



# The Russell School Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium and Recovery Premium funding for the 2022 – 2023 academic year, utilised to support and improve the progress and attainment of our disadvantaged pupils.

This statement 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	The Russell School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	33 (incl. 3 EYFS) 16%
Academic years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021 – 2024
Date this statement was first published	10 <sup>th</sup> December 2021
Date on which it will be fully reviewed	December 2024
Statement authorised by	Laura Brooks Headteacher
Pupil Premium Lead	Toni Edwards PPG Lead
Governor Lead	Rob Woolner

## Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£36,374
Recovery Premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40, 145



## Part A: Pupil Premium Strategy Plan








### Statement of Intent

Our intention is that all of our children, regardless of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. Our determined and committed team ensure that Pupil Premium funding and provision impact on achievement, attendance, social and emotional health and well-being. In all of our actions, we consciously consider the challenges faced by vulnerable children and the affect that their emotional wellbeing has on their academic achievement in order to ensure that all individual needs are met, regardless of whether a child is disadvantaged or not.

Our strategy is also integral to our wider school plans for education recovery. Quality First Teaching is at the heart of this approach, with a specific focus on supporting those children from disadvantaged backgrounds, in order to ensure that we continue to close the attainment gap between children in receipt of Pupil Premium funding and 'All Children'. To further support this approach, we have reviewed our staff INSET agendas in order to facilitate the sharing of best practice and current educational research. We have shared and adjusted proven school based initiatives alongside adjusting our model for staff appraisal in order to support staff with coaching and mentoring.

We have a clear and strategic model for the spending of our Pupil Premium funding. Regular self-review helps us to identify key areas for the development and spending of Pupil Premium funding, alongside other grant funding that we receive, in order to support this specific group of children. To support the implementation of our actions, we have an identified Governor who has responsibility for Pupil Premium. Senior Leaders take responsibility for monitoring the provision and outcomes and the wider staff team support the implementation and evaluate the provision that is on offer. The Headteacher, Deputy Headteacher and other Senior Leaders regularly evaluate Pupil Premium outcomes compared to other children in school to ensure the correct strategies and provision are in place in order to continue to close the gap.

The aims of our strategy for this academic year are to ensure that we

-  continue to close the gap between children in receipt of Pupil Premium funding and 'All Children'
-  ensure that the tracking and monitoring of the attainment of children in receipt of Pupil Premium is robust and used to inform subsequent provision
-  continue to support the social, emotional and health needs of children in receipt of Pupil Premium
-  monitor, support and challenge the attendance of children in receipt of Pupil Premium
-  ensure that children in receipt of Pupil Premium make rapid progress in order to catch up to their peers
-  ensure that identified children in receipt of Pupil Premium are on track to exceed the Expected Standard wherever possible
-  improve school readiness and the children's engagement in school life through providing funding for before and after school clubs and subsidising trips



## Challenges

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

Challenge number	Detail of challenge
1	<b>Out of Band</b> Internal assessments and data tracking indicate that some disadvantaged children need to make more than expected progress in RWM in order to narrow the attainment gap between children in receipt of Pupil Premium and 'All Children' and to ensure that there is a clear understanding of prior learning and next steps.
2	<b>Catch-Up</b> Levels of engagement in remote and in-school education varied during the pandemic. As a result, there are some children who require further catch-up so that they can work at age-related expectations.
3	<b>Multiple Barriers to Learning</b> Some disadvantaged children also have SEND, PLAC and/ or MHWB needs. SEND/PPG PPG/EAL SEND/PPG/EAL
4	<b>More than Expected Progress</b> Internal assessments and data tracking indicate that attainment in reading and writing amongst disadvantaged children is below that of non-disadvantaged children, especially in phonics, thus impeding their progress in writing. This gap narrows or closes by the end of Key Stage Two in most cases.
5	<b>Early Communication and Interaction</b> Internal assessments and observations indicate that children in receipt of Pupil Premium funding enter the EYFS with language skills below that of their peers. There is also an increasing number of children with EAL which impacts on the learning of phonics, early reading and language fluency.
6	<b>Emotional Wellbeing</b> A small number of children, based on observation and staff feedback, are unable to self-regulate and manage their emotions in an age appropriate way. This impacts negatively on learning behaviour, progress and achievement.
7	<b>Socio-isolation</b> Some disadvantaged children have poor social and communication skills which is impacting on their emotional health and peer relationships.

## Intended Outcomes

This explains the outcomes that 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
<i>Early Language Interventions to improve communication and peer interaction in EYFS</i>	<u>An increased number of children with strong language skills</u>  Better than expected progress in reading by the end of the third year of implementation for identified children at the end of KS1.



Implementation of NCTEM Mastering Number programme improves maths attainment in EYFS and KS1.	Tracking data shows an increase in KS1 SATs fluency and achievement is better than LA data by the third year of implementation.
Children are able to self-regulate and manage emotions in an appropriate way.	<p>In house ELSA records and SEND provision mapping show a decreasing amount of targeted support needed.</p> <p>Regular reminders, strategies and wellness assemblies to facilitate independence in self - regulation</p> <p>Pupil voice indicates that children are aware and are confident to implement individual toolkits</p>
Implementation of intervention changes (interventions /timetabling /Quality First Teaching focus) reduces the gap between non-PP and PP pupils achieving the Expected Standard.	<p>National data from the end of KS2 shows an upward trend of PP children achieving the Expected Standard by the end of third year of implementation.</p> <p>Internal data shows a narrowing of attainment gap between PP and non-PP children throughout the academic year.</p>
Implementation of 2020 curriculum review improves children's achievement in a broad range of curriculum subjects and brings it in line with non-PP children. Cultural Capital is built on and sustained.	Internal Foundation Subject Assessments demonstrate that PP children achieve in line with non-PP children by third year of implementation.
Implementation of Little Wandle Letters and Sounds (SSP) shows an increase in the number of children achieving the Expected Standard in the Phonics Screening Check at the end of Year One.	<p>In house tracking data indicates better than expected progress in reading by the end of the third year of implementation for identified children at end of KS1.</p> <p>National data shows an increase in the Year One phonics check over the next three years.</p>



## 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 detailed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8496**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further develop the teaching of phonics across the school and further improve staff subject knowledge to ensure stronger phonics teaching for all children.</p> <p>We will purchase, support and monitor the implementation of Little Wandle Letters and Sounds (SSP).</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1, 3 and 4
<p>To further narrow the attainment gap and further improve teacher's mathematical subject knowledge to ensure a coherent, well planned mathematical curriculum.</p> <p>Fund teacher release time to embed key elements of guidance in school and support and monitor the implementation of NCTEM Mastering Number programme in EYFS and KS1.</p>	<p>A mastery in maths curriculum ensures children have all the necessary foundational knowledge to grasp more advanced concepts. It starts with the basics and ensures every child has a solid understanding of one topic before moving on to another.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</a></p>	1, 2, 3 and 4
<p>To continue to close the gap between children in receipt of Pupil Premium funding and 'All Children'</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil</p>	1 and 4



<p>We will provide additional CPD to focus on Quality First Teaching supported by Local Authority</p>	<p>attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Whole school CPD has been carefully planned to ensure that teaching staff have opportunity to further specific subject knowledge as well as engaging with current and proven research and or strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: = **£15,123**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to close the gap and support inclusion for SEND learners and between PP children and 'All Children'.</p> <p>We will allocate an experienced SEN teacher to support SEND and PP children to make better than expected progress.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p><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></p>	<p>1, 2, 3 and 4</p>
<p>To continue to close the gap between PP Children and 'All Children' and ensure that children make rapid progress</p> <p>We will identify children and support 1:1 and/or in a small group supported by class teachers. We will also monitor the implementation of</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p><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></p>	<p>1, 2, 3 and 4</p>



intervention changes and plan appropriate staff CPD to meet the needs of all children	<a href="#">evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>To continue to support the academic, social, emotional and behavioural needs of children in receipt of Pupil Premium Support.</p> <p>We will support children with SEND and in receipt of Pupil Premium funding by engaging with the EP and supporting parents and teachers through regular consultations.</p>	<p>The overlaps between Pupil Premium, SEND and attainment are clear and present in all schools and are reported in research documentation. Support from an ELS trained member of staff to target identified children to engage in school as well as a whole school approach to improve Quality First Teaching has a positive influence on attainment.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	1, 3 and 6
<p>To continue to support the academic, social, emotional and behavioural needs of children in receipt of Pupil Premium Support.</p> <p>We will support children with SEND, and those in need of speech and language development, and in receipt of Pupil Premium funding by engaging with a Speech and Language Therapist and supporting parents and teachers through regular consultations.</p>	<p>The overlaps between Pupil Premium, SEND and attainment are clear and present in all schools and are reported in research documentation. The impact of the significant challenge for children who experience Speech and Language problems in their early years of education is long-lasting and continues to disadvantage them through to GCSE level and beyond.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting the attainment of disadvantaged pupils.pdf</a></p>	1, 3 and 6



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

Budgeted cost: **£15,010**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the health of children in receipt of Pupil Premium funding.</p> <p>We will do this by providing PP children with free milk during the school day.</p>	<p>The Dairy Council recommend that children who are eating and growing well drink semi-skimmed milk from the age of 2 years onwards.</p> <p>189ml of semi-skimmed milk is excellent as a mid-morning drink as it provides a nutritional boost and keeps children hydrated between breakfast and lunch; helping them to concentrate, learn and play.</p> <p><a href="https://gov.wales/sites/default/files/publications/2018-12/healthy-eating-in-maintained-schools-statutory-guidance-for-local-authorities-and-governing-bodies.pdf">https://gov.wales/sites/default/files/publications/2018-12/healthy-eating-in-maintained-schools-statutory-guidance-for-local-authorities-and-governing-bodies.pdf</a></p>	3 and 6
<p>To promote children's engagement in school life.</p> <p>We will provide funding for before and after school clubs and subsidise trips</p>	<p>Going on field trips offers children a unique cultural learning experience. It allows children to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a child's understanding of the world and their place in it.</p>	6 and 7
	<p>Research evidence shows that education and health are closely linked. Promoting the health and wellbeing of children has the potential to improve their educational outcomes alongside their health and wellbeing outcomes.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p>	3, 6 and 7





	<p><a href="http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf">http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf</a></p> <p>The Emotional Literacy Support Assistant (ELSA) Programme: Can you develop an evidence base for an adaptive intervention?, Woocock, C, Pickering, L (2019)</p>	
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**Total budgeted cost: £38,629**



## 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 - 2023 academic year.

Analysis of data, both internal and external, delivers a positive picture for the intended outcomes of the plan and provides evidence that the progress gap continues to narrow for children in receipt of Pupil Premium and Pupil Premium Plus. There is, however, evidence of greater negative impact of children with multiple challenges – that of SEND and disadvantage.

	Reading		Writing		Maths	
	Expected	Better than	Expected	Better than	Expected	Better than
All children (184)	91%	19%	92%	29%	90%	23%
All children in receipt of PPG/+  (25)	76%	12%	80%	24%	72%	16%
Children in receipt of PPG/ + with no identified SEND (15)	93%	7%	87%	20%	87%	13%
Children in receipt of PPG/ + and identified SEND (10)	40%	20%	70%	40%	60%	20%



Data shows that when compared to 'all children', all children in receipt of PPG and PPG+ are now making between 2% and -5% less expected progress than their peers across Reading, Writing and Maths. However, where children are in receipt of PPG and PPG+ and have an identified SEND they are making better than expected progress across Reading and Writing and a small (-3%) difference in maths than 'all children'. This range is up to 11% and includes children who have multiple identified challenges.

Challenge remains for the school in increasing the levels of attainment for children in receipt of PPG and PPG+, specifically when those children also have SEND; their levels of attainment remain below those of their peers.

This data shows evidence that the school met the intended outcomes of the plan for PPG & PPG+ children for the academic year 2023 - 2024

Throughout the year, we have ensured that the Social, Emotional and Wellbeing of our pupils has been at the forefront of our planning. Pupils are regularly given opportunities to discuss and implement strategies for improving their overall wellbeing both in small groups, individually and as a whole school (through the delivery of our Wellness Wednesday Assemblies). Support is given to enable all children to foster useful strategies to maintain friendships and improve the quality of communication to alleviate friendship difficulties, which impact enormously on their ability to learn. In addition to developing and improving their learning behaviours and life skills (where we have seen positive results), we will continue to focus on this key area for all children but especially our PPG community.

Quality First Teaching remains at the forefront of our support for this vulnerable group. Carefully planned lessons, extra interventions and engaging curriculum. Woven into our learning experiences are targeted questions and our awareness of the importance of Cultural Capital and the effect this can have on the progress and outcomes for children. The evidence based rationale for PPG spending ensures our topic and lesson starting points focus on addressing cultural capital to provide equity and equality across the curriculum. Extended learning opportunities including trips, homework and regular reading are targeted towards PPG to ensure full support. The impact on the outcomes for this vulnerable group is mitigated by our resolution to maintain a high quality curriculum, including homework submissions, which is aided by additional resources provided by the school use of online resources. All staff ensure disadvantaged pupils are challenged in the work that they're set and act early to intervene at the point need is identified.

Our targeted interventions ensure PPG children continue to feel supported by forming collaborative small groups mainly (but not solely), in the classroom guided by an adult. PPG children prioritised to support learning and progression with pre and post teaching opportunities.

Alongside our holistic approach to positive wellbeing and growth mindset, sport and music opportunities are offered, both before and after school and during school playtimes. New research suggests that music may be as powerful a tool as exercise when it comes to addressing mental health issues and we are proactive in making these opportunities available for PPG children.

Quality First Teaching is at the forefront of our provision. However, we continue to use our intervention time to assist with early language skills alongside development of reading using our systematic approach within the Little Wandle scheme and Quality First Phonics teaching to improve the early language for children. Children continue to benefit also from 1:1 and small group interventions to improve language (including reading). PPG children receive a high level of adult support in the EYFS compared to other children in class to develop skills including speaking and building friendships and skills for learning

Where appropriate for PPG children with specific SEND needs, we continue to explore opportunities to work collaboratively with Strathmore and have regular access to learn through their specialised resources.



Our approach is responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Attendance for disadvantaged children will continue to be monitored. Families contacted regularly to ensure attendance.

## Externally Provided Programmes

Little Wandle subscription purchased to address Phonics and early Reading in Early Years Foundation Stage and Key Stage One

All Teaching and Support Staff receive regular CPD to support our plan for reading outcomes in our Pupil Premium Strategy.