

# Pupil premium strategy statement

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	Rugby Free Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	11.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 <b>2022 – 2023</b> 2023 – 2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	
Pupil premium lead	Shannon Driscoll (AHT)
Governor / Trustee lead	Natasha Booth (LGB)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65095
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65095

## 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.
- Implementing Evidence Backed Interventions to close specific gaps in learning
- 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	<ul style="list-style-type: none"> <li>Disadvantaged children will make expected or better than expected progress over the school year.</li> <li>Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</li> <li>Data will show that Evidence Backed Interventions will have positive impact on progress and attainment in disadvantaged children.</li> </ul>
To improve the vocabulary of our youngest pupils, closing the language gap.	<ul style="list-style-type: none"> <li>WellComm assessment will demonstrate high levels of progress in language and vocabulary.</li> <li>PD to ensure QFT in EYFS is focused on building a rich and varied vocabulary</li> <li>An increase in the number of disadvantaged children achieving GLD and passing Phonics Screening Check in Y1</li> </ul>
Children will feel supported emotionally and ready to learn.	<ul style="list-style-type: none"> <li>Children will be nurtured and supported to reduce levels of anxiety allowing them to become more resilient learners who challenge themselves.</li> </ul>

	<ul style="list-style-type: none"> <li>This will be through the use of small group and 1:1 support from the Family Support Worker, Teachers, Teaching Assistants and through the Mentor Scheme.</li> <li>Vulnerable identified children will be invited to Lego Therapy, Lunch Time Club and receive SEMH support from AHT, TAs and Family Support Worker.</li> </ul>
Children will experience a wide range of learning opportunities	<ul style="list-style-type: none"> <li>Music lessons funded by school for KS2 pupils.</li> <li>Enrichment activities such as afterschool clubs once per week, funded by school.</li> <li>A trip subsidy for those in receipt of PP.</li> </ul>
Parents re-engage with children's learning.	<ul style="list-style-type: none"> <li>Positive feedback from workshops, curriculum evenings, events, Family Support Worker led sessions.</li> <li>Increased participation from parents of PP pupils due to encouragement and relationships with them formed.</li> <li>Invitations to termly Coffee Mornings to be widened to include parents of Disadvantaged Children.</li> </ul>

## 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: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop ways to support disadvantaged pupils 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' and Walkthrus 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 lead.	<p>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.</p> <p>Children who are well supported emotionally are more likely to be 'learning ready' and succeed.</p>	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
Staff training in phonics and newly appointed Phonics leader to track progress and impact. New resources to support teaching of Phonics	Phonics is a crucial part of Early Reading and provides a positive overall impact (+5 months) (EEF, 2021) on 1 5 Ruth Miskin training for Read Write Inc. learning. There is significant evidence that learning phonics systematically has large benefits for children. The EEF (2021) also identifies that interventions led by teachers have higher impact than those led by teaching assistants (+5 as opposed to +4). They highlight the importance of training and support, particularly for teaching assistants.	1,2

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

Budgeted cost: £27,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
EPS Accelerated Reading and Spelling	<p>Based on a Precision Teach Style approach. Early trials have shown accelerated progress in reading.</p> <p>Evidence to suggest Precision Teach techniques are effective, including: Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency and comprehension in primary school pupils compared to a control group.</p> <p>Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils.</p> <p>Chiesa &amp; Robertson (2000): Precision Teaching improved the maths skills of primary aged children above their peers.</p> <p>Roberts &amp; Norwich (2010): Precision Teaching improved the word reading skills of secondary aged pupils.</p>	1
Running WellComm Speech, Language and Communication screen and targeted 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).	1, 2

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. Assistant SENDCo completing NASENCo course Completion of the Inclusion Framework Project by EPS	Some children in receipt of PP funding have complex and specific SEND, which need specialist input and guidance.	3

## Wider strategies

Budgeted cost: £19585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased enrichment opportunities – teacher led after school clubs, music lessons.	Pupils at RFPS who receive PP funding are entitled to free music lessons in KS2. All Pupils eligible for PP funding will have one enrichment after school club per week fully subsidised.  “Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress... Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 5,7
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.  <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>	6
Whole school mentoring scheme	The EEF (2021) identifies mentoring as having a small but positive impact on pupil attainment (+2 months). They highlight some caveats to this approach, which are mitigated through the structure of the scheme run at RFPS: - 1) Positive effects are not sustained once mentoring stops- mentoring runs throughout time at school (Years 1-6)	4, 5

	<p>2) Mentor drop-out can have detrimental effects mentors remain with their pupils for the entirety of their school career with minimal movement. Programmes with clear structures, aims and expectations are more successful. Programmes where mentors feel supported are more successful. Frequent meetings with mentors are more beneficial.</p> <p>At RFPS, Mentors will meet their mentee fortnightly, working on a range of pastoral and academic skill tailored to the child. Education Endowment Foundation (2021) Mentoring. Available at: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</a></p>	
Trip Subsidy	<p>OFSTED's (2008) highlights the importance of trips and visits in enhancing the curriculum: "Learning outside the classroom was most successful when it was an integral element of long-term curriculum planning and closely linked to classroom activities."</p> <p>At RFPS, all educational trips which are linked to the curriculum are subsidised by school and are free to parents. Residential trips are subsidised by 50%.</p> <p>OFSTED (2008) Learning outside the classroom. HM Stationery Office: London</p>	4,7
Free uniform for PP children at start of each Key Stage	<p>.Having a smart, correct uniform helps children to enhance their sense of belonging. Allen et al. (2020)</p> <p>The EEF suggests there is limited evidence on the impact of wearing uniform on children's learning, but that it may impact their overall sense of self and their feeling of belonging to the school.</p> <p>"Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.</p> <p>Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation.</p> <p>If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform."</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p> <p>Allen, T., Riley, K. and Coates, M. (2020) Belonging, Behaviour and Inclusion in Schools: What does the Research Tell Us? Available at: <a href="https://neu.org.uk/placebelonging">https://neu.org.uk/placebelonging</a></p>	4,7

**Total budgeted cost: £66,385**

## 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 2021 to 2022 academic year.

- Improved language skills for children in the EYFS measured using NELI tracking systems
- The school family support worker ran individual and group sessions for children and supported families
- 20% of children (1 out of 5) 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.
- Whole school Professional Development cycle planned to support staff based on identified areas of development. This will further help to positively impact the teaching and learning of disadvantaged pupils.
- 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 and SEND Coffee Morning was very high.
- Attendance raised from 93% in 2020-21 to 95% in 2021-22.
- 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
WellComm	GL
NELI	Nuffield Foundation
Rising Stars Maths	Rising Stars
Fisher Family Trust Reading Programme	Fisher Family Trust



