

# Pupil premium strategy statement 2021-2024

## (Updated November 2022)



This statement details our school's use of Pupil Premium funding (and of the Recovery Premium for the 2022 to 2023 academic year) 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 (in line with our 3 year plan) and the effect that last year's spending of Pupil Premium had within our school.

### School overview

Detail	Data
School name	Hutton Rudby Community Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	4.7% (10/213)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mike White (Acting Executive Headteacher) Full Governing Body
Pupil premium lead	Ruth Martin (Assistant Headteacher) and Hannah Clark (Vulnerable Learners)
Governor / Trustee lead	Andrea Offord

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,105
Recovery premium funding allocation this academic year	£1,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£1,620
<b>Total</b>	<b>£20,175</b>

# 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, Lifelong 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 that all children, including those who are disadvantaged, should be able to achieve highly and progress rapidly. Therefore, the objective of our Pupil Premium Strategy 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.

### **Our ultimate objectives are:**

- To improve English and mathematics attainment for disadvantaged pupils.
- To ensure that children who are eligible for the Pupil Premium can experience a wide range of curriculum enhancements that require no need for additional financial commitment from parents/carers.

### **How does your current pupil premium strategy plan work towards achieving those objectives (2022/2023)?**

- Continue to implement 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school by completing the additional 'Rapid Catch Up' training for children in KS1 and KS2.
- Complete the full entitlement of National Tutoring hours available (15 hours across the academic year) to further increase outcomes in reading for disadvantaged learners.
- Continue to promote the school's wraparound care by encouraging children eligible for the Pupil Premium to attend and in doing so, receive additional academic support.
- Ensure that all pupils eligible for the Pupil Premium are offered a wide range of free curriculum enhancements, including residential visits.
- Provide additional language support for those pupils eligible for the Pupil Premium for whom English is an additional language.

### **What are the key principles of your strategy plan?**

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that children achieve at least age-related expectations.

- To provide appropriate challenge for the more able disadvantaged learners to meet their full potential.
- That all learners, irrespective of financial barriers, have access to a wide range of curriculum enrichment opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	84% of our disadvantaged pupils are working at or above age-related expectations in reading (July 2022) in comparison to 86% of non-disadvantaged pupils.
2	84% of our disadvantaged pupils are working at or above age-related expectations in writing (July 2022) in comparison to 82% of non-disadvantaged pupils.
3	84% of our disadvantaged pupils are working at or above age-related expectations in mathematics (July 2022) in comparison to 85% of non-disadvantaged pupils.
4	As a result of the Covid-19 pandemic as well as other financial factors, many of our disadvantaged pupils have had limited opportunities for enrichment opportunities. Therefore, it is paramount that we provide access to a wide range of enriching curriculum and extracurricular opportunities
5	A high proportion of pupils eligible for the Pupil Premium use English as an additional language which creates an additional barrier to their learning.

## 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 English and mathematics attainment for disadvantaged pupils.	At least 90% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading, writing and maths.  Pupils eligible for the Pupil Premium grant make at least expected progress and in most cases better than expected progress in order to catch up with their peers.
All disadvantaged pupils have access to the full curriculum offer including a wider range of extracurricular opportunities and all residential experiences at no cost.	90% of disadvantaged pupils have accessed a wide range of extracurricular opportunities.

	All disadvantaged pupils are offered residential curriculum enhancements free of charge (as appropriate). As result of this, the vast majority attend.
To improve the achievement of disadvantaged pupils who use English as an additional language.	All disadvantaged pupils who use English as an additional language are provided with extra language support. As a result, their progress is better than expected.

## 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: **£6,650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments for reading, mathematics, grammar, punctuation and spelling.  <b>Cost: £3000</b>	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.'	1, 2, 3
Rapid Catch Up Phonics Sessions <b>Cost: £3,650</b>	We will continue to implement 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme across the whole school by completing the additional 'Rapid Catch Up' training for children in KS1 and KS2. Many of these pupils are those who are eligible for the Pupil Premium grant. A continued programme of CPD for teachers and teaching assistants will be provided.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 Reading with a Teaching Assistant <b>Cost: £3000</b>	We will ensure that pupils who are eligible for the Pupil Premium grant experience additional 1:1 reading sessions with a teaching assistant each week. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). <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>	1
Targeted intervention in English and mathematics based on assessment <b>Cost: £6000</b>	Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <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> <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>	2
Wrap-around Care <b>Cost: £3,300</b>	We will be utilising our after-school club to encourage disadvantaged pupils to stay behind after school and extend the school day. Whilst at the club, we will hear the children read and help them with their homework. Children who use English as a second language will take part in informal intervention activities and be encouraged to play with their English-speaking peers in order to further develop their understanding of their additional language.	1, 2, 3, 5
School Led Tutoring <b>Cost: £2,700</b>	<u><a href="#">Small Group Tuition</a></u> In order to make best use of the DfE's School Led Tutoring grant, we will be deploying teachers and teaching assistants to undertake 1:1 to 1:3 teacher to pupil ratioed regular sessions during the 2022/23 academic year. Depending on the age of the pupils, these sessions will be 30 mins – 1 hour and will mainly take place before the start of the school day or at the end of the day. <i>EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.'</i>	1, 2, 3

	<p><i>EEF Evidence ‘There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.’</i></p> <p><i>(Impact +4 months)</i></p>	
--	--	--

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

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fully Funded Educational Visits</p> <p><b>Cost: £2,000</b></p>	<p>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, we will give pupils access to benefits and opportunities that might not otherwise be available to them.’</p>	4

**Total budgeted cost: £23,650**

## 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.

#### **Intended Outcome 1:**

**To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.**

##### **Success criteria:**

- Pupils to have high levels of social and emotional wellbeing and as a result are ready to learn

Demonstrated by:

- Qualitative data from pupil voice, pupil and parent questionnaires and teacher/SLT observations

##### **Impact for 2021/ 2022 academic year:**

Yoga sessions provided to support children's wellbeing throughout the school – most children enjoy Yoga and this has enabled class teachers to implement mindfulness strategies in class. Pupil Premium children given opportunity to attend SEMH interventions to boost their self-esteem and wellbeing.

##### **Reflection:**

This is a focus for the whole school, not just disadvantaged pupils.

#### **Intended Outcome 2:**

**To ensure improved English and mathematics attainment for disadvantaged pupils.**

##### **Success criteria:**

- Attainment gaps in English and Mathematics are diminished for disadvantaged pupils
- Disadvantaged pupils are working at age related expectation or above
- Disadvantaged pupils make at least expected progress and in most cases better than expected progress in order to diminish attainment gaps

This to be demonstrated by:

Internal data from teacher assessment and standardised testing.

External data (where available)

##### **Impact for 2021/ 2022 academic year:**

*71% (5/7) of disadvantaged pupils are working at or above age-related expectations in reading (Summer 22) which is an increase from 66% (Summer 21) in comparison to 81% of non-disadvantaged pupils.*

*71% (5/7) of disadvantaged pupils are working at or above age-related expectations in writing (Summer 22) which is an increase from 50% (Summer 21) in comparison to 75% of non-disadvantaged pupils.*

*71% (5/7) of disadvantaged pupils are working at or above age-related expectations in maths (Summer 22) which is an increase from 50% (Summer 21) in comparison to 79% of non-disadvantaged pupils.*

##### **Reflection:**

Our disadvantaged pupils have achieved well compared to last year but are still not in line with the rest of school. Their attainment has improved so the provision in place is clearly working to improve progress. In 2022/23 we have a higher proportion of disadvantaged pupils so will need to monitor them closely to ensure that they are making the desired progress.

**Intended Outcome 3:**

**To ensure disadvantaged pupils have access to a wide range of enriching curriculum and extracurricular opportunities.**

**Success criteria:**

Disadvantaged pupils have accessed a wide range of enriching curriculum and extracurricular opportunities.

This to be demonstrated by:

Qualitative data from pupil voice, pupil and parent questionnaires and teacher/SLT observations.

Attendance data from extracurricular clubs.

**Impact for 2021/ 2022 academic year:**

Children receiving Pupil Premium had access to all after school clubs for free. They took part in clubs such as Warhammer, chess, mini-Messi and wildlife. They also benefitted from free musical instrument lessons.

Disadvantaged children were supported financially to enable them to access educational visits and residential trips.

**Reflection:**

This year, we intend to properly monitor the attendance of clubs for children who receive Pupil Premium. It is our intention that all children in receipt of this attend at least one afterschool club or receive free musical instrument tuition. As part of our more rigorous monitoring of this, we plan on alerting parents of children who receive Pupil Premium and are not in a club / learning an instrument to the fact that this is available for free and that their child(ren) may benefit from this.

We intend to continue providing free educational visits to children who are in receipt of Pupil Premium.

**Intended Outcome 4:**

**To ensure parents of disadvantaged children have an awareness of pupil premium funding and how it is used to support children in school.**

**Success criteria:**

Parents of children receiving pupil premium funding understand how it is used to support their child in school.

Demonstrated by:

Qualitative data from parent questionnaires

**Impact for 2021/ 2022 academic year:**

Educational visits and residential trips have been provided free of charge to disadvantaged pupils.

**Reflection:**

There was not enough clear communication with parents whose children are in receipt of Pupil Premium last year. We intend to be more open and communicative with these parents this year. Parents will be made aware of the clubs and musical tuition that is on offer to their children. We will make it clear on any letter about clubs and trips that these are free of charge to parents of children in receipt of Pupil Premium. This is especially important this year, as we have a number of Ukrainian children who are in receipt of Pupil Premium whose families may not be aware of what this includes.



## 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	
Classroom Secrets	
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