

Pupil premium strategy statement 2021-2024

(Updated December 2023)



This statement details our school's use of Pupil Premium funding (and of the Recovery Premium for the 2023 to 2024 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	207
Proportion (%) of pupil premium eligible pupils	7.8% (16/203)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mike White (Acting Executive Headteacher) Full Governing Body
Pupil premium lead	Hannah Clark (Vulnerable Learners)
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,125
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring	£196.87
Total	£23,321.87

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 (2023/2024)?

- 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.
- Provide technology for those children who need it.

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	63% of our disadvantaged pupils are working at or above age-related expectations in reading (Dec 2023) in comparison to 81% of non-disadvantaged pupils.
2	50% of our disadvantaged pupils are working at or above age-related expectations in writing (Dec 2023) in comparison to 76% of non-disadvantaged pupils.
3	69% of our disadvantaged pupils are working at or above age-related expectations in mathematics (Dec 2023) in comparison to 78% of non-disadvantaged pupils.
4	A high proportion of pupils eligible for the Pupil Premium use English as an additional language which creates an additional barrier to their learning.
5	Many of our pupils eligible for Pupil Premium don't have access to the same levels of support at home that many of our non-disadvantaged pupils do.

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	90% of disadvantaged pupils have accessed a wide range of extracurricular opportunities.

extracurricular opportunities and all residential experiences at no cost.	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. Cost: £3000	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 Cost: £3,650	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.	1

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

Budgeted cost: £12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 Reading with a Teaching Assistant Cost: £3000	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). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1
Targeted intervention in English and mathematics based on assessment Cost: £6000	Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
Wrap-around Care Cost: £3,300	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

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

Budgeted cost: £4,400

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Fully Funded Educational Visits Cost: £2,000</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>	<p>4</p>
<p>ICT Solutions Cost: £2400</p>	<p>Children without access to a device at home are given an iPad to access interactive resources such as Spelling Shed and Times Table Rockstars at home.</p>	

Total budgeted cost: £23,350

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 improve English and mathematics attainment for disadvantaged pupils.

Success Criteria:

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.

Impact for 2022/23 academic year:

- 89% of disadvantaged pupils are working at or above age-related expectations in reading (Summer 23) which is an increase from 71% (Summer 22) in comparison to 83% of non-disadvantaged pupils.
- 59% of disadvantaged pupils are working at or above age-related expectations in writing (Summer 23) which is a decrease from 71% (Summer 22) in comparison to 75% of non-disadvantaged pupils.
- 70% of disadvantaged pupils are working at or above age-related expectations in maths (Summer 23) which is a decrease from 71% (Summer 22) in comparison to 83% of non-disadvantaged pupils.

Reflection:

The higher numbers of pupil premium children as well as the increase in EAL has meant that attainment has been impacted this year. Our disadvantaged pupils have done well in reading, due to the focus on phonics interventions, but this has had an impact on writing and maths attainment. Now children are secure in phonics and early reading we will be able to focus on writing and maths attainment through the next year.

Intended Outcome 2:

All disadvantaged pupils have access to the full curriculum offer including a wider range of extracurricular opportunities and all residential experiences at no cost.

Success Criteria:

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.

Impact for 2022/23 academic year:

11/16 Disadvantaged children utilise after school clubs and wraparound care at no cost. All parents have been made aware that this resource is available to them and we have seen a significant increase in the number of disadvantaged children accessing clubs.

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

Reflection:

This next year we intend to continue providing free opportunities for disadvantaged children and will continue to inform parents and consult them on preferences to hopefully continue to increase the engagement.

Intended Outcome 3:

To improve the achievement of disadvantaged pupils who use English as an additional language.

Success Criteria:

All disadvantaged pupils who use English as an additional language (5) are provided with extra language support. As a result, their progress is better than expected.

Impact for 2022/23 academic year:

Children who use English as an additional language have made fantastic progress this year.

5/5 have made expected progress in Maths (with 3/5 working at greater depth)

3/5 have made expected progress in Writing and 2/5 better than expected.

4/5 had made expected progress in Reading and 1/5 better than expected and working at greater depth.

The EAL group has allowed children to learn English at a quick pace, as well as the Phonics Rapid Catch Up Interventions, which means that they have been able to access the curriculum in lesson with greater independence.

Reflection:

We will continue to provide KS1/KS2 EAL groups where children are able to explore the English language and communicate with their peers.

We will continue to provide interventions in reading and writing to ensure that any gaps in their understanding are addressed.

Intended Outcome 4:

To improve the achievement of disadvantaged pupils who use English as an additional language.

Success Criteria:

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.

Impact for 2022/23 academic year:

All children have had access to a weekly EAL group where they have been part of a Lego Club and worked on language-based targets. This has meant that every week children with EAL have had the opportunity to discuss vocabulary, grammar rules and

specific targets in order to ensure that they are able to access learning in the classroom.

As a result, all children are working at, or above age-related expectations in maths, 3/5 children are working at, or above age-related expectations in reading, and 3/5 children are working at, or above age-related expectations in writing.

Reflection:

We will continue to provide this valuable support and ensure that the children are given the opportunity to address misconceptions, particularly in reading and writing, to ensure attainment in these areas is in line with age related expectations.

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
Rising Stars Reading Planet	
Classroom Secrets	
Times Tables Rockstars	
Spelling Shed	

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