

Pupil Premium Strategy Statement for Grade Ruan Church of England Primary School

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	Grade Ruan C of E Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Jane Talbot
Pupil premium lead	Jane Talbot
Governor / Trustee lead	Nicola Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315
Recovery premium funding allocation this academic year	£2,755
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	£29,070

Part A: Pupil premium strategy plan

Statement of intent

Vision

Our pupil premium statement of intent:

‘Setting sail on lives journey.....’

Some children face significant barriers to achieving the academic success which they are all entitled to. At Grade Ruan we believe that equity in education is achieved with fairness, making sure that personal and social circumstances should not be an obstacle to achieving educational potential and inclusion, ensuring a quality education for all as children set sail on life’s journey. Equality means ensuring everyone has the same opportunities and receives the same treatment and support, however, equity is about giving people what they need in order to make things fair - simply giving more to those who need it so they can reach their full potential.

The number of pupils who may be facing difficulties, however, is likely to be much broader than those we were able to identify on a list. The financial situation created by the COVID pandemic and more recently the cost of living increases, will most certainly have exacerbated the situation and means many others could be facing serious disadvantage for the first time. It is often the case though that the strategies which have proven successful for our most disadvantaged pupils can have a positive impact for all of our children.

At Grade Ruan we believe that we can make a difference in closing gaps in attainment and life chances and we use the work of the Education Endowment Foundation and Sutton Trust to inform our approaches. We offer a tiered approach to this challenge. Our resources are primarily utilised to provide a high quality curriculum and teaching for all children. The EEF states, **‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’**. We provide quality first teaching for all and our strategy supports this. A strong emphasis is placed on supporting good outcomes in reading, writing and maths.

At the heart of our strategy, we have a curriculum which has high aspirations for all. We aim to ensure that all of our students will have access to the knowledge and processes which can equip them for the next phases of their learning, and for life. Our curriculum has been designed and sequenced to ensure that concepts are developed over time and knowledge is woven together into strong and secure schemas which support the development of increasingly complex ideas.

As with our curriculum choices there are many ways we can approach the ‘how’ of our teaching with the approaches we decide to take. There is significant evidence though to suggest that certain approaches in our classrooms will

benefit not only our disadvantaged pupils but all students. So, for example, approaches to instructions which break concepts into small steps and stages, the teaching of tiered vocabulary, the modelling of processes and the use of retrieval practice as a learning tool, are all approaches which are supported by strong evidence to indicate they lead to good outcomes for pupils.

Our small but dedicated team are also able to support in a pastoral context - behaviour, engagement and attendance of Pupil Premium children. Through our monitoring, if any pupils require additional, targeted support we will build this in with a tailored program of interventions. We also build in wider strategies to improve success, such as attendance, behaviour and social and emotional support. We also support our families with a robust early help offer.

The key aims of our strategy are:

1. To ensure that every child eligible benefits directly from this additional funding and is in no way disadvantaged when compared with their peers
2. To ensure that eligible pupils make good academic progress and achieve well in comparison to their peers
3. To support the parents and carers of disadvantaged pupils so that they feel they can contribute positively to their child's achievement and the school community
4. To give eligible pupils the skills and knowledge they need to make progress at secondary school when they leave us at the end of Year 6.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality Continuing Professional Development (CPD) to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 intervention
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in phonics, reading fluency, vocabulary and writing
2	Delay in speech, language and communication skills - oracy
3	Gaps in basic numeracy skills
4	Attendance rates for some pupils eligible for PP are below those who are not PP, and are below the national target
5	Individual circumstances affecting progress including SEMH
6	Children lack wider experiences and this restricts their knowledge and understanding of the world

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 improve the oracy, phonics and reading skills of those eligible for PP in EYFS, Key Stage 1 and 2.	<p>Pupils eligible for PP in EYFS and KS1 and 2 make accelerated progress in phonics and reading so that by the end of the year the great majority are improving towards or reach age related expectations and beyond.</p> <ul style="list-style-type: none">• All staff attend training• New strategies are applied in all classes and monitoring shows progress• Nuffield Early Language Intervention (NELI) programme followed in EYFS has a positive impact• Speech and Language Therapy (SALT) intervention improves children's confidence and ability for speech and language <p><u>PHONICS:</u></p> <ul style="list-style-type: none">• Percentage of pupils in Y1 passing the Phonics Screening Check is inline with National data.

	<ul style="list-style-type: none"> All staff have received Read Write Inc training and this is consistently taught to a high standard both in class and as an intervention programme.
<p>To improve the maths, reading and writing skills of those eligible for PP across all year groups, with focus on basic arithmetic and number; grammar, spelling and vocabulary.</p> <p>Assessment clearly highlights where improvements are being made and where gaps still need addressing in reading, writing and maths</p>	<p>Pupils eligible for PP in all year groups make accelerated progress so that by the end of the year the great majority are improving towards or reach age related expectations and beyond.</p> <ul style="list-style-type: none"> In-year reading, writing and maths progress is at least 6 points Pupil conferencing highlights where progress is being made Termly Data tracking informs teachers of successful progress, gaps in learning Leaders are able to identify patterns for targeted intervention.
Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves in all year groups across the school so it is at least in line with national expectations for all pupils.
To help improve the personal circumstances affecting progress (including safeguarding) by working with parents and addressing pupils SEMH.	<p>Children who experience challenging home lives will be well supported both in and out of school. PP children have the same opportunities as others.</p> <ul style="list-style-type: none"> PHSRE curriculum targets SEMH, supports positive behaviour, empathy and greater self-reflection Support provided by SENDCo /TIS practitioners. The Core Christian Values and school vision remain fundamental to school culture, modelled by adults and children School collective worship brings the school community together.

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: £ 17.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Teaching and Learning focus on evidence based strategies to support <u>Quality First Teaching</u>. Additional time and space to prioritise continuing professional development. 	<p><i>Education Endowment Foundation (EEF)</i> Research shows that supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>We based our approach to CPD on sources of evidence for effective delivery, including the Department for Education Standards for teachers' professional development implementation guidance.</p>	1, 2, 3
<p><u>ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> Oracy is embedded across the curriculum. 	<p><i>Education Endowment Foundation IMPROVING LITERACY</i> <u>Supporting oral language development</u> Communication and language provide the foundations for learning, thinking, and wellbeing. A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period. Evidence indicates that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success.</p> <p><u>Effective environments for supporting oral language</u> There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality</p>	1, 2, 3

	<p>of this input is likely to be more important than the quantity.</p> <p>Ensuring all children experience effective language support requires a considered approach appropriate to the needs of individual children as well as staff training for good implementation.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	
<p><u>PHONICS</u></p> <ul style="list-style-type: none"> • Use a DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils • Read Write Inc training for all staff • Year group phonics provision maps in place to evidence and track provision 	<p><u>Effectively embed a systematic phonics programme</u></p> <p>Synthetic phonics taught in a systematic approach is a tried and tested model. EEF evidence guidance documents for improving Literacy in EYFS, KS1 and KS2 advocate the implementation of a systematic phonics programme. Very extensive EEF research shows that there is strong evidence as to the impact of this approach on pupil outcomes.</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound letter relationships for spelling.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1
<p><u>READING</u></p> <ul style="list-style-type: none"> • Embedding of VIPERS reading curriculum - whole class teaching to develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practice 	<p>EEF research guidance documents for EYFS, KS1 and KS2 advocate a that a balanced approach to developing reading should include both decoding and comprehension skills.</p> <p>EEF have extensive evidence to suggest that reading comprehension can be improved by teaching a specific range of strategies. This is supported by developing a wider understanding of language.</p> <p>Substantial reviews & Research McGuinness D (2004). 'Early Reading Instruction: What Science Really Tell Us About How to Teach Reading.'</p>	1

<ul style="list-style-type: none"> • Increased frequency of reading teaching with daily lessons embedded within timetable. • Purchase of high quality texts in all year groups to support reading for pleasure and topic learning – further development of class book corners • Daily whole class story time to model fluency and prosody 	<p>Ofsted Reading Framework July 2021 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	
<p><u>WRITING</u></p> <ul style="list-style-type: none"> • Embedding of ambitious writing curriculum across the school incorporating a range of strategies to develop writing skills and based on The 5 Plagues of Reading. • Use of vocabulary teaching resources 	<p>Extensive research evidence from EEF suggests that a focused approach on developing language skills has a significant impact on outcomes in both reading and writing.</p> <p>EEF research guidance for KS1 and KS2 further advocates teaching a range of strategies to develop writing including pre-writing activities, drafting, revising and editing.</p>	1
<p><u>MATHS</u></p> <ul style="list-style-type: none"> • Continued development of a maths mastery approach across the school to support quality first teaching 	<p>Maths is a key determiner for academic and success and financial competency in adult life.</p> <p><i>Education Endowment Foundation IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1 Recommendation 3 - Use manipulatives and representations to develop understanding</i></p>	3

<ul style="list-style-type: none"> • Use of range of manipulatives available to support concrete understanding in all year groups. • A specific focus on use of a wide range of visual representations to support developing varied fluency. • Use of NCETM resources to support QFT and ensure consistency in approaches. • Use of DfE Ready to Progress criteria to support assessment in maths. 	<p><i>Recommendation 4</i> - Ensure that teaching builds on what children already know</p> <p><i>Education Endowment Foundation Improving Mathematics in Key Stage 2</i></p> <p><i>Recommendation 1</i> - Use assessment to build on pupils' existing knowledge and understanding</p> <p><i>Recommendation 2</i> - Use manipulatives and representations</p> <p><i>Recommendation 3</i> - Teach pupils strategies for solving problems</p> <p><i>Recommendation 4</i> - Enable pupils to develop a rich network of mathematical knowledge</p> <p><i>Recommendation 5</i> - Develop pupils' independence and motivation</p> <p><i>Recommendation 6</i> - Use tasks and resources to challenge and support pupils' mathematics</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>STRUCTURED INTERVENTIONS</u></p> <ul style="list-style-type: none"> • high quality phonics interventions (RWI Fast Track and Fresh Start) in place across the school based on regular gap analysis Use of NELI programme in EYFS • Continued phonics intervention and support for identified children in KS2. • Reading fluency intervention for 	<p><i>Education Endowment Foundation IMPROVING LITERACY</i></p> <p>The EEF Pupil Premium Guide states that '<i>evidence consistently shows the positive impact that targeted academic support can have...on those who are not making good progress</i>'.</p> <p>EEF evidence guidance documents for improving Literacy in EYFS, KS1 and KS2 advocate the use of high quality structured intervention to help pupils who are struggling with their literacy.</p> <p>Extensive EEF research shows that there is very strong evidence as to</p>	1, 2

targeted readers in KS2. • Targeted readers identified and tracked across the school.	the impact of this approach on pupil outcomes.	
<u>SMALL GROUP TUITION</u> • dedicated Teaching Assistants to support targeted interventions using assessments and data.	<i>Education Endowment Foundation</i> <i>MAKING BEST USE OF TEACHING ASSISTANTS</i> <i>Recommendation 7</i> - Ensure explicit connections are made between learning from everyday classroom teaching structured interventions The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own. Small group tuition has an average impact of four months' additional progress over the course of a year.	1, 2, 3

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>SEMH</u> Targeted SEMH intervention to improve social skills, mental health and class engagement. • Behavioural and therapeutic interventions targeted to high profile pupils to support inclusion and progress.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low level disruption to aggression, violence and bullying. The EEF Teaching & Learning Toolkit evidence suggests a + 4 months benefit when adopting behaviour interventions.	5

<p><u>ATTENDANCE</u></p> <ul style="list-style-type: none"> • HT and admin staff to monitor the attendance and punctuality of PP pupils and follow up quickly on issues. • work closely with identified families to overcome any barriers. • Increased reporting of attendance through weekly parent information bulletins. • Weekly celebration of attendance and rewards in whole school assemblies. 	<p>Poor school attendance is a significant problem in the UK. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020).</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to</p> <p>Government guidance 'Improving School Attendance' July 2021 details principals and actions for school based on case studies and proven successful approaches.</p>	4
<p><u>Continue to improve home school liaison and relationships.</u></p> <p>Ensure parents of PP students feel safe and confident engaging with school.</p> <p>The attendance of PP parents/carers at Parents' Evenings is at or above that of non disadvantaged learners.</p> <p>Parent /carers surveys show engagement and satisfaction with school and school life.</p>	<p><i>Education Endowment Foundation</i></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	1, 2, 3, 4, 5
<p><u>CULTURAL CAPITAL</u></p> <ul style="list-style-type: none"> • Supporting costs for PP children to enable them to take part in a rich and varied experience of workshops and 	<p><i>Social Mobility Commission research.</i></p> <p>"Findings from previous research suggest extracurricular activities are important in developing soft (especially 5 10 experience to enhance their cultural capital. social) skills as well as being associated</p>	6

<p>educational experiences, including school trips, residential visits, clubs and music provision.</p>	<p>with a range of other positive outcomes (e.g. achievement, attendance at school).</p> <p>We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</p> <p><i>Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</i></p> <p>“At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.”</p>	
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Total budgeted cost: £ 29,000

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.

Progress in Reading	Data shows that Pupil Premium (PP) pupils made more than expected progress in Reading 55% of PP pupils working at Expected with 14% working at Greater Depth.
Progress in Writing	Data shows that PP pupils made more than expected progress in Writing. 50% of PP pupils working at Expected with 0% working at Greater Depth.
Progress in Mathematics	Data shows that PP pupils made more than expected progress in Maths. 59% of PP pupils working at Expected with 5% working at Greater Depth
Progress in Phonics	All Reception and KS1 staff have had Read Write Inc. training. Resources have been purchased and Speed Sounds are being embedded. Development Days have taken place throughout 2022. 100% of Year 2 pupils passed their phonics screening test in Autumn 2021.

IMPACT OF WIDER STRATEGIES

2021/22 saw a slight increase in the number of families receiving early help and a slight increase in the number of external referrals and in-house interventions taking place. Of

the cases receiving support from within school and/or Social Care, 75% were disadvantaged families.

Tracking of support and early help provided clear evidence of the positive impact of the additional work of the SENDCo and pastoral team in supporting families in need. Individual consultations on an ad-hoc basis continue to enable the school to further support identified children at risk of underachievement and enhance our ability to respond quickly to individual circumstances on a needs basis.

As a result of workshops and newsletters, parents are given access and signposted to a wide range of professional services. 100% of PP children have received the allocated school trip and enrichment funding provided this year and this has resulted in all disadvantaged children having access to and benefitting from a range of rich curriculum enhancing and wider world experience. These have included a range of sporting, arts and cultural opportunities they may not otherwise have been able to take part in because of cost implications.

Revised half termly tracking and monitoring systems for attendance are now embedded and impacting well on early identification and intervention. A staged system of early warning consultations is now in place as well as 'well done' messages for those showing improved attendance. Over the year through the rigorous tracking system has supported PP children and their families to increase their PA attendance figures.

The Headteacher and SENDCo are Senior Mental Health Practitioners. They have provided additional support for some pupils and their families. The school TIS Practitioner also provided transition sessions with Year 6 pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues but also due to the increases in the cost of living. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and the purchase of additional packs of fruit and healthy snacks. We continue to build on that approach with the activities detailed in this plan.