# Pupil premium strategy statement

## 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.

This should be read in conjunction with our PP Executive Summary, which provides succinct Intent, Implementation and Impact

## School overview

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| Detail | Data |
| School name | Russell Lower School |
| Number of pupils in school | 439 441 |
| Proportion (%) of pupil premium eligible pupils | 8% 8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to  2023/2024 |
| Date this statement was published | December 2021  June 2022 update |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Nicki Walker  Headteacher |
| Pupil premium lead | Nicki Walker/Louise Bunney/Sarah Knight  Deputy Head Inclusion Lead |
| Governor / Trustee lead | Mariella Cook, lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £47,340 |
| Recovery premium funding allocation this academic year  We can declare that we have spent the funding in line with the conditions of the grant and that we can demonstrate this on request | £4785 (based on 33) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £52,125 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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**.  **RADY Pledge**  Our school pledges to take the following steps as part of the implementation of RADY to provide an equitable approach, resulting in improved outcomes for disadvantaged youngsters:   * An **uplift will be applied for all disadvantaged youngsters** at the start of the phase of education so that, if all children reach their increased target, attainment will be equalised by the end of the phase of education, and we can diagnose and address gaps in knowledge, skills and understanding at the earliest opportunity * RADY will form the **Golden Thread** through the existing school development plan, resulting in all leaders driving RADY through their respective areas which will help to ensure that RADY becomes a sustainable approach that is embedded into the school culture * We will work to achieve **proportional representation for disadvantaged youngsters in all aspects of school life** by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life * From the **end of 2021-2022 all colleagues within the school will understand what RADY is** and be able to articulate what we are doing as a school to increase the attainment of our disadvantaged youngsters.   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. 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.  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. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attainment  Internal assessments, observations, National research and feedback from families highlights there has been an impact on some of our PP pupil’s education and wellbeing (levels of emotional resilience, self-belief and positive attitudes) over the last two years due to the impact of covid 19 and school closures. This is also true for some ‘other’ children.  In some cases this has led to significant learning gaps leading to pupils falling further behind ARE.  Autumn 2021 whole school outcomes:   |  |  |  | | --- | --- | --- | |  | PP ARE+ | Non PP ARE+ | | Reading | 48% | 79% | | Writing | 39% | 78% | | Maths | 49% | 82% | |
| 2 | **Language skills and vocabulary**  Assessment and observations indicates increased oral language issues and vocabulary gaps within EYFS on entry to Russell Lower which impacts progress and attainment in that and years beyond. |
| 3 | **SEMH and wellbeing**  School monitoring, observations and feedback from families have indicated issues around basic, emotional, physical and mental health needs which impact readiness for learning and self-esteem.  Parental referrals for support significantly increased during the pandemic and lockdowns.  Internal monitoring from pre 2020-2021 indicated that PP children were disproportionately under-represented across wider school opportunities such as school representation and extra-curricular club attendance.  2021-2022: 9 pupils (1 of whom are disadvantaged) currently require additional support with social and emotional needs, with 16 (8 of whom are disadvantaged) receiving small group interventions. |
| 4 | **Additional needs**  Internal monitoring and observations highlight how many of our PP children also have additional needs such as SEND/EAL/LAC/Safeguarding concerns. This results in many of these children often struggling with basic concepts and requiring additional support/provision/services in order to raise achievement  2021-2022: 22% of our disadvantaged pupils are also on the SEN register with 31% of those having an EHCP. |
| 5 | **Parental engagement and support**  Internal monitoring (and restrictions due to COVID 19) highlights reduced parental engagement and support amongst our disadvantaged pupils.  Due to restrictions and limitations in support the school could offer during National Lockdowns and partial school closures we also continue to see issues around parenting skills. |
| 6 | **Attendance**  Internal monitoring over recent years has indicated this is a strength (around a 1-2% difference between PP attendance and whole school)  However, during Autumn 2021-2022 and a rise in Covid cases both locally and within the school we feel this should remain a focus.  For Autumn 1   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | No. on roll | Whole school attendance | Unauthorised | Persistent absentees whole school | PP persistent absentees | Non-PP persistent absentees | PP | | 437 | 96% | 0.8% | 11%,  13% is PP | 17% | 10% | 94% (36) |   Data taken from the [national and local authority tables](https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2018-to-2019) on pupil absence in schools in England for 2018/19.This table shows the recent full-year national statistics on persistent absence. The figures indicate the percentage of all pupils on roll who are persistent absentees.   |  |  |  |  | | --- | --- | --- | --- | |  | **2016/17** | **2017/18** | **2018/19** | | Primary schools | 8.3% | 8.7% | 8.2% |   **Note**: data for the 2019-20 academic year has not been released due to the impact of coronavirus.  Research indicates that absenteeism negatively affects all pupil’s progress inclusive of disadvantaged pupils’. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| **Attainment**  Improve disadvantaged pupil attainment at the end of each academic year in reading, writing and maths. | Outcomes show that all gaps have closed/reduced significantly between PP and non-PP (excluding those with significant SEND) pupils in reading, writing and maths in each year group.  See Executive Summary for June 22 update |
| **Language skills and vocabulary**  Improved oral language skills and vocabulary in EYFS and KS1 which lead to improvements in KS2 for all children but particularly disadvantaged pupils. | Assessments and observations indicate significantly improved oral language skills and vocabulary acquisition among disadvantaged pupils.  This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.  PP data gaps are closing in reading and maths – see Executive Summary June 22  Positive LA PP deep dive Oct 21 |
| **SEMH and wellbeing**  All children’s, particularly disadvantaged children’s, basic, emotional, physical and mental health needs are being met ensuring readiness for learning, high levels of self-esteem and greater levels of emotional resilience. | Sustained levels of wellbeing evidenced by:   * Qualitative data from pupil voice, parent surveys and teacher observations * Increased SDQ (or equivalent) scores amongst disadvantaged pupils * Fewer referrals being made to Pastoral Support * There will be an equitable approach to supporting our disadvantaged pupils across the whole curriculum and in regards to cultural capital * There will be proportional representation of disadvantaged children in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc.   Fewer referrals are being made to Pastoral support. All SDQs have been completed (Aut/Summer) and show uplift. RADY has been successful in Y4 (see RADY self-assessment/PP Executive summary and feedback). Proportional representation aimed for and over-achieved in interventions/School Council/Sports Clubs (see PP tracking grid and Sport Premium review of impact) |
| **Additional needs**  Disadvantaged pupils to access appropriate, evidence-based, highly effective provisions and/or external services without delay in order to make accelerated progress. | Monitoring and analysis of provisions and external services being used/accessed indicate that all are effective.  This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.  Autumn provisions effective +0.16  Summer interventions also having a positive impact - +0.07  (+0 = made expected progress so anything above this is very positive) |
| **Parental engagement and support**  Parents feel well supported to meet all the needs of their children both academically, socially and emotionally. | * PP attendance is at least as good if not better than the rest of the school and as good as LA/NA   Autumn term PP = 92% (all 93%)  Spring/summer PP = 93% (all 93.5%) – huge Covid impact (see Executive Summary)  The only data I could find at the time of writing was National autumn term all which was 93.1%. CBC were unable to provide me with any data (June 2022)   * Greater involvement/participation of disadvantaged pupil’s parents at school events such as parent drop-ins and workshops   This has increased (e.g. Alameda/Woodlands transitions/Sport clubs)   * Qualitative data from parent surveys/voice and teacher observations |
| **Attendance**  To achieve and sustain improved persistent absentee figures for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by:   * the overall attendance % for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers continuing to be in-line with one another * the percentage of all pupils who are persistently absent being <8% and the figure among disadvantaged pupils being no more than 2% lower than their peers.   See above – this has been totally unachievable due to the huge Covid rates in the autumn and spring terms 21/22 |

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: £*13,810*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Year groups to make suitable and well informed curriculum adaptions due to the impact of COVID 19  Achieved – evidence from LA Deep Dives (May 21, July 21, PP review Oct 21 and Learning walk Feb 22, subject coaching conversations May/June 22 and M&E activities) | * [The EEF ‘High Quality Teaching’](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching) states that ‘Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; however, choices must be made judiciously, and should be based on information provided by careful diagnostic assessment, as well as teachers’ knowledge of their pupils and content.’ * [Impact of Covid-19 school closures and subsequent support strategies on attainment and socioemotional wellbeing in Key Stage 1](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nfer-impact-of-school-closures-and-subsequent-support-strategies-on-attainment-and-socioemotional-wellbeing-in-key-stage-1) * [Impact of Covid-19 disruptions in primary schools: attainment gaps and school responses](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/covid-19-disruptions-in-primary-schools-attainment-gaps-and-school-responses) | 1, 2, 3, 4 |
| Introduction of NELI in EYFS with specific training to develop oracy  Assessment in autumn term  Delivery begun in Spring term  Expert established in NT, 20-week programme not quite finished by summer 2022, but will assess anyway and provide transition to Y1.  Will plan to get started with FS children even quicker this year) | * There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) * EEF results of large-scale effectiveness trial indicates +4 months. * Oxford Language Report indicates that over half of those surveyed (>1300) reported that at least 40% of their pupils lacked the vocabulary to access their learning. 69% of primary school teachers believe the word gap is increasing.’ [‘Why closing the words gap matters’ 2018](https://educationblog.oup.com/primary/why-closing-the-word-gap-matters-the-oxford-language-report) * [The EEF ‘Preparing for Literacy’](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years) states that we should ‘Prioritise the development of communication and language’ | 1, 2, 3, 4 |
| To ensure EYFS and KS1 school reading books are all closely aligned with the phonics long term plan and books are at an appropriate level to support phonic development.  Yes, continually updated by EJ/RR?RB | 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 pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/)  [The EEF ‘Improving Literacy in KS1’](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1) states ‘Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.’ | 1, 2 |
| To purchase training and one teacher to train for KS2 reading fluency intervention  Achieved  Yes – RW trained autumn 1  Delivered autumn 2/spring 1 to 8 children in Y3  +13.5 months in accuracy, +30 months comprehension (in 3 months)  Repeated again in Summer 1 and 2 in Y3 with different children (data not yet available – June 22) | Promoted by Central Beds to offer strategies that have swift and powerful impact on pupil’s reading achievement in a short space of time. | 1, 4 |
| Enhancement of our maths teaching and curriculum through working with BEST academy to embed Teaching for Mastery across all year groups.  This will be delivered through the use of two half days of inset and SD sessions.  INSET x2  SDM x1 already achieved  Lynx and maths adapted  1 x SDM summer term  Improved outcomes in Maths – see data summary and executive summary | The [EEF ‘Improving Mathematics in the Early Years and Key Stage 1’](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths) states ‘Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy.’ [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  [EEF Mastery learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning) approaches are deemed to provide +5 months impact on pupil achievement. | 1, 4 |
| Doodle maths to be introduced to year 2 and embedded across the whole of in KS1 providing children with daily fluency practise both in school and at home  Yes  Doodle in place in Y1 and Y2  Letter home to parents in Jan 22 to encourage home use too  Effectiveness Y1 – progress all 0.69 months in 5, Y2 = 0.55 months progress in 5 BUT only 33% of 6 PP children in Y1 made this progress and 44% of 9 PP children in Y2. Doodle works, but still doesn’t work as well for PP children – what can we do about this?!  By the summer, Doodle maths was +5 months effective in Y1, and +0 months in Y2. With the impact of Covid, we can be pleased with this overall. However, only 50% of PP children in Y1 (3/6) made accelerated progress and only 25% (2/8) in Year 2. We continue to look for barriers here (home access/guided sessions etc. to support improvements next year) | Internal monitoring of the use of Doodle Maths during 2020-2021 for year 1 children evidenced an improvement in fluency  December 2020:  41% < doodle maths age 5  81% < doodle maths age 6  June 2021:  9% < doodle maths age 5 up 32%  33% < doodle maths age 6 up 42% | 1, 4, 5 |
| School to become part of the RADY programme with year 4 being the focus  Yes – completed all through this year in Y4  Governor training Oct 21  Golden thread through whole of SDP  Meetings with Louise Blackburn through the year  Self-evaluation shows good progress  Progress of PP children is good in Reading and Maths  Y4 strategies to be embedded across the school in 2022/23 SDP | The [EEF ‘High-quality teaching’ states](file:///\\school\officeusers$\Louise\Pupil%20Premium\2021-2022\Strategy%20final%20documents\EEF%20‘High-quality%20teaching’%20states) ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil 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.’  This is a programme that has been supported by the LA.  RADY leads at Maulden and Alameda met with SK/NW to join up work across FARM and share ideas/best practice | All |
| Rewriting of the behavior policy and continued whole staff training on behaviour management approaches with the aim of developing our school ethos and continuing to improve behaviour across school with a consistent approach – emotion coaching  Rewritten and reshared  Emotion Coaching LSA training  Recapped briefing  Behaviour is a strength | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)  Evidence from the [EEF’s Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year – ‘[Improving Social and Emotional Learning in Primary Schools’](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 1, 3 |
| Further develop support for children’s basic, emotional, physical and mental health needs at lunch times through the recruitment of more MDSAs.  4 new MDSAs recruited in the autumn term 2021  Full induction with NW  Shadowing also a part of induction  Behaviour and Emotion Coaching also part of the induction – impact –effective MDSAs supporting SEMH needs effectively, which is better joined up with the ‘core day’ | The [EEF Toolkit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective in supporting improvements to their learning by +4 months. | 3, 4 |

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

Budgeted cost: £*29,522*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Use of NELI oral language intervention within EYFS (4-5 children for 20 weeks. 3X30 min group sessions weekly and 1x15 min individual session)  Assessment in autumn term  Delivery begun in Spring term  Expert established in NT  20-week programme not quite finished by summer 2022, but will assess anyway and provide transition to Y1.  Will plan to get started with FS children even quicker this year) | * Oral language interventions can have a positive impact on pupils’ language skills. EEF results of large-scale effectiveness trial indicates +4 months. [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) * Supported by the LA: Randomised control trial in 15 schools and feeder-nurseries after 30 weeks indicates children who had received the intervention had improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place. | 1, 2, 3, 4 |
| Offer high quality maths, phonics, reading, writing and SPaG provisions (SO, tutoring and LSA provisions) in order to narrow the gap between disadvantaged and others in school  Autumn provisions effective +0.16  Gap narrowed in all subjects in the autumn term (see Executive Summary)  Spring provisions also effective (+0.07). Summer data not yet available (June 2022)  See PP Executive summary | 2020-2021 gaps in school  Reading 17% gap  Writing 22% gap  Maths 18% gap   * EEF small group tuition +4 months * 1:1 tuition/small group work and personalised learning results in a +5 months gain EEF * Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) * DfE 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. | 1, 2, 3, 4 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring (third Space and KS2 Reading fluency)for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  Yes – RW trained autumn 1  Delivered autumn 2/spring 1 to 8 children in Y3  +13.5 months in accuracy, +30 months comprehension (in 3 months)  Repeated again in Summer 1 and 2 in Y3 with different children (data not yet available – June 22)  Third Space Maths impact Feb 22 (see middle column): | 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:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)    Spring provision update:    Still awaiting summer data to update this further (June 2022) | 1, 3, 4 |
| IL to complete bank of research based, high quality, effective provisions for use within each year group to ensure there is consistency and progression across the school such as switch on to be delivered by trained members of staff who receive regular CPD.  Now completed  Doodle spell trial did not prove effective so we have not pursued this. | •[EEF teaching assistant interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) +4 months | All |
| Access to private speech and language support where needed.  Yes, agreed another 2 children for this with RT for the spring term (Wed pm 2 x FS children)  The children have made good progresss | [EEF 1:1 tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) +5 months gain | All |
| Sign up to initiatives such as Letterbox club in order to support parental engagement  Yes, runs May 22 to October 22  Also brought Y4 PP children £40 worth of books related to their learning in the spring term. These were sent home with the children  This can be evaluated after Oct 2022 for all children | Feedback from previous years of use of Letterbox club and the positive impact this has had on children and parental engagement/support at home. | All |

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

Budgeted cost: £10,765

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide practical strategies to support learning at home through phonics, reading, writing and maths workshops  In person workshops achieved in Phonics, Reading and Writing, and Maths in autumn 2021  These are also available as Powerpoints on the school website | The [EEF ‘Preparing for Literacy’](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years) states ‘Promising strategies include encouraging parents to read to children before they can read, then to begin reading with children as soon as they can; and running workshops showing parents how to read and talk about books with their children effectively.’  ‘[Working with Parents to Support Children’s Learning’](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents)  [EEF – parental engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis. | All |
| Restructuring of the Pastoral Support Team under the Inclusion Lead evidencing their impact.  Achieved – having good impact | Evidence shows that children growing up in disadvantaged environments or affected by ACES during early childhood is linked to poorer Social, Emotional and Behavioural outcomes for children.  Our Pastoral Support Team have been effective for several years in supporting a number of children. Due to some members of staff stepping back we have taken the decision to restructure how PS is offered at Russell through the use of the Inclusion Lead, Pastoral Lead and upskilling of teaching and LSA staff. | 1, 3, 4, 5 |
| Introduction of SEND/PP/PS parents café/workshops  Not possible due to Covid in Autumn or Spring, but have offered virtual NHS workshops on Low Mood/Anxiety (Jan 22) and Sleep (March 22)  Carry this forward to next year 22/23 | [EEF – parental engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) +3 months approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.  The EEF states ‘Developing a holistic understanding of the needs of pupils, and strategies to support those needs, will require consistent and purposeful engagement with parents and families.’ | All |
| Introduction of PP passport so staff become aware holistic development areas.  Yes – created autumn 21  Shared with staff and parents in spring 22  In red class wallets too  These will be revisited at the end of term and used for transition and during PP meetings with SK | The [EEF Toolkit](https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support) suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective in supporting improvements to their learning. | All |
| Focus on increasing participation in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc.  Yes, always offered to PP first and increasing proportions (8 – 10% PP in school, aim to exceed this) – autumn and spring terms completed  Summer term sports club participation was well above this (See PP Executive summary) | EEF evidence indicates that when pupils take pride and engage in wider aspects of school life socially, they achieve well as they are more settled.  [Improving behaviour in schools](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf) | 1, 3, 4, 6 |
| Wrap around care to support parents in being able to work and provide better opportunities for their children outside of school.  Yes, being provided where needed | From previous monitoring and parent feedback we know parents value this support in being able to work and therefore provide more opportunities for their children outside of school. | 1, 3, 4, 5, 6 |
| Children continue to be supported with their basic needs, social and emotional learning and cultural capital experiences through accessing educational visits and visitors and enrichment opportunities such as mindfulness superheroes and support from inspiring music.  Yes – Mindfulness Superheroes to all children in autumn term  See calendar – continued with visits, swimming, visitors, etc. Lots this year! See Sports Premium and school calendar. | Feedback from parents in previous years.  [EEF social and emotional learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) +4 months | 1, 2, 3, 4, 6 |
| To continue to dedicate time to monitor attendance and work with parents to ensure this is high for PP children.  Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  Yes, see Executive PP summary. Difference between PP and Non-PP attendance was 0.5% in summer 1  However, PA of PP children is higher than non-pp children and needs to be a focus of attention in 22/23 (See PP executive summary) | Clear evidenced link between attendance and attainment. [NfER briefing for school leaders](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf) identifies addressing attendance as a key step. | 1, 3, 4, 5, 6 |
| To commission a LA PP review in order to receive feedback on the effectiveness of our PP strategy at Russell  Yes  LA PP Deep Dive by EV and SS in October 21  Good outcomes  See Report | This will enable us to see the areas of strength and development across our PP strategy. | All |

**Total budgeted cost: £ 54,097**

# 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 COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 however monitoring of impact has still been maintained at Russell Lower School.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years (pre pandemic) in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees.  Over 2020-2021 we saw a 38% increase in PP pupils from 31 to 43. By the end of the academic year, 30% of our disadvantaged pupils were also on the SEN register with 38% of those having an EHCP. 5% of our PP pupils also had English as an additional language.  Despite our previous strategies (pre pandemic) being effective in narrowing the gaps as evidenced by our 2019 data whereby we had successfully narrowed attainment gaps in reading (-7%), Writing (-14%) and Maths (-14%) the outcomes we aimed to achieve over the last two years through our strategies have not been fully realised.  Although our gaps have now widened again, as indicated below we feel that during 2020/21 outcomes for our disadvantaged pupils were still good with the PP strategy having impact as evidenced by the following:   |  |  |  |  | | --- | --- | --- | --- | |  | **June 2019** | **June 2021** | **Difference** | |  | **PP ARE+** | **PP ARE+** |  | | Reading | 80% | 61% | -19% | | Writing | 65% | 44% | -21% | | maths | 68% | 55% | -13% |   Foundation Stage – GLD June 2021 50% (only 4 children). This is 6% higher than the LA average for 2019 (pre covid) this was compared to 69% non-PP internally.   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Oct 2020** | | | **June 2021** | | | **Oct to June** | **Oct to June** |  | |  | **PP ARE+** | **Other** | **Difference** | **PP ARE+** | **Other** | **Difference** | **PP ARE+ difference** | **Other ARE+ difference** | **Difference** | | Reading | 51% | 69% | -18% | 61% | 78% | -17% | +10% | +9% | +1% | | Writing | 38% | 68% | -30% | 44% | 66% | -22% | +6% | -2% | +8% | | Maths | 41% | 63% | -22% | 55% | 73% | -18% | +14% | +10% | +4% |   Whole school PP reading ARE 6% more than the LA KS1 average (55%) for 2019 FSM analysis (pre covid),  Whole school PP writing ARE 3% less than the LA KS1 average (47%) for 2019 FSM analysis (pre covid)  Whole school PP maths ARE equal to the LA KS1 average (55%) for 2019 FSM analysis (pre covid)  Whole school reading gap between PP and other is 8% less than the LA KS1 average (-25%) for 2019  Whole school writing gap between PP and other is 5% less than the LA KS1 average (-27%) for 2019  Whole school maths gap between PP and other is 6% less than the LA KS1 average (-24%) for 2019  Non-SEN PP ARE+ for June 21:  R: 73% - +8% than all PP. -5% compared to ‘other’  W: 53% - +9% than all PP. -13% compared to ‘other’.  M: 67% - +14% than all PP. -6% compared to ‘other’  Our disadvantaged pupils made more progress than ‘other’ pupils in years 2 and 4 for R, W and M.  **Year 2 phonics results**  Out of the 5 PP pupils 80% passed the year 2 phonics check. A notable achievement was the Y2 phonics screening, with 93% of all children passing (+15% on LA of 78%)  As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended and had provided previously.  The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online live learning for all children daily. Parent feedback from this for all pupils was extremely positive with over 90% reporting their children were accessing this all to most of the time and 88% feeling their children’s learning was still progressing. They felt the following aspects were working well:    Of the provisions we were able to run over 2020-2021 internal monitoring and analysis indicates they were highly effective. Summer provisions for PP pupils had an average of +0.08 impact which shows they were having a more positive impact than expected.  The introduction of Doodle maths to year 1 was also effective with 63% of children making >6 months progress between the period of December and June. This was inclusive of the lockdown period between January and the 8th March where we were not able to full embed the programme.  Whole school attendance remained high at 97.93% with PP attendance at 96.83 (NA for Autumn 19/20 was 92.4% and for Autumn 2020-2021 95%)  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. During this time we continued to make our PP pupils a high priority in this area using pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required through the use of our Pastoral Support Team (PST).  **Autumn**  1:1 support 21% of PP children  Desty mentoring 2% of PP children by the end of the year there was a reduction in SDQ score  PP provision: 100% effective  **Spring**  1:1 support 23% of PP children  PST carried out regular checking in class and zoom meetings with a number of PP families in order to support the children and adults during the Lockdown period.  **Summer**  1:1 support 12% of PP children  Year 3 Lego play 5% of PP children  All: 100% effective  PP: 100% effective  Year 4 Lego play therapy 7% of PP children  All: 89% effective with some making more than expected progress  PP: 67% effective  We continue to develop and improve our Pastoral Support offer at Russell through the activities detailed in this plan. |

## 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 |
| Third Space Maths |  |
|  |  |

**Further information (optional)**

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| --- |
| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). 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.   SK and AC have now trained at MHFA (Mental Health First Aiders) – Feb 22  NW has now completed her SMHL (Senior Mental Health lead) training – June 2022  The Recovery Premium Grant (RPG) will be available 21/22, 22/23 and 23/24. It is to be focused on PP children and used in evidence-based approaches for supporting any pupil based on assessment of individual needs.  RPG is based on PP (FSM, Ever 6, LAC and PLAC). There is £145 per eligible pupils. This will also be true in 22/23.  It will be paid in 4 instalments to the LA: 30/9, 31/12, 29/4, 30/6  It should be spent in line with the EEF pp guide – to support the quality of teaching, to provide targeted academic support, to deal with non-academic barriers to success i.e. attendance, behaviour and social and emotional needs  It can be spent on the wider cohort and can be directed where it is needed most.  It should not be used to ‘top up’ the NTP programme  The RPG should be reported as part of the PP strategy and spent in line with the conditions of the grant and this can be demonstrated on request.  **Planning, implementation, and evaluation**  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 also commissioned a pupil premium review in Autumn 2021-2022 to get an external perspective and signed up to the RADY programme.  We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, feedback from parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.  We looked at a number of reports, studies and research papers and attended CPD courses around effective use of pupil premium, focussing on areas such as; developing an evidence based PP strategy; 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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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 pupils. |