**Russell Lower School - Pupil Premium Executive summary 2021- 23**

Feb 22 update June 22update data July 2021, Feb 2023 **June 23**

**Intent and Implementation:**

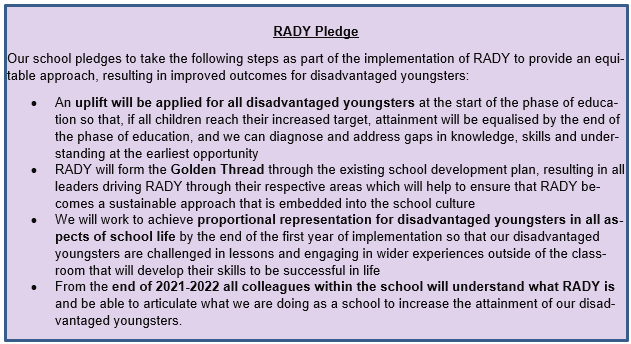
At Russell Lower School we have adopted the **RADY (raising the attainment of disadvantaged youngsters)** approach. It is our intent to:

**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 SDP 2022/23 – to run through absolutely EVERYTHING:

* Everyone will live the Russell Rights and Values
* ‘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
* Give and receive challenge professionally. Keep all communication kind and appropriate to all children and adults

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.

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, February 23, **June 23**)

**The PP strategy has been HIGHLY effective** (see detailed evidence below):

* The attainment gaps in all subjects have narrowed
* PP children attend as well as non-PP children and persistent absence in PP children is much improved (8% decrease in one year to a gap which is now less than 3%)
* Interventions are having a good impact proving that value for money is being achieved. These interventions are getting increasingly effective over time (+0.24 in 2022/23)
* PP children are known well in school by all adults. They are prioritised and over-represented across the school
* Good OFSTED and LA Visit during 2022/23
* 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. By Feb 23, the Reading gap is -10 (but 2/4 chn in FS not age related so 50% pulls % down, without this would only be -4%), Writing gap is still 24%, again FS issue, without this the gap would have been more than halved to -11%, Maths gap reduced to -13 with Y3 being a focus for further improvement (from 56%ARE) **By June 23 These have continued to improve in all areas: Reading now -1%, W now -21% and Maths now -11% . If you take SEND out of both PP and non-PP data the gaps are even more impressive: R +1%, W-15% and Maths -4%. This is probably a more accurate picture of where we are now. SEE SDP for more evaluation**
* PP children are known well by all staff (PP LA Deep Dive Oct ’21) Ofsted Nov 22. LA Deep Dive March 23 - **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 overall attendance has improved (93% to 94.5%, but PA continues to be tricky at 18.75% (6/32 children). Although the % is higher, the number of children is less (now 6 children, not 8) **By June 23 – PP attendance is now in line with ‘all’ at 94.5% and Summer 1 data good: PP PA 12.9% (began year at 17%) Non-PP PA 10% so gap now below 3% - this is an 8% decrease in the gap since June22/Sept 23**
* PP children are a high priority in school in all areas (PP strategy/SDP/RADY/Inclusion Lead role) **Unquestionably, and this is having a positive impact on their attendance and attainment data**
* 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) Now in all classes **Continuing and embedded in practice now**
* A LA Deep Dive into PP returned a ‘good judgement’ in October 2021(PP LA Deep Dive Oct ’21)LA deep dive in 22/23 showed continual improvement, **LA Deep Dive was exceptional – see feedback in monitoring of T&L. Next Steps woven into SDP 23/24**
* 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) Further improvements evident in Feb 23 **Provisions continue to have a positive impact (see below) and this is increasing: Average intervention effectiveness 21/22 = 0.1, already in 22/23 it is 0.24**

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| **Historically** | **End of year 2020-2021** | **2021-2022 and 22/23** |
| 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 74 | -18 | -17 -2% | 1% 15% | | Writing | 68 66 | 38 44 48 | -30 | -22 -24% | 8% 2% wider | | Maths | 63 73 | 41 55 72 | -22 | -18 -15% | 4% 3% |   Attainment comparison from June 19 to June 23 **(this is for significantly different group of PP children**): | Results Autumn 2021 Summer 22/**23** taken from PPMs/classroom monitor   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | PP ARE+ | Feb | Non PP | Feb | Gap  Aut | Sum  Gap | Feb  Gap | **Sum**  **gap** | | Reading | 48 87 | 74 | 79 89 | 84 | -31% | -2% | -10 | **-1** | | Writing | 39 55 | 48 | 78 79 | 72 | -39% | -24% | -24 | **-21** | | Maths | 49 69 | 72 | 82 84 | 85 | -33% | -15% | -13 | **-11** |   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.  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.  PP children are attaining better (higher % are ARE than in previous years), but the gaps remain stubborn:  R-10  W-24  M-13  We need to remember these are totally different cohorts of children, so we can only look at broad trends  **June 23: The gaps have continued to improve in all areas: Reading now -1%, W now -21% and Maths now -11% . If you take SEND out of both PP and non-PP data the gaps are even more impressive: R +1%, W-15% and Maths -4%. This is probably a more accurate picture of where we are now. SEE SDP for more evaluation**  **PP attainment now 61% in writing (from 55%)**  **PP attainment now 88% in reading (from 87%**  **PP attainment now 76% in Maths (frim 69%)** |
| * 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 * 32 children are now PP. 66% are boys and 38% are SEND: this has a huge impact | 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  32 children are now PP. 66% are boys and 38% are SEND: this has a huge impact  **June 23: 31 children are PP. 55% are boys and 35% are SEND. 73% of PP SEND children are boys** |
| * 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!)   **School attendance** - June 22 for whole of 21/22 for ALL = 94% (5% auth, 1%UA) Autumn 1, ALL = 95.95%, Sp = 95.01%  **PP attendance** 21/22: 93% (6% auth, 1% UA), Autumn 1 = 95.21% (non-PP = 96.01%, Sp = 94.50 (non-PP 95.06)  **SEND attendance** 21/22 = 93%, SSEND Sup = 94%, EHCP = 92% , A = 96.56% Sp= 94.61  **Persistent absence** 21/22 whole school = 16% (13%), non-pp = 17% (12%), PP = 24% (17%) Spr = All = 10.94, PP = 18.75, non PP = 10.34 | 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%)  Feb 23 – All = 95%, PP 94.5%, Non- PP = 95%   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Attendance All | 93% | 93.5% | 95% | **95%** | | PA (all) | 26%-29% | 16% | 11 | **9.78 (NA 17.5)** | | PA (PP) | 33% | 24% (9/36) | 18.75% (6) | **12.9** | | Non PP PA | 25% | 17% | 10% | **10** | | PP attendance (35 chn **31 chn**) | 92% | 93% | 94.5 (32) | **94.35** | | SEND attendance (31 chn) | 92% | 93% | 94.6 (48) | **94.31** | | PA GAP | -8 | -7 | -8.75 | **-3** | |
| * 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   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Interventions during: | Sum 21 | Aut 21 | Spring 22 | Aut 22 | Spr 23 | **June**  **23** | | Impact | 0.08 | 0.16 | 0.07 | 0.25 | **0.22** | **\*\*** |   \*\* not yet available  **Provisions are effective and becoming more effective: Average intervention effectiveness 21/22 = 0.1, already in 22/23 it is 0.24**  **The introduction of Doodle maths to year 1 (2021) and Year 2 (2022) was also effective for all children with Y1 making +5 months progress and Y2 +0 months progress (kept up with chronological age even with huge absence) in 2021/22. In 2022/23 progress has been much steeper with average progress in Year 1 = +9 months, Year 2 = +7 months** |