

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.

School overview

Detail	Data
School name	Russell Lower School
Number of pupils in school	439
Proportion (%) of pupil premium eligible pupils	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
Date on which it will be reviewed	July 2022
Statement authorised by	Nicki Walker Headteacher
Pupil premium lead	Louise Bunney/Sarah Knight Deputy Head Inclusion Lead
Governor / Trustee lead	Mariella Cook, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,340
Recovery premium funding allocation this academic year	£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

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.

Challenge number	Detail of challenge												
1	<p><u>Attainment</u></p> <p>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.</p> <p>In some cases this has led to significant learning gaps leading to pupils falling further behind ARE.</p> <p>Autumn 2021 whole school outcomes:</p> <table><tr><td></td><td>PP ARE+</td><td>Non PP ARE+</td></tr><tr><td>Reading</td><td>48%</td><td>79%</td></tr><tr><td>Writing</td><td>39%</td><td>78%</td></tr><tr><td>Maths</td><td>49%</td><td>82%</td></tr></table>		PP ARE+	Non PP ARE+	Reading	48%	79%	Writing	39%	78%	Maths	49%	82%
	PP ARE+	Non PP ARE+											
Reading	48%	79%											
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2	<p><u>Language skills and vocabulary</u></p> <p>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.</p>												
3	<p><u>SEMH and wellbeing</u></p> <p>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.</p> <p>Parental referrals for support significantly increased during the pandemic and lockdowns.</p> <p>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.</p>												

	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	<p><u>Additional needs</u></p> <p>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</p> <p>2021-2022: 22% of our disadvantaged pupils are also on the SEN register with 31% of those having an EHCP.</p>																						
5	<p><u>Parental engagement and support</u></p> <p>Internal monitoring (and restrictions due to COVID 19) highlights reduced parental engagement and support amongst our disadvantaged pupils.</p> <p>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.</p>																						
6	<p><u>Attendance</u></p> <p>Internal monitoring over recent years has indicated this is a strength (around a 1-2% difference between PP attendance and whole school)</p> <p>However, during Autumn 2021-2022 and a rise in Covid cases both locally and within the school we feel this should remain a focus.</p> <p>For Autumn 1</p> <table><tr><th>No. on roll</th><th>Whole school attendance</th><th>Unauthorised</th><th>Persistent absentees whole school</th><th>PP persistent absentees</th><th>Non-PP persistent absentees</th><th>PP</th></tr><tr><td>437</td><td>96%</td><td>0.8%</td><td>11%, 13% is PP</td><td>17%</td><td>10%</td><td>94% (36)</td></tr></table> <p>Data taken from the <u>national and local authority tables</u> 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.</p> <table><tr><td></td><td>2016/17</td><td>2017/18</td><td>2018/19</td></tr><tr><td>Primary schools</td><td>8.3%</td><td>8.7%</td><td>8.2%</td></tr></table> <p>Note: data for the 2019-20 academic year has not been released due to the impact of coronavirus.</p> <p>Research indicates that absenteeism negatively affects all pupil's progress inclusive of disadvantaged pupils'.</p>	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)		2016/17	2017/18	2018/19	Primary schools	8.3%	8.7%	8.2%
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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.

Intended outcome	Success criteria
<p><u>Attainment</u></p> <p>Improve disadvantaged pupil attainment at the end of each academic year in reading, writing and maths.</p>	<p>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.</p>
<p><u>Language skills and vocabulary</u></p> <p>Improved oral language skills and vocabulary in EYFS and KS1 which lead to improvements in KS2 for all children but particularly disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language skills and vocabulary acquisition among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p><u>SEMH and wellbeing</u></p> <p>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.</p>	<p>Sustained levels of wellbeing evidenced by:</p> <ul style="list-style-type: none"> • 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.
<p><u>Additional needs</u></p> <p>Disadvantaged pupils to access appropriate, evidence-based, highly effective provisions and/or external services without delay in order to make accelerated progress.</p>	<p>Monitoring and analysis of provisions and external services being used/accessed indicate that all are effective.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p><u>Parental engagement and support</u></p> <p>Parents feel well supported to meet all the needs of their children both academically, socially and emotionally.</p>	<ul style="list-style-type: none"> • PP attendance is at least as good if not better than the rest of the school and as good as LA/NA • Greater involvement/participation of disadvantaged pupil's parents at school events such as parent drop-ins and workshops • Qualitative data from parent surveys/voice and teacher observations
<p><u>Attendance</u></p> <p>To achieve and sustain improved persistent absentee figures for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance % for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and

	<p>their non-disadvantaged peers continuing to be in-line with one another</p> <ul style="list-style-type: none"> 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.
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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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year groups to make suitable and well informed curriculum adaptations due to the impact of COVID 19	<ul style="list-style-type: none"> The EEF '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 Impact of 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	<ul style="list-style-type: none"> 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 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 	1, 2, 3, 4

	<ul style="list-style-type: none"> The EEF 'Preparing for Literacy' states that we should 'Prioritise the development of communication and language' 	
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.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The EEF 'Improving Literacy in KS1' 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.'</p>	1, 2
To purchase training and one teacher to train for KS2 reading fluency intervention	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.	<p>The EEF 'Improving Mathematics in the Early Years and Key Stage 1' 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</p> <p>EEF Mastery learning approaches are deemed to provide +5 months impact on pupil achievement.</p>	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	<p>Internal monitoring of the use of Doodle Maths during 2020-2021 for year 1 children evidenced an improvement in fluency</p> <p>December 2020: 41% < doodle maths age 5 81% < doodle maths age 6</p> <p>June 2021: 9% < doodle maths age 5 up 32% 33% < doodle maths age 6 up 42%</p>	1, 4, 5
School to become part of the RADY programme with year 4 being the focus	<p>The EEF 'High-quality teaching' states '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.'</p> <p>This is a programme that has been supported by the LA.</p>	All
Rewriting of the behavior policy and continued whole staff training on behaviour management approaches with the	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3

aim of developing our school ethos and continuing to improve behaviour across school with a consistent approach – emotion coaching	Evidence from the EEF's Teaching and Learning Toolkit 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 '	
Further develop support for children's basic, emotional, physical and mental health needs at lunch times through the recruitment of more MDSAs.	The EEF Toolkit 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

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)	<ul style="list-style-type: none"> 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 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	2020-2021 gaps in school Reading 17% gap Writing 22% gap Maths 18% gap <ul style="list-style-type: none"> EEF small group tuition +4 months 	1, 2, 3, 4

	<ul style="list-style-type: none"> • 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 • 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. 	
Engaging with the National Tutoring Programme 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.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	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.	• EEF teaching assistant interventions +4 months	All
Access to private speech and language support where needed.	EEF 1:1 tuition +5 months gain	All
Sign up to initiatives such as Letterbox club in order to support parental engagement	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

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	<p>The EEF 'Preparing for Literacy' 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.'</p> <p>'Working with Parents to Support Children's Learning'</p> <p>EEF – 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.</p>	All
Restructuring of the Pastoral Support Team under the Inclusion Lead evidencing their impact.	<p>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.</p> <p>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.</p>	1, 3, 4, 5
Introduction of SEND/PP/PS parents café/workshops	<p>EEF – 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.</p> <p>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.'</p>	All
Introduction of PP passport so staff	The EEF Toolkit suggests that targeted interventions matched to specific students	All

become aware holistic development areas.	with particular needs or behavioural issues can be effective in supporting improvements to their learning.	
Focus on increasing participation in opportunities across the school such as school council, sports ambassadors, extra-curricular clubs, music lessons etc.	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	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.	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.	Feedback from parents in previous years. EEF 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 advice.	Clear evidenced link between attendance and attainment. NfER briefing for school leaders 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	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.

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

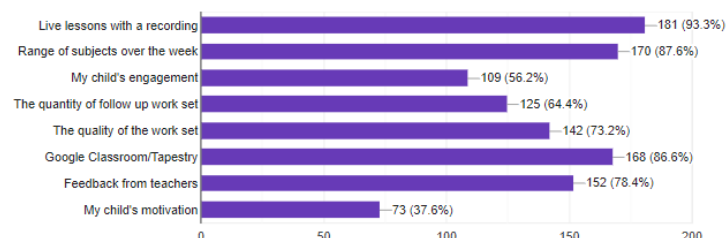
Out of the 5 PP pupils 80% passed the year 2 phonics check. A notable achievement was the Y2 phonics screening, with 93% of all children passing (+15% on LA of 78%)

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:

Which aspects of remote learning are working well? (Please select ALL that apply).

194 responses



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

Further information (optional)

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](#). 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.

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](#) 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.