

## Pupil premium strategy statement

**This statement details our school's use of pupil premium** 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	422
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2024 – 2025 (written this year)</b> 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Trust Body
Pupil premium lead	Ellie Finch (AHT)
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,600
Recovery premium funding allocation this academic year	£0
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	£66,600

## 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.
- Working with and supporting the parents of disadvantaged pupils to support them to value and support their children's education, and to have the tools and support available to support their children's mental health and wellbeing as well as their own.

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, Maths and Science caused by lower average rates of progress, specifically years 6 where there is a larger gap, but as a focus for all year groups across the school.
2	Language and vocabulary gaps in the Early Years, and into KS1 and KS2 where children have gaps in their knowledge and exposure to language.
3	Almost 53% of pupils in receipt of PP funding have a special educational need or disability or speak English as an additional language, and this number continues to rise. This provides these pupils with additional barriers in their educational journey.
4	Low levels of emotional literacy and well-being which in turn is affecting self esteem, confidence and relationships, as well as mental health of the pupils.
5	Limited life experiences and wider learning opportunities available from home environments.
6	Parents feeling disengaged with education and showing increasing struggles with their own mental health requiring school support and support with attendance.
7	Financial barriers exacerbated by cost of living rises.

## 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, Maths and Science	<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> <li>Disadvantaged and Non-Disadvantaged groups will have narrowing gaps in attainment, with the aim being equity in attainment over time.</li> </ul>
To improve the vocabulary of our most vulnerable pupils, closing the language gap.	<ul style="list-style-type: none"> <li>WellComm assessment will demonstrate high levels of progress in language and vocabulary, through both the EYFS and Primary programme.</li> </ul>

	<ul style="list-style-type: none"> <li>• Racing to English will support pupils who are PP and EAL to build their English language alongside their peers.</li> <li>• Monitoring to ensure QFT throughout the school 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, through a universal Thrive relational approach.</li> <li>• This will be through the use of small group and 1:1 support from the Family Support Worker, Teachers, Teaching Assistants and through identified Thrive interventions for groups and individuals.</li> <li>• Vulnerable identified children will be invited to Lego Therapy, Drawing and Talking, Lunch Time Club and receive SEMH support from AHT, TAs and Family Support Worker.</li> <li>• Where necessary, school will utilise the expertise of external support such as MHST to support PP pupils to develop strategies to develop their own mental health and wellbeing.</li> </ul>
Children will experience a wide range of learning opportunities	<ul style="list-style-type: none"> <li>• Instrumental lessons funded by school for all KS2 pupils.</li> <li>• Enrichment activities such as afterschool clubs two per week, funded by school.</li> <li>• Additional workshops and activities provided at/by RFSS (sister school)</li> <li>• A trip subsidy for those in receipt of PP (usually 50%).</li> <li>• Wide range of trips, educational visits, visitors, career sessions, opportunities to be on pupil leadership teams.</li> <li>• A variety of sporting events attended as part of whole year group events and team events to widen children's experiences.</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 and external professionals workshops.</li> <li>• Increased participation from parents of PP pupils due to encouragement and relationships with them formed.</li> <li>• Regular 'drop' in events with inclusion team to build relationships and lower the barrier between school and parents who find it difficult to approach us.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £6870

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to develop ways to support disadvantaged pupils as part of whole class provision in Reading, Writing, Maths and Science particularly.	Good teaching for all pupils has a particular benefit for disadvantaged pupils... What happens in the classroom makes the biggest difference (EEF).	1
Utilise 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)	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 continue to utilise whole school well-being curriculum, Thrive, led by our wellbeing lead.	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
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	1,2

	opposed to +4). They highlight the importance of training and support, particularly for teaching assistants.	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36043

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, 2
Precision Teaching delivered by qualified Teacher/HLTA	<p>Vygotsky suggested that effective teaching should be geared towards a learner's 'zone of proximal development' (ZPD). Precision teaching encourages us to be very specific about the material used with the child, ensuring that it is within the ZPD. Precision teaching also draws on Haring and Easton's learning hierarchy which shows us how new learning needs to be fluent before it can be maintained effectively.</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>	1, 2

	<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>	
Time allocated for 1:1 reading with a Teacher, TA or HLTA (qualified teachers)	<p>“On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p>	1, 2
Spotlight writing programme, extended to include reading and maths. Focused group sessions for children who need additional support for bridge the gap, both in lessons and in additional time.	<p>“Intensive support – either one to one or part of a small group – can support pupil learning if provided in addition to, and explicitly linked with, normal lessons”.</p> <p>“ Small group tuition has an average impact of four months additional progress over the course of a year”.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2
Running WellComm Speech, Language and Communication screen and targeted intervention for our Reception and Y1 pupils.	<p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year (EEF).</p>	1, 2
Targeted nurture support for individuals and groups. (Lego therapy, Drawing and Talking, Talkabout, Exploring Feelings, Thrive groups)	<p>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.</p> <p>This is necessary but not sufficient for success (DFE – Supporting the attainment of disadvantaged pupils)</p>	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.  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
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## Wider strategies

Budgeted cost: £28950

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 instrument lessons in KS2.  All Pupils eligible for PP funding will have two enrichment after school club per week fully subsidised – these are predominantly in the Arts and Sports. “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.”	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
Trip Subsidy	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.”	4,7



	<p>At RFPS, all educational trips which are linked to the curriculum are subsidised by school and are free to parents. Residential or 'large scale' day trips are subsidised by 50%.</p> <p>OFSTED (2008) Learning outside the classroom. HM Stationery Office: London</p>	
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
Targetted attendance plans for children who are PA or SA	<p>The EEF states that "Poor attendance at school is links to poor academic attainment across all stages".</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide%20to%20the%20pupil%20premium%20-evidence%20brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - evidence brief.pdf?v=1726046314</a></p> <p>A tiered approach to attendance will be developed in line with new statutory guidance.</p> <p>Individual attendance plans will be written by the attendance lead alongside the family support worker to support with breaking down that individual pupils attendance barriers.</p>	1, 2
Targetted breakfast club provision for children with low attendance to support with getting to school.	<p>The EEF states that "there is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance".</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide%20to%20the%20pupil%20premium%20-evidence%20brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - evidence brief.pdf?v=1726046314</a></p>	1, 2, 7

	Free breakfast club will be allocated on a case by case basis to PP students as part of individualised attendance plans to support them being in school and ready to learn.	
Positive communication and supportive messages shared with parents.	<p>The EEF states that “levels of parental engagement are consistently associated with improved academic outcomes.”</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide%20to%20the%20pupil%20premium%20-evidence%20brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide to the pupil premium - evidence brief.pdf?v=1726046314</a></p> <p>At RFPS, we are going to build positive “emotional currency” with parents by contacting 1 PP pupil per week, per class to share an unwavering positive message about their child in school that week. Building positive emotional currency with these parents will support with their disengagement with school life and school adults.</p>	6
PP Lead to take part in and share schoolwide the RADY project.	<p>The RADY (Raising the Attainment of Disadvantaged Pupils) project is a project designed to bring the disadvantaged pupils to the forefront of all staffs mindset.</p> <p>“Supporting continuous and sustained professional development is crucial to developing teacher proactive. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches”</p> <p>The RADY approach is designed to support PP leads through supporting other staff to support disadvantaged pupils in the most appropriate way for those individuals.</p>	1, 2

**Total budgeted cost: £71860**

## 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 2023 to 2024 academic year.

In Reception, the percentage of children in receipt of Pupil Premium funding achieving a Good Level of Development (GLD) was 43% compared to 71% of pupils not in receipt of Pupil Premium Funding. This is a huge increase in comparison to the 20% of PP achieving GLD in the previous year, and although there is still a gap, this is narrowing for our EYFS cohorts.

In Year 1, there are 4 children eligible for Pupil Premium funding. Of these, 3 children passed their Phonics Screening Check, 75%. Again, this is an increase on last year where 20% of PP children passed. This is also higher than the national data, where 68% of PP children passed the phonics screening this academic year. As a result, the remaining child who did not pass their Phonics Screening Check will be in receipt of additional phonics sessions in their next academic year to ensure this gap is closed before KS2.

The end of KS1 data shows a narrowing of the gap between PP and Non-PP this year, especially in Reading where we have 60% of PP achieved ARE compared with 80% of Non-PP. Although there is still a gap, this is narrowing which shows the impact of the interventions put in place and this will continue. There is still a wide gap between PP attainment and non-PP attainment at the end of KS1. This is reflective of all of the additional reading and writing support that has been put in place, and additional maths support will be increased for this cohort throughout KS2.

In KS2, the PP attainment this year is higher in terms of percentage in all areas except maths. This in turn has an impact on the combined score which is also lower than previously. For reading, writing and science, the attainment of PP pupils has increased. It is worth noting that this KS2 cohort had a statistically significantly small cohort of 4 pupils, which makes comparisons to previous years less meaningful.

100% of children in receipt of Pupil Premium Funding attended a school trip over the academic year 2022-23. 100% of disadvantaged pupils attended the Year 4 residential trip.

Similarly, 100% of children in receipt of Pupil Premium attended a sporting competition or event. Each child has felt a positive impact of the enrichment available to them through the Pupil Premium Grant and Rugby Free Primary School. This was evident in Pupil Voice sessions with curriculum leads.

## 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 EYFS and Primary	GL
Read Write Inc	Ruth Miskin
Thrive	Thrive
EPS Accelerated Reader	Educational Psychology service