**Russell Lower School - Pupil Premium Executive summary 2021- 22 – Feb 22 update June 22update data July 2021**

**Intent and Implementation:**

At Russell Lower School as of 2021-2022 we have adopted the **RADY (raising the attainment of disadvantaged youngsters)** approach. It is our intent to:

**raise expectations;**

**raise awareness;**

**raise aspirations;**

in order to close gaps between our disadvantaged pupils and their non-disadvantaged peers both in terms of attainment and holistic opportunities and experiences through focusing on **equity not equality**.

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Research states that disadvantaged pupils have been disproportionately affected by the pandemic. In order to address this our strategy is integral to wider school plans and our SDP ‘golden threads’ for whole school improvement and education recovery:

**Golden Threads 2021/22:**

* **‘**Visible consistencies’ - good teaching everywhere by staff who care
* Broad, balanced, ambitious coherently sequenced curriculum
* Inclusive – QFT - everything taking place in the classroom wherever possible
* Disadvantaged children’s needs addressed first
* Know our children well and plan to meet social, emotional and academic needs
* Good health (mental and physical) and well-being for all the community through the primacy of relationships
* High expectations of what children can know, do and understand: attainment, progress and behaviour
* Oracy and vocabulary at the heart of everything through active adult interactions
* Team around the child: school, home, community

We understand that by developing evidence-based practices (which we have been focussing on for several years now) that support our disadvantaged pupils we will also be enhancing staff skills and provisions for *all* pupils.

At Russell Lower high-quality teaching is at the heart of everything we do, with a focus on areas in which disadvantaged pupils 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 pupils in our school.

We also continue to make use of targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils with us making use of Tuition Partners (Third Space maths) and school led tutoring (KS2 Reading Fluency). In addition, we use our own ’experts’ to deliver evidence-based interventions such as NELI, colourful semantics. Soundswrite Phonics, Precision teaching, Switch On reading and writing and Pre-teach.

We believe **accurate early identification of need and knowing our pupils well** is key in supporting our disadvantaged pupils to make good progress and achieve high attainment in all subject areas. For this reason, teachers carry out **PP passports within the first two weeks** of pupils returning to school and **appropriate support/provisions are identified and set up by the end of the third week** back in September.

We also believe **engagement of our PP/vulnerable families is key** and continue to develop our communication with these families whilst being mindful to protect these families from any kind of stigmatisation or stereotyping. We invite them to contribute (via Your thoughts questionnaire) to influence the provision their children receive so that it has the greatest impact on raising attainment. We also create (autumn term) and share with parents and staff (spring term) PP Passports for all our disadvantaged (PP and SEND) children.

Through robust diagnostic assessment carried out by Phase Leaders, the Inclusion Lead (PP lead), the Deputy Head (PP strategy lead) and the Headteacher supported by LSAs and class teachers during **half termly** **PP meetings/Pupil Progress Meetings** (PPMs) we are able to ensure our approach to supporting our disadvantaged pupils is responsive to common challenges and individual needs.

**Impact summary:** (July 2021 and Autumn term 2021/22, Feb 22, July 22)

* During the academic year 2020/21, we successfully narrowed the gap for our PP children in all 3 core subject areas (data)In 2021/22, we successfully narrowed the gap further in reading and maths, but the gap widened by 2% in writing. This needs to be a focus next year.
* PP children are known well by all staff (PP LA Deep Dive Oct ’21) This continues to be the case.
* PP children attend well – above the NA for PP children (See table below) PP children as a group attend about as well as all children (93% compared to 93.5% for all children), but PP children do have higher persistent absence (whole school 17% June 2022, PP (10/36 are PA = 28%). This needs to continue to be a focus next year
* PP children are a high priority in school in all areas (PP strategy/SDP/RADY/Inclusion Lead role) Unquestionably
* Golden threads are woven through the SDP to enable consistency and best practice across the school (SDP) This has worked well, and the theme of next year will be more of the same, and even further simplified, where possible
* The RADY project has begun in Year 4 during 2021/22 and the school is now working with Challenging Education (SDP) Aspects of this will be rolled out across the school next year (i.e. table, talk and carpet partners at least 5 ‘ranks’ above)
* A LA Deep Dive into PP returned a ‘good judgement’ in October 2021(PP LA Deep Dive Oct ’21)We will run our own version of this in 22/23
* Interventions target PP children first and are having at least the expected impact, and often more than expected (Autumn intervention analysis, KS2 reading fluency impact)Provisions continue to have a positive impact (see below)

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| **Historically** | **End of last year 2020-2021** | **2021-2022** |
| Data taken from whole school summary for summer 2019   * By the end of 2018-2019 we were successfully narrowing attainment gaps **(this was being measured as PP against all)** * Reading -7% * Writing -14% * Maths -14% | All data taken from PP tracking/attainment and progress document   * By the end of 2020-2021 attainment gaps **between PP and ‘non-pp’** pupils were * Reading -17% now -2% (+15% change) * Writing -22% Now -24% (-2% change) * Maths -18% Now – 15% (+3% change) * During 2020-2021 the attainment gaps between PP and other children reduced in R, W, M from Autumn to Summer  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Non PP ARE+ | PP ARE+ | Gap Aut | Gap Sum | Gap narrowed by | | Reading | 69 78 | 51 61 | -18 | -17 -2% | 1% 15% | | Writing | 68 66 | 38 44 | -30 | -22 -24% | 8% 2% wider | | Maths | 63 73 | 41 55 | -22 | -18 -15% | 4% 3% |   Attainment comparison from June 19 to June 21 **(this is for significantly different group of PP children**):   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **June 2019** | **June 2021** | **Difference** | **June 22** | **Difference** | **Difference** | |  | **PP ARE+** | **PP ARE+** |  | **PP ARE+** | **21 to 22** | **19 to 22** | | Reading | 80% | 61% | -19% | 87 | +26% | +7% | | Writing | 65% | 44% | -21% | 55 | +11% | -10% | | maths | 68% | 55% | -13% | 69 | +14% | +1% | | Results Autumn 2021 Summer 22 taken from PPMs/classroom monitor   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | PP ARE+ | Non PP | Gap  Aut | Sum  Gap | | Reading | 48 87 | 79 89 | -31% | -2% | | Writing | 39 55 | 78 79 | -39% | -24% | | Maths | 49 69 | 82 84 | -33% | -15% |   Focus on improving QFT in maths through training with BEST academy.  Whole school introduction of RADY (raising the attainment of disadvantaged youngsters). Year to focus on year 4.  **Gaps are narrowing in reading and writing, but has grown slightly in Maths (Doodle in Y2/SEND needs) Year 4?**  **By the end of the year, gaps had narrowed significantly (15%) in Reading (17% gap July 21, to 2% gap July 22)**  **The gap had grown slightly (2%) in writing from 22% in July 21, to 24% in July 22**  **The gap had narrowed slightly (3%) in Maths, from -18% July 21 to -15% July 22**  **Significantly more PP children are ARE this year than last, in all subjects. Mostly in Reading, but significantly in writing and maths too.**  **Compared to 2019 data (last we have pre-covid), more PP children are ARE across the school in reading (+7%) and maths (+1%), but -10% in writing.**  **Covid has had the biggest impact on writing in PP children.** |
| * Historically PP numbers at RLS have remained fairly static. | * Over 2020-2021 we saw a 38% increase in PP pupils from 31 to 43 * We have seen an 11% increase in PP pupils also being on the SEN register since 2018-2019 from 19% to 30% * 21/22 we have 36 PP children of which 27% are SEND (with 4 EHCPs) * 70% of our PP children are boys and only 30% are girls | Inclusion Lead to take over operational side of PP strategy to ensure a consistent approach in supporting our disadvantaged children.  Feb 22 = 35 children of which 26% are also SEND  SEND PP is increasing  Boys PP is increasing |
| * Historically, children at Russell have attended well. Usually at least 96% and one year 97% * Covid has massively affected attendance | * Whole school attendance remained high at 97.93% (but Covid absence didn’t count!) * PP attendance 96.83 higher than whole school NA (but Covid absence didn’t count!) | Continual monitoring of attendance by DHT/HT. Appropriate support offered by DHT/HT/IL  Autumn term attendance really suffered from Covid absence: Year attendance – all – 94% (PP SEND = 93%)   |  |  |  | | --- | --- | --- | | Autumn attendance all | 93% (1.2% unauth) | 93.5% | | PA (all) | 26%-29% | 16% | | PA (PP) | 33% | 24% (9/36) | | Non PP PA | 25% | 17% | | PP attendance (35 chn) | 92% | 93% | | SEND attendance (31 chn) | 92% | 93% | |
| * Use of limited research based interventions/provisions - SO used as reading and writing intervention | * Summer provisions for PP had an average of +0.08 impact. Indicating they were having a more positive impact than expected, this is higher than previous years. * Continuation of SO with more members of staff * 2 LSAs undertook Talk for All course - Lift off to Language * Introduction of Third Space maths and Doodle Maths (year 1) | * Completing of RLS provision document * EYFS NELI training * Continued use of NTP support: KS2 Reading fluency training, Third Space Maths * Doodle Maths to be used across KS1   Autumn term interventions had an average impact of 0.16%, indicating an improvement on the summer term (21) even though this was already the highest impact we had previously  Most impactful interventions: Y3 Phonics - +0.86, PP reading Y1 - +0.67, Switch on reading + 0.54  Spring interventions had an impact of 0.07 overall, indicating a continued positive overall impact.  The most successful interventions were: Y1 phonics (0.86), Y3 phonics (0.73) and Y3 reading army (0.54). Only 12% of provisions were ineffective, with 88% being effective. 388 children benefitted from some additional support in some form. The least effective provisions were Y2 daily phonics and FS vc and cvc writing (staffing issues/covid) Third space support 23 children (12 pp, 3 send) 64% of children met their objectives |

Key successes:

* Increasing levels of ARE+ in PP children compared to July 21, but also compared to pre-pandemic (2019) in reading and maths
* Gaps are narrowing in reading quickly (Reading army and Switch on), and narrowing gradually in maths (Doodle maths, Third Space, TTRS)
* Overall attendance for PP children is in line with all children (93% PP compared to 93.5% all)

Key areas to develop and foci for 2022/23:

* Writing across the school – but especially for PP children who have slipped behind where they were as a group in 2019 (-10% attainment at ARE+) and -24% non-PP attainment gap 2022 (albeit, they are different children)
* PP Persistent absence is worse than the rest of the school. 17% for all and 28% (10/36) for PP. This WILL be affecting attainment, but even fines are not working