



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	Hutton Rudby Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	4.8% 10/207
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Katherine Howell (Chair of Governors) Matthew Kelly (Headteacher)
Pupil premium lead	Ruth Martin (Assistant Headteacher)
Governor / Trustee lead	Fiona Shovlin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380 (4 PP x £1345) £11725 (5 LAC x £2345) Total: £17105
Recovery premium funding allocation this academic year	£1305 (9 x £145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£17105 £1305

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total: £18410
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Part A: Pupil premium strategy plan

Statement of intent

The children in our school are at the centre of everything we do. As a school community in conjunction with the children we have written our own curriculum using our school vision CHILD (Culture and Community, Healthy Mind and Body, Individual Excellence, Life Long Learners, Determination). Our curriculum is ambitious and varied and designed to give all learners including the most disadvantaged the knowledge, skills and cultural capital needed to succeed in life. We believe all children, including those who are disadvantaged, should be able to achieve highly and progress rapidly. The objective and intent of our Pupil Premium Strategy therefore is to ensure the best possible outcomes for our most disadvantaged pupils, this includes being mentally and physically healthy and achieving highly both in terms of attainment and progress. We recognise that these children face additional challenges in reaching their full potential and that even the most able still face individual challenges and are still at risk of underperforming.

All members of staff and governors will understand and take responsibility for meeting the pastoral, social and academic needs of these children within the classroom and school environment. They will understand the importance of mental health and wellbeing to the learning process and promote social and emotional wellbeing.

All members of staff and governors will be committed to 'diminishing the gap' between vulnerable pupils and their peers. This will be achieved through quality first teaching, alternative support and targeted intervention. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being disadvantaged.

All members of staff and governors recognise the importance of and benefits of children receiving access to a wide range of enriching curriculum and extracurricular opportunities. Staff will ensure that our most disadvantaged children are not excluded from these opportunities due to financial difficulty or any other barrier and that these opportunities are targeted at and promoted to these pupils.

All member of staff will ensure high levels of transparency with parents with regard to Pupil Premium provision and will seek to make parents informed and involved in what we are doing for their children.

Challenges

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

Challenge number	Detail of challenge
1	Our observations show that the Covid-19 pandemic and partial closure of schools has had an impact on the social and emotional development and wellbeing of our children. Children have had limited opportunities to develop their social interactions, emotional literacy and resilience. We know that all children need to develop a toolkit of how to stay mentally and physically healthy.
2	Internal data shows that attainment among disadvantaged pupils in English and Mathematics (particularly in KS2) is lower than would be expected for their age. These children have been significantly affected by the partial closure of schools.
3	As a result of the Covid-19 pandemic, all children (including those who are disadvantaged) have had limited opportunities for enrichment opportunities due to partial school closures and national restrictions. It is therefore paramount that we provide access to a wide range of enriching curriculum and extracurricular opportunities
4	Observations and discussions with parents show that parents are not fully aware of the purpose of and nature of PP funding and are not always aware of how their child/children are being supported in school as a result of the Pupil Premium Strategy

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 achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Pupils to have high levels of social and emotional wellbeing and as a result are ready to learn demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent questionnaires and teacher/SLT observations
To ensure improved English and mathematics attainment for disadvantaged pupils.	<p>Attainment gaps in English and Mathematics are diminished for disadvantaged pupils</p> <p>Disadvantaged pupils are working at age related expectation or above</p> <p>Disadvantages pupils make at least expected progress and in most cases better than expected progress in order to diminish attainment gaps</p> <p>This to be demonstrated by:</p> <ul style="list-style-type: none"> Internal data from teacher assessment and standardised testing. External data (where available)

<p>To ensure disadvantaged pupils have access to a wide range of enriching curriculum and extracurricular opportunities.</p>	<p>Disadvantaged pupils have accessed a wide range of enriching curriculum and extracurricular opportunities. This to be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher/SLT observations. • Attendance data from extracurricular clubs.
<p>To ensure parents of disadvantaged children have an awareness of pupil premium funding and how it is used to support children in school.</p>	<p>Parents of children receiving pupil premium funding understand how it is used to support their child in school. Demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from parent questionnaires

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised assessments for reading, mathematics, grammar, punctuation and spelling.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>EEF states that, 'gaining a thorough knowledge of your disadvantaged pupils' level of attainment is the first step in developing an effective pupil premium strategy.'</p>	2

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

Budgeted cost: £8357

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Children who are disadvantaged to have more</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p>	2

regular opportunities to read with an adult in school	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
Targeted intervention in English and mathematics based on assessment	<p>Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2

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

Budgeted cost: £7053

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to have access to Yoga sessions focusing on mental relaxation, health and wellbeing	EEF states that, 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'	1,3
Emotions boards and anonymous feedback boxes placed in classrooms	EEF on social and emotional learning states that we should provide opportunities to expand children's emotional vocabulary and support them to express emotions. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf	1,3
Disadvantaged pupils to have places on school trips and extra-curricular clubs funded	EEF states that, 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.'	3

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £18410

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.

Priority 1

Maintaining a high level of teaching focusing upon children's Mental Health and Wellbeing.

- To continue to support identified pupils previously receiving focussed support.
- To support the mental health of pupils returning to School after the closure.
- To provide advice, support and resources to staff in relation to supporting children's return to School as well as more specific issues which may arise.

Impact: Children returned to school well. Where need arose children were given individualised support alongside academic intervention. Staff prioritised supporting children's socialising and mental health on their return to school and as a result cases of poor behaviour were low and children rebuilt friendships well. Children were supported with their overall wellbeing and mental health and as a result focus children settled back quickly and in most cases made at least expected progress based on internal data with some children making better than expected progress.

Priority 2

Planned programmes of whole-class mental health and wellbeing introduced. Class emotion boards introduced.

- To embed planned opportunities to promote positive mental health and wellbeing in the whole-class curriculum.
 - For the children to be given the opportunity to express their feelings in different ways.

Impact: Each classroom had emotions boards which linked to the needs and age of each particular class. Class teachers prioritised discussion over feelings and expressing feelings. Adults in school made it clear to children that they can share their feelings with any adult that they feel comfortable to even if that was not their class teacher. PE and other physical activity promoted wellbeing and fitness. As a result of this focus children felt safe and had adults they could speak to about their feelings and wellbeing. As a result of feeling happy and settled children were able to return to

learning and most focus children made at least expected progress based on internal data with some children making better than expected progress.

Priority 3

Children to access weekly yoga sessions focusing on mental relaxation health and wellbeing

- For children to reap the benefits of yoga and improve their mental and physical well-being

Impact: Children enjoy yoga and learn a range of skills including relaxation, wellbeing and strength. The nature of the challenge involved in yoga has also impacted on children's focus and determination developing a strong and positive mindset to new learning and skills.

Priority 4

Increased level of teaching assistant support within School to increase targeted interventions to redress attainment gaps.

- Effective intervention programmes in place for Pupil Premium children to target identified personalised learning action. For example, additional support with phonics, reading, reasoning and arithmetic skills in maths.

Impact: All children KS1 made at least expected progress in reading, writing and maths. All children in KS2 made better than expected progress in reading, writing and maths. Pupil Premium children in Year 2 achieved a pass mark in the phonics screening check (school achieved 100% pass rate in phonics screening check)

Priority 5

Specialised Accredited Phonics training CPD for all staff from The Burley Wood English Hub, prioritising early reading across the whole school.

- Effective and impactful phonics intervention programmes in place for Pupil Premium children to target identified personalised learning action.

Impact: All staff including those in KS2 received training on Letters and Sounds. As result of excellent staff knowledge the proportion of outstanding teaching in phonics increased improving quality first teaching for all children. Staff in KS2 could effectively support reading using our approach. All pupil premium children made expected progress or better than expected progress in reading. Pupil Premium children in Year 2 achieved a pass mark in the phonics screening check (school achieved 100% pass rate in phonics screening check)

Priority 6

Increased resourcing to support targeted interventions.

- To redress attainment gaps in relation to core skills in English and Maths.

Impact: When children were in school targeted intervention through phonics intervention had significant impact particularly during the autumn term. First Class @ Number interventions during the summer term also had impact. During the spring term and taking a blended approach between in school learning and home learning made targeted intervention more challenging as staff were used to ensure quality first teaching both in school and at home. This ensured that children, including those eligible for pupil premium continued to make progress and not fall further behind or behind.

Priority 7

Diverse range out of extra-curricular activities in place across school to increase disadvantaged children's access to enrichment experiences.

- To ensure children have access to a range of physical, creative and academic opportunities to support their development and promote positive social and emotional wellbeing.

Impact: The restraints of bubbled classes and Covid restrictions made trip and some extra curricular opportunities impossible during some of the academic year. Towards the end of the academic year children were able to go on residential trips and were able to take part in extra curricular activities such as football and dance. This included those children eligible for Pupil Premium.

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
Reading Plus	
Rising Stars Reading Planet	
Times Tables Rockstars	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

For our challenge 4 we would like to address the gap in parental knowledge on how we support our PP children and how pupil premium grant is utilised. We will ensure that parents are informed via parent meetings and other communication. Will we also utilise pupil voice and assessment to ensure that we are tailoring support to the specific children.

In order to further support health and wellbeing all of our disadvantaged children will take part in alongside their peers a 'Live it Get Active' session which will focus on developing fitness and healthy lifestyle choices. This is funded through the Sports Premium budget.