

# Pupil premium strategy statement

## Rufford Primary School



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	172 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	
Pupil premium lead	Erica Tilley Headteacher
Governor / Trustee lead	Ruth Blackburn Lead for Disadvantaged Pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,200
Recovery premium funding allocation this academic year	£9720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£99,920</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our vision is “For every child, without exception, to be proud of who they are, to leave our school well-prepared for the next stage of their education and to have the knowledge and skills needed to thrive in our modern world.” At Rufford Primary School, we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils; we know all of our children well. Where appropriate, additional provision is made for pupils who belong to vulnerable groups, including those who have a social worker and young carers. We ensure that the needs disadvantaged pupils are accurately assessed and addressed. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We therefore allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

High quality teaching is at the heart of our strategy and our curriculum is carefully planned using an equitable approach to ensure success for all. This strategy underpins our plans for recovery following the Covid-19 Pandemic which includes our building our pastoral team and extending the school day for targeted pupils.

Our approach is responsive to the identified needs of individuals rather than assumptions about the impact of disadvantage. We recognise the importance of supporting the mental health and wellbeing needs of children alongside their academic priorities, building a bespoke provision centred on the needs of the child.

We have a research-based approach to CPD. We have a long-term hearts and mind approach to supporting our disadvantaged pupils; this focusses on being equitable in all aspects of the education we provide and making sure that those learners who need it most get the extra help they need to support them to achieve and makes life changing differences. All staff take responsibility for the outcomes of disadvantaged learners and raising 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	Under identification: 75 (43%) children at Rufford are currently in receipt of pupil premium funding. This does not fully represent the levels of disadvantage within our school community. Almost 95% of families are within the highest bands of deprivation on the IDACI index. Funding is therefore used to support all children who are identified within school as disadvantaged.
2	Attendance and Punctuality: Our analysis of attendance data indicates that attendance among disadvantaged pupils has been (2021-2022) lower than that for non-disadvantaged pupils. 37% of disadvantaged pupils have been persistently absent compared to 34% of their peers during that period. Our assessments and observations indicate that this is negatively impacting upon pupil progress.
3	Poor communication and language skills: This has been identified as a priority area within our school development plan and is compounded by a high number of PP families where parents speak little or no English and also families with poor literacy skills who struggle to support children with learning outside school.
4	Negative parental associations regarding education: We have struggled to engage with some families where education is not given a high priority and there is little aspiration with regards to future learning or employment.
5	Social and Emotional Concerns: Our assessments, observations and discussion have identified social and emotional difficulties for many pupils which have been exacerbated by school closures. Referrals to external agencies have increased significantly along with in school pastoral support
6	Additional needs: 18 (24%) PP pupils are also pupils with SEND.
7	Cultural deficit: Limited experiences and aspirations within some families means that children do not have the cultural references and context to make necessary connections within their learning.
8	<p>Often, our PP children do not attain as well throughout their time with us. There is significant variation between cohorts.</p> <p>In 2022, 0% PP children achieved a Good Level of Development (School 30%).</p> <p>In the Year 1 Phonics Check 50% PP children passed (School 58%).</p> <p>At the end of Key Stage 1, 40% PP children achieved the expected standard in Reading, Writing and Maths (School 42%).</p> <p>In the end of Key Stage 2 tests, 2019 results showed 22% PP children were working at the Expected level in Reading, Writing and Maths (School 38%) and 0% PP children were working at the Greater Depth level in Reading, Writing and Maths (School 7%). The results in 2022 showed the variation with 70% PP working at the Expected Level in Reading, Writing and Maths (School 50%) but 0% PP children working at the Greater Depth level.</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
Improved attainment for disadvantaged pupils in line with or above other pupils	<p>Children will make excellent progress from their individual starting points and this will be seen in improved statutory data throughout school including phonics outcomes in Year 1.</p> <p>At end of KS2, Pupil premium children will attain at least in line with national average in reading, writing and maths combined.</p>
All children will participate in a rich variety of cultural experiences	<p>Opportunities provided for all children to access experiences, cultures and religions other than their own.</p> <p>A wide range of visits for all children prepare highlight the possibilities available to them and prepare them for life in modern Britain.</p>
Social and emotional needs are met	<p>Where required, disadvantaged pupils receive additional pastoral support so that they have adequate emotional strategies to self-regulate.</p> <p>Related incidents are not disproportionately higher for children with PP.</p>
Communication and Oracy concerns are identified and addressed.	<p>A named member of staff will have responsibility for speech and language interventions including Wellcomm to support children, families and staff. Bespoke programmes are in place to address identified language issues.</p>
Attendance is at least at national for disadvantaged families.	<p>Proactive support is in place to support and challenge attendance issues before they reach the level of ESS intervention.</p> <p>Persistent absence is reduced to below that of non-disadvantaged.</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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Invest in CPD for staff</b> including Walkthrus,, scaffolding and challenge and Rosenshine's Principles	Develop and sustain high-quality teaching based on research and a mastery learning approach. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1 3 6 7 8
<b>Purchase of standardised assessments</b> (inc. NTS Reading Test and Power Maths) Training for staff to use and interpret assessment data effectively.	Standardised assessments can provide reliable insights into strengths and weaknesses of individuals and groups of children. This assessment data will help ensure they receive the teaching and, if appropriate, intervention they need. <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1 6 8
<b>Training for staff to embed our feedback and formative assessment policy.</b> Providing high-quality feedback to pupils is integral to effective teaching.	Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	1 3 6 7 8
<b>Engagement in Maths Mastery with the NCETM.</b> Teacher release time will be funded for CPD including collaboration with the TRG.	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	1 6 7 8
<b>Training for all staff about oracy</b> and work with the Speech and Language Specialist Team	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved	1 3 6 7 8

<p><i>about total Communication classrooms.</i></p>	<p>classroom climate and fewer behavioural issues following work on oral language. Oral language interventions have some similarity to approaches based on <a href="https://educationendowmentfoundation.org.uk/collaborative-learning">Collaborative learning</a> approaches which promote pupils' interaction in groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	
<p><b>Purchase of additional resources and training to support the implementation of our <a href="#">Systematic Synthetic Phonics programme</a> (Little Wandle) to secure stronger phonics teaching for all pupils</b></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1 3 8</p>
<p><b>PP Champion- Headteacher</b> Part funding of salary. To ensure our approach is implemented; this places the attainment of disadvantaged children at the heart of our school plans and priorities in every aspect. It is the 'Golden Thread' through all we do and maintains the 'high profile' of meeting our disadvantaged children's needs across the curriculum and in the wider life of the school.</p>	<p>Having a PP Champion to ensures that school leaders are able to sustain the strategies in school ensuring they are being implemented, monitored and evaluated effectively.</p> <div data-bbox="590 974 1165 1422" data-label="Diagram"> </div> <p>It will also ensure that all staff are supported to gain an in-depth understanding of any challenges that disadvantaged pupils are facing and then supported in implementing strategies to overcome these individual, group and wider barriers.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>1-8</p>

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

Budgeted cost: £16,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional phonics sessions</b> targeted at disadvantaged pupils who require further phonics support.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3 8
<b>Academic Tuition</b> Small groups of children in Year 2 and Year 6 whose education has been most impacted by the pandemic will be identified. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3 6 8
<b>Provide Early Speech and Language Support</b> Continue to implement Wellcomm 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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1 3 5 8
<b>Extension of the school day</b> for targeted children Our teachers and LSAs provide bespoke small group work for identified children.	In school assessments and pupil progress meeting identify children who need additional support. Detailed assessments provide information about 'gaps' in their knowledge and understanding. Our teachers and LSAs know our children well and can provide personalised teaching including 'catch-up' and 'pre-teaching' activities that match the curriculum being taught in school. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3 6 8
<b>Additional LSA hours.</b> Contracts for all LSAs were changed to best meet the learning needs of our children. All staff start at 8:30am to provide 'Early	In school assessments and pupil progress meeting identify children who need additional support. Detailed assessments provide information about 'gaps' in their knowledge and understanding. Our teachers and LSAs know our children well and can provide personalised teaching including 'catch-up' and 'pre-teaching'	3 6 8

<i>Morning Reading' club for PP children.</i>	activities that match the curriculum being taught in school. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pastoral Support</b>-this is delivered by our pastoral team including our pastoral mentor, pastoral lead, LSAs, Mental Health Lead who liaises with Ed Psych and MHST.</p> <p>Their salaries or parts of their salaries are funded.</p>	<p>The tracking of children's academic attainment and emotional literacy show improvements following pastoral support. There have also been fewer incidents for those children who have struggled to regulate their behaviour. The pastoral support has a tiered approach and includes forest school activities, nurture groups and drawing and talking therapy.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	2 3 4 5 6 7 8
<p><b>School Visits Subsidy</b>-All children are able to access and benefit from our Rufford Route of visits, visitors and experiences to enrich their learning and build cultural capital.</p>	<p>Based on our experience in school, we know that by connecting our curriculum to purposeful visits and experiences, we enrich children's cultural capital and provide them with concrete examples of jobs and 'possibilities'.</p> <p><a href="https://www.gov.uk/government/publications/education-inspection-framework">https://www.gov.uk/government/publications/education-inspection-framework</a></p>	3 5 6 7 8
<p><b>Family Action National Schools Breakfast Programme.</b> This will provide a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.</p> <p>Staffing for preparation of breakfast will be funded as will costs not covered by the subsidy and any additional food stuff purchased.</p>	<p>Children benefit from having breakfast so they do not start their day hungry. This means their physiological needs are met:</p> <p><a href="https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760">https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760</a></p> <p><a href="https://www.family-action.org.uk/measuring-evaluation/impact/">https://www.family-action.org.uk/measuring-evaluation/impact/</a></p>	2 5 8
<p><b>Pupil Budget</b>-each child has a personal budget to allow bespoke items to be purchased to help overcome their individual barriers to learning.</p>	<p>From our experience and research in school through speaking to our children, we found that the provision of specific items or learning materials can make a difference to children's progress and self-esteem. By listening to their thoughts, opinions and circumstances,</p>	3 4 5 6 7



	individual needs can be met. For example, books to read for pleasure, an alarm clock or a subscription to a magazine.	8
<b>Uniform</b> will be purchased to be kept in school to support children who do not have the clothing they need.	Our experience shows that when children are not able to attend school in the appropriate uniform, PE kit or outerwear, this has a detrimental effect on their self-esteem. Providing access to uniform and clothing in a sensitive manner can alleviate this concern for children allowing them to be more confident and focussed in their learning.	
<b>Attendance Support</b> -This will be focussed on embedding the practice set out in the DfE's Improving School attendance advice. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> Training and release time will be funded when necessary.	Systems help the identification of patterns of non-attendance. Reward systems are in place for attendance. The attendance officer builds relationships with our families who struggle with attendance. They consider individual issues and circumstances and work to support them to overcome their barriers. Engagement with the ESS supports our approach when necessary. <a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf</a>	2 4 5 6 7 8
<b>Parental Engagement</b> -A programme of opportunities to come into school will be scheduled; specific guidance and information will be shared on Inspire, on the Newsletter and on Facebook. Training and release time to facilitate activities and parental contact will be funded.	We will implement general approaches which encourage parents to support their children with reading and homework. We will invite parents into school to involve them in their children's learning activities; and we will have more intensive programmes of support for families in crisis. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2 3 4 5 6 7 8
<b>Appointment of Pastoral Lead</b>	We have an increasing number of children and families who need Early Help or other support from outside agencies. This support will ensure referrals and supporting documentation are completed efficiently to ensure access to support is timely.	2 3 4 5 6

**Total budgeted cost: £99,920**

## 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 performance of our school's disadvantaged pupils during the 2021/22 academic year has been analysed using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, and some areas of improvement (notably KS2 Reading) the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. It also reflects the differences between cohorts with the performance of disadvantaged pupils in some cohorts being stronger than others. Our analysis suggests that the reason for this remains, primarily, the ongoing impact of COVID-19, although changes in leadership and teaching staff will also have had an impact. We also identified that some of the approaches used to boost outcomes for disadvantaged pupils had less impact than anticipated.

In a number of year groups, the attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. As a school with a high number of children who can be considered disadvantaged (according to the IDACI index) even though they are not eligible for Pupil Premium funding, many of the issues we have identified are true for more children than just those identified as Pupil Premium.

Absence among disadvantaged pupils was in line with their peers in 2021/22 but persistent absence 3% higher. Whole school attendance was less than 90% for the year so our whole school attendance is too low and again this is an issue that impacts on our disadvantaged

pupils most. This is why raising the attendance of our disadvantaged pupils is a clearer focus of our new plan.

Last year, there were significant challenges in relation to wellbeing and mental health across school; these challenges remain and we are changing our approaches in school to support how we manage and improve this.

Due to the significant changes in leadership since April 2022, (a new Headteacher and two new members of the leadership team) which includes a new Pupil Premium champion, the strategy has been re-written for the three years starting 2022/23-2025.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
TT Rockstars and Numbots	Maths Circle Ltd
Wellcomm	GL Assessment
Little Wandle	Wandle Learning Trust
Picture News	Picture News
Power Maths programme and assessments	Pearson
NTS standardised assessments for Reading	Hodder Education

## Further information (optional)

At Rufford Primary School, we recognise that our pupil premium figure of 43% does not accurately represent the levels of deprivation within our school community. The IDACI index report shows that 96% of our school population live in areas classified within the two highest deprivation bands.

We are developing a programme of enrichment and PHSE which supports our children to develop the resilience they need in order to achieve positive outcomes. The majority of this programme is funded through our school budget share.

Staffing levels mean that there are support staff across each Key Stage to enable children to remain in class to receive quality first teaching with the appropriate levels of scaffolding and strengthening activities.

We understand that parental support and partnership is a key element of sustained improvement. Staff run high quality information sessions and parental workshops to provide the necessary knowledge and skills for parents to better support children at home. This additional time for preparation and delivery is funded through school budget share.

Our 'Rufford Route' builds a rich portfolio of experiences for children throughout their time in our school, we are determined that all children should have the experiences that many families take for granted.

We are also able to support families in need through the provision of our onsite clothing store and the use of hardship vouchers.