

Pupil Premium Strategy Statement

Pupil premium is funding to improve the educational outcomes for disadvantaged pupils. The DfE has stated that schools are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. School leaders should decide how to spend the pupil premium. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching.

1. Teaching

Investing in high-quality teaching, for example:

- training and professional development for teachers
- recruitment and retention
- support for teachers early in their careers

2. Targeted academic support

Additional support for some pupils focused on their specific needs, for example:

- small group or one-to-one support
- speech and language therapy
- motor skills programme

3. Wider approaches

Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges. For example:

- extra-curricular and enrichment opportunities
- support for emotional health and wellbeing
- help with the cost of school uniform and equipment

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. [EEF]

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

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	Rushcombe First School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2022 [2020 – 2023]
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	Senior Leadership Team Governing Body
Pupil premium lead	C Mahon
Governor / Trustee lead	A Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32, 141 [TBC]
Recovery premium funding allocation this academic year	£3,355 [TBC]
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,496

Part A: Pupil premium strategy plan

Statement of intent

The school aspires for all of our children to be the very best that they can be in every sphere of their learning. The school's innovative curriculum and effective pedagogical approaches aim to provide outstanding teaching and learning for all of our children. The school has developed an ambitious curriculum that is designed to enable all children, including those disadvantaged, to acquire the knowledge, skills, self-belief and cultural capital to succeed in life.

Developing high levels of competency in English and Mathematics is a central aspect of our curriculum, but we also believe that it is the right of each child to experience a broad, balanced and highly motivating curriculum through our whole school Learning Adventure approach. Our Learning Adventures provide purposeful contexts for the children's learning, delivered through an inquiry approach and using the Mantle of the Expert pedagogy.

Alongside our positive and caring ethos, our comprehensive provision, opportunities and guidance enables the children to develop the appropriate skills and qualities to enhance their behaviour, personal development and wellbeing.

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve well. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attaining. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school.

Our approach is responsive to common challenges and individual needs, rooted in robust assessment and a wide range of evidenced research including EEF and DfE resources. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Overall low baseline/s and Good Level of Development in the EYFS particularly in Personal, Social & Emotional Development, Communication & Language, Physical Development, Literacy and Mathematics including the slow progress/low attainment of those children identified with SEND as they move on through the school.
2	The language skills of some individual children is impacting on their phonic, reading and writing development.

3	The social and emotional skills of some individual children is impacting on their confidence, self-esteem, independence and the ability to self-regulate.
4	The exceptional circumstances of COVID-19 pandemic, including national lockdowns, impacting on the attendance, progress and development of some children. Research has found that disadvantaged children have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. [EEF]
5	The limited opportunities for enrichment including the participation in the arts, physical and outdoor activities of some individual children.

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
Accelerate the progress of children in EYFS/Year 1 and onwards, enabling them to access a wide range of learning opportunities with increasing confidence, skill and independence as evidenced by teacher observations and pupil tracking information.	Children illustrate increased confidence, independence and understanding enabling them to participate actively in all learning opportunities. Progress is accelerated, targeted support is in place and outcomes enhanced.
Enhanced language skills enabling children to develop their phonic, reading and writing development as evidenced by teacher observations/assessments, standardised/national assessments and pupil tracking information.	Children demonstrate enhanced language, phonic, reading and writing skills with the majority achieving age related expectations including passing the Year 1/Year 2 phonic screening check.
Improved confidence, self-esteem, independence and self-regulation enabling children to interact positively with their peers and manage their emotions successfully to access all learning and play opportunities as evidenced by teacher observations, pupil tracking information and children/family feedback.	Children positively manage their emotions illustrating increased confidence and independence and the ability to positively collaborate and actively participate in shared learning and play opportunities.
Enhance the attendance, progress and development of children who require 'catch up' as evidenced by teacher observations/assessments, standardised/national assessments, pupil tracking information and attendance data.	The progress of children who require 'catch up' is addressed with the majority achieving age related expectations and the attendance of all children is in line with national/school expectations.
Increased enrichment/cultural capital opportunities for all children as evidenced in curriculum provision documentation, extra-curricular participation, teacher observations, enrichment participation and children/family feedback.	Children participate in a wide range of art, physical and outdoor learning opportunities.

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: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality continuous staff development leading to enhanced pedagogy, teaching and learning.</p> <p>Priority 1: Developing high quality teaching and learning through pedagogy and curriculum design [responsive teaching, collaborative learning, English and maths priorities]. See SDP for further details.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years.</p> <p>The EEF Teaching & Learning Toolkit indicates that a range of strategies have high/moderate impact for low costs based on moderate/extensive research, for example, feedback + 8 months, collaborative learning + 5 months, metacognition + 8 months and peer tutoring + 5 months.</p> <p>Note: It is anticipated that the school will participate in a UCL/Institute of London/Dorset Council project 'Promoting the Achievement of Looked After Children' [PALAC] this academic year. PALAC is a pioneering evidence based research led programme.</p>	<p>1 – 5.</p>
<p>Whole school Learning Adventure approach including the use of inquiry, collaborative problem solving, MOE, TED, Reggio principles, the arts, metacognition, feedback and reflection. See school information and SDP for further details.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years.</p> <p>The EEF Teaching & Learning Toolkit indicates that a range of strategies have high/moderate/low impact for low costs based on moderate/extensive research, for example, feedback + 8 months, collaborative learning + 5 months, metacognition + 8 months and arts participation + 2 months.</p>	<p>1 – 5.</p>

<p>Employment of additional staff time: continued support and tracking of children’s progress including completion of assessments ensuring that curriculum planning builds upon the children’s needs and starting points. The implementation of an ambitious and broad curriculum whilst using flexibilities to consolidate and extend learning as a result of national school closures.</p> <p>Continue to build upon provision for disadvantaged SEN including principles of quality first teaching and systematic, targeted interventions.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years.</p>	<p>1 - 5.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase phonic skills and knowledge to improve reading and writing fluency.</p> <p>Introduce the agreed phonics framework from EYFS to Year 2, including materials for intervention guidance in KS2. Provide relevant support and training. Employment of additional staff time to complete assessments and implement targeted interventions and support programmes.</p> <p>Review phonics teaching and approach in line with new DfE guidance [Effective Systematic Synthetic Phonics Programme, DfE, July 2021], including validated list [spring 2022].</p>	<p>Previous implementation and experience has enabled the vast majority of the children to successfully pass the national Year 1 phonic screening check.</p> <p>The EEF Teaching & Learning Toolkit indicates that phonics has moderate impact for very low costs based on extensive research [+ 5 months]. In addition, Early Years interventions indicate moderate impact for very high costs based on extensive research [+ 5 months].</p>	<p>1, 2 & 4.</p>
<p>Enhance children’s love of language, reading and writing.</p> <p>Staff development on providing language rich opportunities including utilising different strategies to enhance language, the love of reading and comprehension skills. Alongside extending pedagogy to foster writing as meaning making.</p>	<p>Research indicates that early language development of low income children lags behind their peers by 16 months on school entry [Sutton Trust] and vocabulary at the age of 5 can be a predictor of long term success [UK BCS70 study].</p> <p>The EEF Teaching & Learning Toolkit indicates that oral language interventions has moderate impact for very low costs based on extensive research [+ 6 months] and reading comprehension strategies has high impact for very low costs based on extensive</p>	<p>1, 2 & 4.</p>

<p>[reading challenge, adjective wall, whole class fiction, oral storytelling, drama and philosophical discussion]</p> <p>In addition, implement NFER NELI language programme.</p>	<p>research [+ 6 months].]. In addition, Early Years interventions indicate moderate impact for very high costs based on extensive research [+ 5 months].</p>	
<p>Develop children’s physical, social and emotional development with a particular focus on motor and physical skills.</p> <p>Employment of PE teacher /leader providing a wide range of opportunities including increased motor skills /physical/outdoor opportunities.</p> <p>In addition, teacher to complete ‘Learn to Move’ training programme to support implementation of targeted support programmes.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years.</p> <p>The EEF Teaching & Learning Toolkit indicates that physical, social, emotional and outdoor learning has moderate impact for moderate costs based on moderate/extensive research [+ 4 months]. In addition, Early Years interventions indicate moderate impact for very high costs based on extensive research [+ 5 months].</p>	<p>3 & 5.</p>
<p>Promote achievement and challenge for all children with targeted interventions and coaching groups.</p> <p>Employment of additional teacher time.</p> <p>Continue to build upon provision for disadvantaged SEN including systematic, targeted interventions; extend highly responsive teaching to meet the needs of all learners, including those disadvantaged SEN.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results including a high number of children achieving ‘Greater Depth’ at the key national/ school assessment points with the children over a number of years.</p> <p>The EEF Teaching & Learning Toolkit indicates that mastery learning has moderate impact for very low costs based on moderate research [+ 5 months]. In addition, collaborative learning [+ 5 months], metacognition & self-regulation [+7 months] and effective feedback [+6 months].</p>	<p>1 – 5.</p>

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

Budgeted cost: £5,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further enhance the school’s ethos and culture, including developing positive behaviour and supporting emotional well-being.</p> <p>Further enhance children’s application of the Learning Hero dispositions, including their self-awareness of their own developing skills and areas for development.</p> <p>Launch the new whole school approach to emotional health and wellbeing.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years.</p> <p>The EEF Teaching & Learning Toolkit indicates that social and emotional learning has high/moderate/low impact for very low/moderate costs based on extensive research [+ 4 months], outdoor learning [+4 months], collaborative learning [+ 5 months], self-regulation [+7 months] and arts participation [+ 2 months].</p>	<p>1 & 5.</p>

<p>Complete Mental Health Training [DfE, Dorset Council & NHS] Complete staff training on behaviour, positive relationships and emotional health. Further develop opportunities for regular and purposeful outdoor learning. Promote opportunities for positive play/open ended play as a means to support thinking skills, imagination, collaboration skills, engagement with nature and wellbeing.</p>		
<p>Support high attendance rates and engagement.</p> <p>The continued promotion of excellent school attendance including the provision of effective information, support and communication [remote learning & digital communications] for those children/families who may need to self-isolate/based at home.</p>	<p>Continued focus has contributed to increased attendance rates and to the school consistently maintaining positive results at the key national/school assessment points over a number of years.</p> <p>Research from the DfE [2012] established a positive impact between improved attendance and higher attainment.</p> <p>The EEF Teaching & Learning Toolkit indicates that digital technology has moderate impact for moderate costs based on extensive research [+ 4 months].</p> <p>Note: EEF COVID19 & Remote Technology Guidance [2020]</p>	<p>4</p>

Total budgeted cost: £35,496

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.

Due to the exceptional circumstances of the COVID-19 pandemic and national lockdowns, in line with government guidance, national, local and school based assessments did not take place in the summer term 2020 and 2021.

The last national assessments completed in the summer 2019 indicate the following:

National Assessments: Summer 2019	Rushcombe First School: Pupils eligible for Pupil Premium
% achieving a Good Level of Development in EYFS	1 of the 3 children achieved a GLD [33%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in EYFS	2 of the 3 children achieved reading, writing and maths [67%]
% achieving a pass in the national Year 1 Phonics Screening Check	2 of the 4 children passed the Year 1 phonic screening check [50%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 1	1 of the 4 children achieved reading, writing and maths [25%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 2	2 of the 5 children achieved reading, writing and maths [40%]
% achieving Age Related Expectations (ARE) or higher in reading in Year 2 [KS1 SATs]	5 of the 5 children achieved [100%]
% achieving Age Related Expectations (ARE) or higher in writing in Year 2 [KS1 SATs]	4 of the 5 children achieved [80%]
% achieving Age Related Expectations (ARE) or higher in maths in Year 2 [KS1 SATs]	3 of the 5 children achieved [60%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 3	3 of the 3 children achieved [100%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 4	The 1 child achieved 2 out of the 3 subjects.

In the autumn term 2020, Year 2 children completed the delayed Year 1 Phonic Screening Check – 100% of children entitled to pupil premium achieved a pass.

Teacher assessments at the end of the summer term 2021 indicate that all pupil premium children not identified with SEND achieved the expected standard in reading, writing and maths, in line with their peers. However, some disadvantaged children with SEND achieved lower than their peers, although they made progress from their starting points. The school is working hard to accelerate their progress including addressing their needs and as part of our 'catch up' focus.

Teacher Assessments: Summer 2021	Rushcombe First School: Pupils eligible for Pupil Premium
% achieving a Good Level of Development in EYFS	1 of the 3 children achieved a GLD [33%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in EYFS	1 of the 3 children achieved reading, writing and maths [33%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 1	2 of the 6 children achieved reading, writing and maths [33%]
% achieving a pass in the national delayed Year 1 Phonics Screening Check by Year 2 children in the autumn term 2020	3 of the 3 children passed the Year 2 phonic screening check [100%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 2	2 of the 3 children achieved reading, writing and maths; in addition, the other child achieved reading and writing. [100% for reading & writing and 67% for maths]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 3	2 of the 4 children achieved [50%]
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 4	4 of the 5 children achieved reading, writing and maths; in addition, the other child achieved reading and writing. [100% for reading & writing and 80% for maths]

During the year, the school remained committed to providing high level of educational provision, care and support. During national lockdowns, a significant number of children attended school as key worker children or as identified as vulnerable, alongside high quality remote learning provision. Staff worked hard to accelerate the children's progress and address areas of need – overall the children made positive progress. The children adapted to the different changes required, illustrating enthusiasm about school and positive engagement with their learning. Staff completed regular assessments identifying future needs of the children and the 'recovery curriculum'.

During these exceptional times, the employment of additional teacher time was highly successful enabling targeted interventions and coaching groups to be maintained. Consistency and continuity were maintained throughout enabling children to make positive progress including a high number of

children achieving age related expectations and 'Greater Depth'. This enabled the school to address the learning requirements of all children following national school closures linked to the COVID-19 pandemic [with a focus on those requiring 'catch up'], ensuring the continued provision of high-quality learning and the delivery of the school's innovative curriculum within COVID safe guidelines. [Closing achievement gaps, raising attainment and accelerating progress for all children] [EEF +4 months].

Staff developed and implemented a phonics programme to accelerate the progress for different children including those requiring 'catch up'. The programme enabled different children to successfully enhance their phonic skills and knowledge and increase the number of children passing the delayed Year 1 phonic screening check. In the forthcoming academic year, staff will develop the agreed phonics framework from Early Years to Year 2, including developing materials for intervention guidance in KS2, alongside reviewing new national guidance.

The development of language, reading and writing skills enabled different children to develop their language skills and improve their reading and writing fluency as evidenced in teacher observations/assessments. The school has identified this as an area of continued development – see above details for further information.

The employment of a PE teacher/leader provided a wide range of opportunities including increased motor skills/physical/outdoor opportunities with children particularly in EYFS. This enabled the children to develop their physical/motor, social and emotional skills further, especially in a time with reduced or limited opportunities. It is anticipated that the provision will be extended across the school with particular focus on KS2.

The school implemented a range of opportunities to enhance the school's positive ethos, with a focus on provision for supporting mental health and emotional wellbeing although aspects were limited following national lockdowns. Our chickens are being kindly cared for off-site by one of our families. During the national lockdown period, the school provided emotional and mental health guidance, alongside support for children and families. The school has identified this as an area of continued development – see above details for further information.

The school continued to support high attendance rates and engagement including developing remote learning and home/school communications in light of the COVID-19 pandemic. The school's overall attendance in 2020/21 was 98.1 %. However, due to the exceptional circumstances of the COVID-19 pandemic and the national lockdown, many children did not attend school for a period of time. Although the school worked hard to develop its remote learning provision and provided high quality learning resources, it has identified the need to address those children requiring 'catch up'.

Externally provided programmes – Not applicable

Programme	Provider

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional Details ~ Due to the exceptional circumstances of the COVID-19 pandemic, aspects of practice and priorities have been adapted to meet the needs of the children and their families including the provision of home learning, emotional and mental health guidance, financial and family support. In addition, there is a focus on addressing the progress of children who require 'catch up', following national school closures, with a particular reference to English and maths.

- ❖ The school has extensive extra-curricular provision with a wide range of after-school clubs providing opportunities for children to extend their skills, experiences and learning, such as, artistic, musical, sporting & cultural opportunities. This enables all children to nurture, develop and stretch their skills, talents and interests.*
- ❖ The school's Inclusion Leader retired at the end of the autumn term 2019 and in the interim period pending the appointment of a new Inclusion Leader, the headteacher coordinated and monitored provision for all pupil premium children. In the academic year, the new Inclusion Leader worked alongside the headteacher and will take on the responsibility for disadvantaged children in the future.
- ❖ The school ensures that pupil premium children are entitled to an annual school uniform allowance and attend a school based extra-curricular after school club* each term free. In addition, families were provided with financial support in the form of food/shopping vouchers.
- ❖ Over half of the children identified as pupil premium have SEN including speech, language & communication, cognition & learning and/or social, emotional & mental health needs. Additional proposed expenditure will include assessments completed by SEN specialist and targeted SEN teacher/TA support.
- ❖ The school will be utilising a [DfE grant to train a senior mental health lead](#). The training will be led by Dorset Council Educational Psychology Team. In addition, it is anticipated that the school will participate in a UCL/Institute of London/Dorset Council project 'Promoting the Achievement of Looked After Children' [PALAC] this academic year. PALAC is a pioneering evidence based research led programme.

*The usual wide range of after-school clubs were not able to take place due to the current exceptional circumstances. In the autumn term 2021, year group after school clubs have commenced.