school based tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1714
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	£102,889

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Rufford make good progress and attain well in all subjects, irrespective of the challenges they face in or out of school.

We will assess the challenges that our pupils face, whether or not they are classed as Pupil Premium. We will include children with a range of vulnerabilities including, but not limited to: those who have a social worker; those who receive FSM; those who have suffered bereavement; and those who have witnessed domestic violence.

We are focussing on high quality teaching, with an emphasis on those areas that have been flagged up as a particular area of need for disadvantaged pupils, whilst also improving opportunities for their non-disadvantaged peers. We will also focus on additional support that is available for our disadvantaged children, whether planned or “in the moment”.

Our PP strategy is linked with other development plans, and is not limited to academic strategies, but includes activities to support the well-being of our vulnerable children.

Our strategy plan will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not common 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	Assessments and observations indicate that a high number of children have under-developed speech and language skills on entry to school either in Nursery or Reception. This has led to below expected oral language skills and vocabulary gaps evident from Nursery to Y6.
2	Assessments and observations indicate disadvantaged pupils overall are less confident and competent readers. Attainment in phonics has a direct impact on their development as readers. Y1 phonics screening 2021 – 15/20 passed (75%); 4/7 PP passed (57%) Y2 phonics screening 2021 – 25/29 passed (86%); 8/10 PP passed (80%). Y6 reading test results 2019 – 53% passed; 44% PP passed
3	Assessments and observations indicate that the education and academic progress of many of our disadvantaged pupils have been adversely affected by events of the past 18 months. This is a national picture and has resulted in significant gaps in knowledge, leading to children falling behind age-related expectations particularly in maths.
4	Monitoring of attendance shows that the attendance of disadvantaged pupils was significantly lower in 2020-2021: 91.2% vs. 93.7% Unauthorised absences were higher for disadvantaged pupils in most classes. Persistent absentees were predominantly not disadvantaged children: 31 PA of whom 8 were PP. In 2018-2019, PP authorised absences were 3.49%, all pupils was 2.76%; PP overall absences were 5.47%, all pupils was 4.8%
5	Monitoring, observations and discussions with children and parents indicate that social and emotional issues are barriers faced by many children, especially following the disrupted education over the past 18 months. This has particularly affected disadvantaged children 58% of emotional cause for concern pupils are disadvantaged.

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
1	Increased vocabulary skills and oral confidence in disadvantaged pupils	Improved verbal confidence is demonstrated in the triangulation of pupil voice, book looks, participation in lessons and regular assessments.
2	Improved phonics and reading outcomes for disadvantaged pupils	Statutory and internal assessments show that a greater % of disadvantaged pupils meet the expected standard.
3	Improved maths outcomes for disadvantaged pupils, both in statutory tests and internal assessments	A greater % of disadvantaged pupils meet the expected standard, this is seen in statutory and internal assessments.
4	Improved attendance for all pupils, particularly disadvantaged pupils	Overall attendance is in line with national and the gap between disadvantaged and non-disadvantaged pupils is reduced to less than 1%. Numbers of children who are persistent absentees is reduced to 10%
5	Sustained, improved well-being for all pupils in school, particularly disadvantaged pupils	A decrease in the number of pastoral concerns and mental health issues as well as an increase in the number of disadvantaged children accessing tailored support is demonstrated in monitoring, teacher observations and pupil voice.

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. Each area includes contingency costs to allow for flexibility with regard to changing needs of pupils and mobility.

Teaching

Budgeted cost: £68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Carefully planned interventions address the gaps identified through the use of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</p>	<p>1 2 3 5</p>
<p>Through quality first teaching, staff embed opportunities for pair/group discussion across the school curriculum. These support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Supporting_oral_language_development.pdf</p>	<p>1 2 3 5</p>
<p>Develop high quality teaching by engaging in Trust wide CPD, WalkThrus and National College materials; engaging with HODs from the Trust, attending MAT Mondays and working with the maths and humanities consultants.</p>	<p>Evidence shows that CPD needs to be carefully designed to meet the specific needs of staff</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1 2 3 5</p>

<p>Purchase of Little Wandle synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Staff training in Little Wandle, and ongoing CPD</p> <p>Participation in the Phonics Hub</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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.littlewandlelettersandsounds.org.uk/</p>	<p>1 2 3 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE Ready to progress and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>1 2 3 5</p>

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

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide early speech and language support for pupils in EYFS</p> <p>Trained TA to work with children using Well-Comm materials</p>	<p>Evidence shows that early intervention for children with language development problems has the most impact https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	<p>1 2 3 5</p>

Provide additional groups for targeted phonics teaching so that the teacher can work with the most needy children	Small-group support is more likely to be effective when children with the greatest needs are supported by the most capable adults and adults have been trained to deliver the activity being used https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1 2 3 5
Provide school-based tutoring for reading and maths	Individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf https://www.nfer.ac.uk/media/1700/eftr05.pdf	1 2 3 4 5

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

Budgeted cost: £16,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional support for pupils We will provide training for our pastoral HLTA so they can carry out individual or small group interventions or regular sessions to meet planned and reactive need	Children who are unhappy or anxious are not ready to learn.and there is a lot of evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2 3 4 5
Train and release staff to develop and implement new	Research shows that poor attendance and low attainment are closely linked, especially for disadvantaged pupils	1 2 3

processes to support parents in improving attendance	https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 https://www.gov.uk/government/publications/improving-attendance-at-school	4 5
Facilitate children experiencing Forest School at least once each half term	<p>Evidence indicates that Forest school helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Metacognition is particularly evident in the independent learning that takes place in a Forest School environment</p> <p>https://forestschoollassociation.org/what-is-forest-school/</p> <p>The Essential Guide to Forest School and Nature Pedagogy by Jon Cree, Marina Robb</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1 2 3 4 5
Train and facilitate Mental Health First Aiders in school, for staff and pupils	<p>Research supports the importance of providing practical and emotional support to children and young people affected by emergencies or crisis situations. Children and young people can be very resilient, but crises such as COVID-19 can severely impact their mental health. Getting the right support early on can help prevent problems occurring or worsening.</p> <p>Staff absence or stress caused by Mental health issues impact on the learning of all children, by addressing this early on staff well-being will improve so they can focus on high quality teaching</p> <p>https://www.barnardos.org.uk/news/generation-lockdown-third-children-and-young-people-experience-increased-mental-health</p> <p>https://mhfaengland.org/mhfa-centre/research-and-evaluation</p>	1 2 3 4 5
Inclusion manager engage with the Mental Health Support team form CAMHS	<p>Therapeutic interventions to intervene before a CAMHS referral becomes necessary</p> <p>https://dudleyci.co.uk/child-and-adolescent-mental-health-community-services-camhs</p>	1 2 3 4 5

Total budgeted cost: £102,900

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Internal assessments show that pupil premium children did not make accelerated progress compared with all children. In some classes PP children attained higher levels than all children, but this was patchy. This may in part be owing to attendance over the academic year being lower for PP children than for all.

Attendance strategies worked in the summer term for PP children, though not for the full academic year:

Academic Year: PP 91.2%, all 93.7%; Summer Term: PP 92.4%, all 91.4%

There was poor take-up of pupil premium places in the autumn and spring terms.

Extensive pastoral session led by two members of staff supported 36 children for social and emotional interventions, 1:1 or small group

Additional support for phonics led to Y1 screening results improving from 1 child (5%) passing in October 20 to 15 (75%) passing in June 21. Official screening results for this cohort in November 21 is that 17 (85%) passed.

Speech and Language screening and interventions in Nursery did not take place owing to bubble security. Instead S&L and phonics support was given in the KS1 bubble, where the TA was based. The impact can be seen above.

Several PP children with additional needs were well supported in Acorns. Consistent small group or 1:1 support helped them to make expected progress despite the disruption of Covid.

After-school clubs and visits did not take place, but additional time was spent signposting children to on-line activities which would enhance their cultural capital, such as Royal Ballet live streams and Scott Polar Research Institute materials.

Parents were unable to come into school, but staff engaged with them through the on-line learning and through apps such as ClassDojo. Staff were trained in how to use these platforms most effectively to support PP children in particular. The school mobile was used extensively for welfare calls and texts. Senior staff made welfare visits to homes, and delivered food parcels or vouchers to families who were unable to come to school.

Pastoral sessions took place within bubbles, and staff researched materials to help with bereavement, isolation and anxiety. A number of vulnerable children benefitted from work around anxiety, both immediately on their return and continuing.

Vouchers and food parcels were effectively distributed to PP families. Communication was effective, with all parents having the school mobile number to text or call.

Contingency funding was spent on agency staff to cover both staff absence and to bolster support for children especially in KS1 and Reception. This led to consistency of interventions and support, leading to improved outcomes in KS1 though not in Reception.