

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Thomas Russell Infants       |
| Number of pupils in school  | 181                          |
| Proportion (%) of pupil premium eligible pupils   | 3%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/2023 to 2024/2025       |
| Date this statement was published   | September 2022               |
| Date on which it will be reviewed   | July 2023                    |
| Statement authorised by   | Tracy Moore<br>Ali Cotterill |
| Pupil premium lead  | Tracy Moore                  |
| Governor / Trustee lead   | Ali Cotterill                |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £10 320 |
| Recovery premium funding allocation this academic year  | £2000   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £12 320 |

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the local governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our ambition is for each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

"It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed".

*Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.*

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities are as follows:

- Ensuring all student receive high quality teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour and well – being.
- Time for staff to access relevant CPD
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | 67% of disadvantaged pupils have additional SEND, specifically cognitive learning difficulties, requiring further intervention to address specific barriers to learning. |
| 2                | Attendance data shows that 50% of disadvantaged pupils have persistent levels of absence (90% or below) or inconsistent punctuality. Our assessments and                 |

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|   | observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.   |
| 3 | Assessments, observations and discussions with pupils indicate poor language and communication skills. Some pupils have limited vocabulary and word recognition which has impacted on progress in reading and writing (particularly with spelling) and, ultimately, across all subjects in the curriculum. |
| 4 | Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils is impacted by low aspirations, low self-esteem and confidence to a greater extent than for other pupils.   |
| 5 | Our observations have shown that many of our disadvantaged pupils are impacted by low levels of engagement from home.  |

## 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   |
|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils.                                    | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  |
| Improved early reading attainment among disadvantaged pupils at the end of KS1                              | End of KS1 reading outcomes in 2022/23 and 2023/2024 show that disadvantaged pupils met the expected standard. Targeted intervention and academic support ensures gaps in learning are addressed enabling all pupils to access the full curriculum alongside their peers.<br><br>Disadvantaged pupils will read at home on a regular basis and talk positively about their reading experiences. They will share examples of books that they have read. |
| Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• use of Boxall Profiles demonstrate progress with emotional wellbeing and pupils report high levels of wellbeing.</li> </ul>      |

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| <p>Achieve and sustain improved attendance and consistent punctuality for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance and punctuality demonstrated by:</p> <ul style="list-style-type: none"><li>• The overall absence rate for all pupils being not less than 95%.</li><li>• Children are punctual and display high levels of attendance in line with national expectations.</li><li>• Support families whose children are classed as disadvantaged with school trips, attendance at out of school events, uniform, music lessons and tutoring.</li></ul> |
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## 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: £ 4019

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embedding of high quality phonics training for all teaching and support staff to ensure for effective embedding of Essential Letters and Sounds (ELS) – a complete systematic synthetic phonics programme (SSP) developed for schools by schools to secure stronger phonics teaching for all pupils.</p> | <p><a href="#">Education Endowment Foundation Teaching Toolkit</a></p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p>  | <p>1, 3, 4, 5</p>             |
| <p>Embedding of a high quality spelling program (Spelling Shed) for Year 2 children once they have moved beyond the ELS phonics scheme.</p>   | <p><a href="#">EEF Improving Literacy in KS1 document</a></p> <p>Recommendation 6 details how Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being studied.</p>   | <p>1, 3, 4, 5</p>             |
| <p>Engagement with the Staffordshire Research School to explore and find the best tools to improve teaching practice and raise attainment of pupils</p>   | <p><a href="#">Research Schools</a></p> <p>There are many evidence-based resources and tools available to help improve teaching practice and raise the attainment of pupils. Research schools aim to lead the way in the use of evidence-based practice. Through the network they will share what they know about putting research into practice, and support schools in their region to make better use of evidence to inform their teaching and learning so that they really make a difference in the classroom. They will do this by: encouraging schools in their network to make better use of evidence-based programmes and practices through regular communication and events; providing training and professional development</p> | <p>1, 2, 3, 4, 5</p>          |

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|  | for senior leaders and teacher on how to improve classroom practice based on the best evidence available; and building local capacity to support the use of evidence and informed practices.   |               |
| Continually promote positive wellbeing and social and emotional learning for pupils and staff. | <a href="#">Empathy Lab</a><br><a href="#">Elsa support</a><br>Use of research that has been developed with mental health experts, aims to give school staff and Senior Leadership Teams some simple guidance and good practical examples where schools have successfully implemented wellbeing strategies.<br>Empathy Lab training for 1 member of staff and ELSA training for 1 member of staff. | 1, 2, 3, 4, 5 |
| Assessment opportunities are built into class teaching and additional time.                    | <a href="#">EEF assessment and feedback</a><br>Teachers to conduct ongoing assessment of the PP children to ensure progress is in place and identify elements of provision which could be improved as a result of limited progress.  | 1, 2, 3, 4, 5 |

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

Budgeted cost: £ 4242

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide specific and precise catch-up support in conjunction with the National Tutoring Programme for disadvantaged pupils through a programme of effective tutoring in early reading and phonics tailored to pupils' needs, including the use of effective feedback. | <a href="#">Education Endowment Foundation Teaching Toolkit</a><br>Small Group Tuition Small group tuition has an average impact of four months' additional progress over the course of a year.<br><a href="#">Education Endowment Foundation Teaching Toolkit</a><br>One-to-One Tuition Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months). Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. | 1, 3, 4, 5,                   |
| Provide targeted interventions in reading, writing and  | <a href="#">Education Endowment Foundation Toolkit</a>   | 1, 3, 4, 5                    |

|   |  |               |
|---|--|---------------|
| mathematics out-of-class, delivered by teaching assistants  | Teacher Assistant Interventions Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. |               |
| Using the high-quality training our teaching assistant will undertake to become an ELSA (Emotional Literacy Support Assistant) the programme will be implemented to support the social and emotional needs effectively. | <a href="#">Education Endowment Foundation Toolkit</a><br>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  | 1, 2, 3, 4, 5 |

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

Budgeted cost: £ 4059

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implement alternative strategies to enhance and increase parental engagement (e.g. phonics workshops, forest school sessions).                | <a href="#">Education Endowment Foundation</a> – Parental engagement 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.<br><a href="#">Literacy Trust – Children's engagement in reading</a><br>Purchase of Reading Rocks book bags to support parent engagement with reading for pleasure. | 1, 2, 3, 4, 5                 |
| Promote physical activity and involvement in extra-curricular activities and trips for pupils to feel included in all aspects of school life. | <a href="#">Education Endowment Foundation</a><br>Physical activity There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.                                 | 1, 2, 4, 5                    |

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|--|---|----------------------|
| <p>Attendance and punctuality of disadvantaged pupils is tracked and monitored regularly and reported to the LGB. School office team have robust systems in place for improving attendance and punctuality with all groups of pupils</p> | <p><a href="#"><u>EEF Attendance Intervention research</u></a><br/>Pupils being in school improves learning, resilience, aspirations and confidence.</p>  | <p>1, 2, 4, 5</p>    |
| <p>Contingency fund for acute issues.</p>  | <p>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.</p> | <p>1, 2, 3, 4, 5</p> |

**Total budgeted cost: £ 12 320**



## 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.

Through the increased focus on reading regularly and reading for pleasure, our end of Key Stage 1 results show that 75% of our pupil premium pupils achieved the expected level or above in all subjects. 50% achieved greater depth in reading.

Our overall school results were:

| End of KS1 | % Expected | % Greater depth |
|------------|------------|-----------------|
| Reading    | 74%        | 42%             |
| Writing    | 82%        | 12%             |
| Maths      | 84%        | 19%             |

100% of pupil premium children who needed to re sit the phonics screening check at the end of Year 2 achieved the required standard. 50% of pupil premium children in Year 1 achieved the required standard at the end of Year 1. Our overall school results are shown below. The Year 1 results are cohort specific and not a reflection of our usual standard. We believe that this is due to the impact of Covid and learning which these pupils missed in Year 1, the implementation of a new phonics and staff changes within that year group.

|                | % over 32 |
|----------------|-----------|
| Year 1 phonics | 73%       |
| Year 2 phonics | 95%       |

The ongoing nurture provision supported the pupils to develop and embed a range of self-regulation strategies which helped them to access all areas of the curriculum.

Our instrumental music lessons raised pupil self-esteem and aspirations. 86% of pupil premium children took up the opportunity of learning an instrument (violin, cello, ukulele or keyboard). All of these pupils received certificates of achievement and one Year 2 pupil was marked out as showing a particular musical talent – information which was passed on to her new Junior School.

## 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                   |
|------------------------------|----------------------------|
| Essential Letters and Sounds | <a href="#">Oxford Owl</a> |

## 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?    | Funding of instrumental lessons and funding of extra-curricular activities.<br>Individual reading sessions and paper copies of homework provided.<br>Phonics and maths intervention required where relevant. |
| What was the impact of that spending on service pupil premium eligible pupils? | Assessments demonstrated progress in subject areas where extra support was provided.<br>Improved wellbeing, aspirations and confidence through additional activities.  |

## Further information (optional)

At Thomas Russell Infants School, we undertake an audit and complete a detailed action plan for our disadvantaged pupils on an annual basis which supports the development of our strategy statement.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We use the EEF research documents and the [RADY training materials](#) when considering effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for individual pupils. Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- embedding more effective practice around feedback and high quality teaching. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. As a Trust, we will be utilising the [WalkThrus](#) programme to enhance practice.
- utilising a DfE grant to train a [senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. This is inclusive of [Forest School](#).