

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	Rugby Free Primary School
Number of pupils in school	420 (361 at census)
Proportion (%) of pupil premium eligible pupils	13% (allocation based on 10%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Karen Sharp (DHT)
Governor / Trustee lead	Natasha Booth (LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,420
Recovery premium funding allocation this academic year	£4785 (pupils Y1 – Y5) 33 x £145
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	£53,205

Part A: Pupil premium strategy plan

Statement of intent

At Rugby Free Primary School, we are determined that those pupils who are in receipt of pupil premium funding will be given every opportunity to progress academically and fulfil their potential. We know that each of our pupils experiences distinct barriers to learning and we endeavour to take account of the needs of individuals, providing tailored and specific support. We want to ensure that social disadvantage does not limit the life chances of our pupils and we will provide rich and varied learning opportunities that will impact their engagement, progress and attainment and create life-long learners.

Our ultimate objectives are:

- To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils.
- For our disadvantaged pupils to make good or better than expected rates of progress.
- To support pupil's emotional well-being so they are ready to learn and can maximise the opportunities school offers.
- To enrich the learning of our socially disadvantaged pupils, ensuring they have access to a wide range of life opportunities and cultural experiences.
- To engage parents in their children's learning so they can support our pupils and positively engage with their education.

We plan to do this by:

- Ensuring all our pupils experience high quality teaching that addresses their specific learning needs.
- Refining our targeted provision for lower attainers so they are prioritised to receive teacher time.
- Utilising catch up programmes that are proven to impact on children's outcomes.
- Embedding and expanding our support for children's mental wellbeing.
- Running events that will engage parents in their children's learning so they 'buy into' our aspirational goals for our pupils
- Mentoring and championing our most vulnerable children.
- Enriching our curriculum and prioritising our disadvantaged pupils so they can access a wide range of opportunities.

It is our responsibility to ensure that the education we provide does all it can to counter the negative effects of social disadvantage. We will assess the needs of our pupils and respond appropriately. We recognise that not all pupils in receipt of free school meals are socially disadvantaged while other children (not in receipt of funding) may face disadvantages. The funding we receive will be used to target support where it is needed using our knowledge of children and their families.

Challenges

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

Challenge number	Detail of challenge
1	A widening attainment gap in Reading, Writing and Maths caused by lower average rates of progress during 2019 – 2020 and 2020-2021 following national lockdowns.
2	Language and vocabulary gaps in the Early Years
3	Almost 25% of pupils in receipt of PP funding have a special educational need or disability
4	Low levels of emotional well-being and self-confidence
5	Limited life experiences and wider learning opportunities exacerbated by national lockdowns and Covid 19 restrictions
6	Parents feeling disengaged with education after long periods of home learning and own mental health struggles
7	Financial barriers

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
To close the attainment gap in Reading, Writing and Maths	Children will make expected or better than expected progress over the school year.
To improve the vocabulary of our youngest pupils, closing the language gap.	NELI assessment will demonstrate high levels of progress in language and vocabulary.
Children will feel supported emotionally and ready to learn.	Children will be nurtured and supported to reduce levels of anxiety allowing them to become more resilient learners who challenge themselves.
Children will experience a wide range of learning opportunities	Children will have the opportunity to take part in music lessons, enrichment opportunities and experiences.
Parents re-engage with children's learning.	Positive feedback from workshops, curriculum evenings, events, Family Support Worker led sessions. Increased participation from parents of PP pupils due to encouragement and relationships with them formed.

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

Budgeted cost: £9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop ways to support lower attainers as part of whole class provision.	Good teaching for all pupils has a particular benefit for disadvantaged pupils... What happens in the classroom makes the biggest difference (EEF).	1
Utilise 'The Great Teacher Toolkit' to support staff CPD and strive for teaching excellence.	Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity (Evidence Based Education) The Great Teacher Toolkit is an evidenced based approach to continued teacher professional development. It focusses on the things teachers know, do and believe that research has shown to make the biggest difference to student learning.	1
Additional individualised training and support for our ECT and RQTs.	Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher (DFE)	1
To purchase and embed a whole school well-being curriculum led by our wellbeing led.	Many children have significant social, emotional or behavioural needs. Some have ongoing home issues and some lack confidence. All these factors can result in high levels of emotional need, lack of resilience and poor mental well-being. Children who are well supported emotionally are more likely to be 'learning ready' and succeed.	4
Incorporate wider curriculum opportunities (visits, speakers, community links) into curriculum planning.	In school enrichment activities will give further opportunities to target children who may miss out on after school provision, increasing life ambitions and increasing cultural capital,	1, 5

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

Budgeted cost: £37,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fresh Start	The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school. 'Pupils	1

	on <i>Read Write Inc.</i> Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial' (Ruth Miskin)	
Running NELI (Nuffield Early Language Intervention) for our Reception and Y1 pupils.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year (EEF). The statistically significant results from 193 schools demonstrated that the programme increased the language skills of 4- to 5- year-olds by an additional three months (Nuffield Foundation).	1, 2
DHT to academically mentor specific pupils (assertive mentoring).	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum (EEF)	1
Targeted nurture support for individuals and groups. (lego therapy, playing and drawing therapy)	Schools are raising the attainment gap for disadvantaged students by having an individualised approach to addressing barriers to learning and emotional support, at an early stage. This is necessary but not sufficient for success (DFE – Supporting the attainment of disadvantaged pupils)	4
Specialist Teaching Service, Educational Psychology Service and other specialist external agencies to support those children with specific SEND providing advice and direction to school staff.	Some children in receipt of PP funding have complex and specific SEND, which need specialist input and guidance.	3

Wider strategies

Budgeted cost: £ 7650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased enrichment opportunities – teacher led after school clubs, music lessons.	All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. [Much research] goes beyond this and argues that enrichment opportunities can directly improve pupil's attainment (EEF)	1, 5
Parental engagement sessions – workshops, curriculum evenings, events, Family Support Worker led sessions, book club / reading sessions.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment (EEF) The focus for these sessions must be to include and 'bring in' those families who would most benefit from this support and encourage engagement with school where parents may feel reluctant.	6

Subsidising additional educational resources at home, appropriate school uniform and the same opportunities to take part in educational visits.		7

Total budgeted cost: £ 54,950

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.

- Improved language skills for children in the EYFS measured using NELI tracking systems
- The school councillor and school family support worker ran individual and group sessions for children
- Pupil voice demonstrated that learners are clearly engaged with their learning and can recall knowledge to utilise in future learning, this includes higher attainers
- Some children were mentored by experienced staff members. This resulted in accelerated progress for some learners and clear progression in books for others.
- 75% of children in receipt of pupil premium funding reached the required standard in the phonic screening check. Phonic training and resources were put in place and phonic lessons have shown to be of a consistent quality across the school. Targeted intervention groups have positively impacted on children's phonic attainment.
- Staff undertook attachment theory training resulting in a more secure understanding of the needs of some of our pupils who have experienced trauma.
- Some children in receipt of PP funding made accelerated progress during the year. Some children have found keeping pace with their peers challenging, compounded by national lockdowns.
- Parents and families were well supported by the school family support worker. Parental engagement at parent's evenings was very high.
- Attendance dropped slightly from 96% the previous year to 93%. This figure has been negatively affected by Covid 19.
- Families received items of uniform, resources to support home learning and contributions to wider experiences such as music lessons.

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

Programme	Provider
NELI	Nuffield Foundation
Rising Stars Maths	Rishing Stars

