

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



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	Grade Ruan C of E Primary School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 23
Dates on which it will be reviewed	Summer 24 Autumn 24
Statement authorised by	Jane Talbot
Pupil premium lead	Jane Talbot
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,585
Recovery premium funding allocation this academic year	£2,000

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.	£21,585

Part A: Pupil premium strategy plan

Statement of intent

At Grade Ruan School our vision is to be a happy, inclusive school where children are equipped to live well as they 'set sail' on life's journey. It is our intent that all pupils flourish and enjoy a rich and diverse curriculum. As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We have created a package of support aimed to tackle a range of barriers to ensure all pupils flourish.

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, clubs and 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	Identified pupils have very specific gaps in reading, writing and maths and therefore targeted intervention is required.
2	Identified pupils have lower self-esteem and confidence and require further support with their SEMH needs in order to flourish in school and make progress both socially and academically.
3	Trends in attendance demonstrate that, in 2022/23 attendance was 3.5% lower for disadvantaged pupils in comparison to whole school attendance figures.
4	Identified families and parents of disadvantaged pupils require additional support in order to feel supported and that their child is able to flourish in and out of school. 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
Identified pupils have very specific gaps in reading, writing and maths and therefore targeted intervention is required	<ul style="list-style-type: none"> • School to develop methods for formative and summative assessment across the curriculum. • Teachers to ensure the curriculum for all subjects is planned in a sequential approach, with a clear intent for acquired knowledge and skills, so that misconceptions are overcome. • All pupils to access regular review opportunities in maths in order to support the development of automaticity in number skills and facts. • School to prioritise 1-1 and small group reading for identified pupils requiring further support.
Identified pupils have lower self-esteem and confidence and require further support with their SEMH needs in order to flourish in school and make progress both socially and academically.	<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"> • Continued development of whole school SEMH provision (PSHE, outdoor learning, well-being curriculum), including a specific focus on mental health as part of the PSHE curriculum. • Training and deployment of TIS practitioners, ensuring a timetable of support is in place for identified pupils.
Trends in attendance demonstrate that, in 2022/23 attendance was 3.5% lower for disadvantaged pupils in comparison to whole school attendance figures.	<p>Overall PP attendance improves in all year groups across the school, so it is at least in line with national expectations for all pupils.</p> <ul style="list-style-type: none"> • School to work in collaboration with EWO to provide support / challenge for families where

	<p>attendance is lower than expected (specific cases).</p> <ul style="list-style-type: none"> • School to regularly review how attendance expectations are communicated with all parents.
<p>Identified families and parents of disadvantaged pupils require additional support in order to feel supported and that their child is able to flourish in and out of school. Children lack wider experiences and this restricts their knowledge and understanding of the world</p>	<ul style="list-style-type: none"> • Regular communication and updates from the school for identified families. • Information on provision for PP pupils made accessible to all. • School to organise support sessions for identified families (if required). • Links with the PTFA to be strengthened to provide support and opportunities for families.

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: £9,500

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>Education Endowment Foundation (EEF)</p> <p>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
<p><u>ORAL LANGUAGE</u></p> <ul style="list-style-type: none"> • Oracy is embedded across the curriculum. 	<p>Education Endowment Foundation</p> <p>IMPROVING LITERACY</p> <p><u>Supporting oral language development</u></p> <p>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>	1, 2

	<p><u>Effective environments for supporting oral language</u></p> <p>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 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"> • Systematic Synthetic Phonics programme (Read Write Inc) secures stronger phonics progress 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.</p> <p>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 guided reading curriculum - whole class teaching to develop vocabulary, fluency and comprehension skills and strategies through modelling and supported practice • 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 	<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> <p>Ofsted Reading Framework July 2021 https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	1

<ul style="list-style-type: none"> Daily whole class story time to model fluency and prosody 		
<p>WRITING</p> <ul style="list-style-type: none"> Embedding of ambitious writing curriculum across the school using Talk4Writing. 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. EEF research guidance for KS1 and KS1 further advocates teaching a range of strategies to develop writing including pre-writing activities, drafting, revising and editing.</p>	1
<p>MATHS</p> <ul style="list-style-type: none"> Continued development of a maths mastery approach across the school to support quality first teaching 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 using Numbersense. Use of White Rose Maths resources to support QFT and ensure consistency in approach. 	<p>Maths is a key determiner for academic and success and financial competency in adult life.</p> <p>Education Endowment Foundation IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1 Recommendation 3 - Use manipulatives and representations to develop understanding <i>Recommendation 4</i> - Ensure that teaching builds on what children already know</p> <p>Education Endowment Foundation Improving Mathematics in Key Stage 2 <i>Recommendation 1</i> - Use assessment to build on pupils' existing knowledge and understanding <i>Recommendation 2</i> - Use manipulatives and representations <i>Recommendation 3</i> - Teach pupils strategies for solving problems <i>Recommendation 4</i> - Enable pupils to develop a rich network of mathematical knowledge <i>Recommendation 5</i> - Develop pupils' independence and motivation <i>Recommendation 6</i> - Use tasks and resources to challenge and support pupils' mathematics</p>	1

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>STRUCTURED INTERVENTIONS</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 	<p>Education Endowment Foundation IMPROVING LITERACY</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</p>	1, 2

<ul style="list-style-type: none"> Continued phonics intervention and support for identified children in KS2. Reading fluency intervention for targeted readers in KS2. Targeted readers identified and tracked across the school. 	<p>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 the impact of this approach on pupil outcomes.</p>	
<p>SMALL GROUP TUITION</p> <ul style="list-style-type: none"> dedicated Teaching Assistants to support targeted interventions using assessments and data. RWI and Numbersense. 	<p>Education Endowment Foundation MAKING BEST USE OF TEACHING ASSISTANTS Recommendation 7 - Ensure explicit connections are made between learning from everyday classroom teaching structured interventions</p> <p>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.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1, 2

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH</p> <p>Whole school TIS approach adopted and informs vocabulary used by staff. This supports the well-being and confidence of our children.</p>	<p>TiS is recognised as an emotionally available approach to support children's well-being and emotional engagement.</p> <p>Sutton Trust: Behaviour Interventions +3 months Sutton Trust: Social and emotional learning +4 months</p>	2,3
<p>ATTENDANCE</p> <ul style="list-style-type: none"> HT and EWO to monitor the attendance and punctuality of PP pupils and follow up quickly on issues. work closely with identified families to overcome any barriers. 	<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</p>	3

<ul style="list-style-type: none"> • Increased reporting of attendance through weekly parent information bulletins. • Weekly celebration of attendance and rewards in whole school assemblies. 	<p>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>	
<p><u>Continue to improve home school liaison and relationships.</u> 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>Education Endowment Foundation</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>	2,3,4
<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 educational experiences, including school trips, clubs and music provision. 	<p>Social Mobility Commission research.</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 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>Evidence on life skills and enrichment from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.</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>	4

Total budgeted cost: £

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 2022 to 2023 academic year.

Aim	Action	Impact
Pupil misconceptions in learning will be addressed, enabling learners to make progress from starting points and make links in their learning so that they know more and remember more.	<ul style="list-style-type: none"> • CPD for class teachers and support staff. • Engaged with Aspire networks (EYFS, Maths, English). • Started to implement 'Talk for Writing' with support from the trust. • Implemented 'White Rose Maths' with support from the trust. 	<p>Teaching became more consistent for learners across the school.</p> <p>Pupils became more confident in articulating their learning over time in some subjects.</p> <p>Pupils developed a clearer understanding of how to keep themselves safe, as a result of the newly-developed PSHE curriculum.</p>
Barriers to learning and SEMH needs are supported so that pupils will feel well-supported in school and are able to flourish.	<ul style="list-style-type: none"> • TIS support and ELSA support in place for identified pupils. • TIS approaches and strategies became whole-school, through staff training and coaching. • SENDCo appointed • Head of School completed senior Mental Health Lead accreditation. 	<p>Identified pupils were able to access school and learning in a more positive way.</p> <p>SEMH needs were met through developing positive relationships with school staff.</p> <p>Staff across the school developed confidence in delivering TIS approaches and language.</p>
Attendance rates will be the same for PP and non-PP pupils.	<ul style="list-style-type: none"> • Aspire Attendance Policy implemented. • Head of School attended CPD based on EEF research on improving attendance. 	<p>The profile of attendance increased across the school community.</p> <p>Individual case studies demonstrated an improvement in attendance.</p>
Families of disadvantaged pupils feel supported by the school and wider school community.	<ul style="list-style-type: none"> • On-going support for parents and families (including new starters). 	<p>Parents and wider family members felt more support (reflected in Ofsted Parent View 2023).</p>

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
White Rose Maths	White Rose
Read Write Inc	Ruth Miskin