



Pupil Premium Plan (including ‘Recovery/Catch Up’)

2023 - 2025 (2 year plan)

YEAR 1 - 23/24

School overview

Detail	Data
School name	Rushmere Hall Primary School
Number of pupils in school	532
Proportion (%) of pupil premium eligible pupils	16% (87/532)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2025 (2 year plan) <u>Currently Year 1</u>
Date this statement was published	September 2023
Date on which it will be reviewed	<ul style="list-style-type: none"> ✓ December 2023 ✓ March 2024 ✓ September 2024 – December 2024
Statement authorised by	
Pupil premium lead	Richard Smith
Governor / Trustee lead	Bradley Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,270
Recovery premium funding allocation this academic year	tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total of pupil premium and recovery premium	£141,270
Total budget for this academic year	£141,270

Part A: Pupil premium strategy plan

Statement of intent

Whilst the Pupil Premium funding is generated based on the number of children within the school who receive Free School Meals, for us at Rushmere we believe that **all children should receive the best support and provision** from our school. **Any child** who is vulnerable either in regards to performance, socially or from a family perspective needs to be supported by the school regardless of whether they receive Free School Meals or not.

Strategies that we use across the school support **all of our vulnerable learners**. Our strategies are rooted in good, honest, quality teaching practice and build on the high quality relationships that already exist between the pupils and the staff within the school. The biggest strategy has to be the focus on the Quality of Teaching. We have very few support staff due to the school's finances and so 'people power' is not on our side. This means the provision our teachers provide in class has to be the absolute best quality. We are proud of the levels of care we provide the children. This strategy maps out what we do and what we hope to achieve.

As with previous years we have made close links between the School Improvement Plan (SiP) and the PP & Catch Up Plan. This will increase the likelihood of success of the plan whilst most importantly ensure that we remain focused on improving the outcomes for disadvantaged children within the school.

Challenges

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

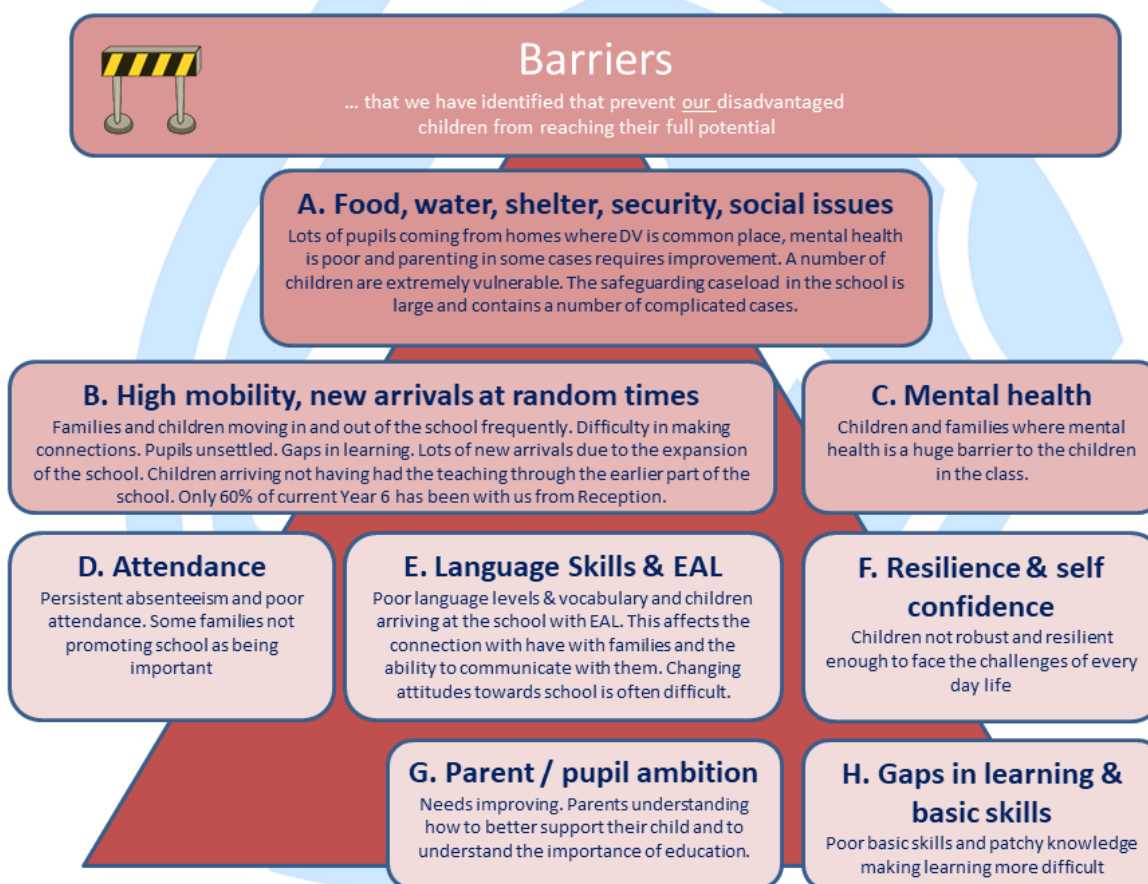
Challenge number	Detail of challenge
1	Not all children achieve the expected standard in Reading, Writing and Maths combined in Year 2 and Year 6.
2	Not all children pass the phonics assessment and are off the phonics programme (ready to be taught comprehension) early enough. Ideally end of year 1.
3	New arrivals not catching up quickly enough and not having bespoke plans in place to enable them to catch up.
4	Vocabulary and understanding of vocabulary in KS1 causing challenges with reading comprehension in Year 2.
5	Increase children's fluency in Year 1 and Year 2 (particularly those in Orange, Blue and Grey groups)
6	SEND / PP pupils who are waiting on spaces at specialist provision struggling to manage with the intensity of the school day within the mainstream classroom.
7	Children with misconceptions are not picked up early enough making things difficult to unpick at a later point.

8	Home support is not high enough with regards to home reading, times table practice and homework.
9	Continued increase in the number of children requiring nurture, mental health / Thrive support.
10	Some lessons are not adapted to ensure that all children are able to access the learning.

General Barriers for children at Rushmere Hall

This details the general challenges / barriers to achievement that we have identified among the disadvantaged pupils in this school.

Pupil Premium at Rushmere Hall



Intended outcomes

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

Intended outcome	Success criteria
<p>To increase the number of children achieving combined Reading, Writing and Maths in Year 2 and Year 6.</p> <p>PP Challenge 1 SiP 23 Objective 1</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Staff are aware of children who need to achieve the RWM combined expected and have a plan in place for these children to achieve this. <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support or 1:1 tuition <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children achieving Reading Writing Maths combined is at the national average. The % of PP children achieving expected is no less than 5% different from non PP.
<p>To ensure that the majority of children complete the phonics programme in Year 1, and those who haven't have finished the programme by Year 2 (October half term)</p> <p>PP Challenge 2 General Barrier H SiP 23 Objective 1</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Staff are aware of children who need to be targeted to ensure they complete the phonics programme by the end of the academic year. Progression grids are adapted to enable this to be mapped carefully. <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children identified at risk of not completing the program by the end of the year will be provided with additional catch up intervention / support or 1:1 tuition <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> The majority of children (95%) complete the phonics programme at the end of year 1. The % of PP children completing the programme is no less than 5% different from non PP.
<p>To ensure new arrivals (e.g those not starting in Reception in September) have a clear baseline assessment followed by clear ambitious end targets and a detailed plan mapped out to achieve this.</p> <p>PP Challenge 3 General Barrier B, H</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A clear programme of assessment for new arrivals is in place. From these assessments, ambitious end points are decided and an action plan of how this is going to be achieved. <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p>

<p>SiP 23 Objective 1</p>	<ul style="list-style-type: none"> Progress children are making against their start point is being measured closely and adaptations, tweaks to the plans are being implemented. Targets are regularly reviewed and adjusted if not ambitious enough. <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Regardless of when the children join the school, progress they make from their start point is strong. The plan has been followed closely and there is a wealth of evidence which shows the impact of the activities carried out to ensure the pupil achieves their ambitious targets.
<p>To improve the teaching of vocabulary in Year R, 1 and Year 2 to support reading comprehension.</p> <p>PP Challenge 4 General Barrier E, H</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A clear programme in place to ensure that children in Year R, Year 1 and Year 2 are acquiring a breadth of vocabulary across the curriculum. Including words that are similar to other words (EAL pupils) <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Lesson plans, book scrutiny, lesson observations and discussions with children show that the amount of vocabulary they are being exposed to is increasing and where it isn't there are clear mechanisms in place to solve this. <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> In the year 2 reading comprehension paper more children are successful in answering the questions which involve understanding word meaning and their alternatives. Writing in all of the exercise books in year 2 shows that pupils are using ambitious vocabulary.
<p>To increase reading fluency in Year R, Year 1 and Year 2 (particularly those on Orange, Blue and Grey books).</p> <p>PP Challenge 5 General Barrier E, H</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A clear programme is in place to ensure that children in Year R, Year 1 and Year 2 are being supported and encouraged to be more automatic and fluent with their sounds. Teachers chosen for Orange, Blue and Grey are well-skilled in teaching these groups. <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Lesson plans, book scrutiny, lesson observations and discussions with children show that the speed and fluency of children's reading is improving and where it isn't there are clear mechanisms in place to solve this. <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> 95% complete the phonics programme in Year 1 having not been stalled on the orange, blue and grey books due to fluency issues. The % of PP children who are off the phonics programme is no less than 5% different from non PP.

<p>To introduce an alternative provision offer (AP) during the afternoon session for those children who are awaiting specialist placement or struggle with the full timetable.</p> <p>PP Challenge 6 General Barrier A,C,F,D SiP 23 Objective 1</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> The provision is set up with a clear timetable of activities and pupils who need to attend. ECHP targets have been woven into the provision. The curriculum is still broad and ambitious and prepares children for a successful future. Basic skills that are non negotiable for this group of children are planned effectively to ensure they are embedded and secured. <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Lesson plans, book scrutiny, lesson observations and discussions with children are used to check the quality of the provision, the coverage and progress made against EHCP targets. <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> The provision is successful in ensuring children make strong progress against their EHCP targets, ensuring they are going to be successful at their next placement. Basic skills are secured and embedded.
<p>To find common misconceptions within the curriculum and ensure they are taught accurately when they are first introduced.</p> <p>PP Challenge 7 General Barrier H SiP 23 Objective 1</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Curriculum leads use information from the 22/23 academic year is analyses and discussions with class teachers and pupils enable leads to identify misconception threads, where they commence and what needs to be adjusted in response. <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Planning has been adjusted to deal with misconceptions that occur. Scripting is used to ensure accuracy of explanation. Evidence is beginning to reveal that there are fewer children struggling in these key areas. <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A focus on dealing with misconceptions mean children arrive into Year 2 and Year 6 with few misconceptions. As a result, over results are higher and mistakes made with some of the basic concepts are fewer.
<p>To create stronger engagement with parents, particularly PP and low performing.</p> <p>PP Challenge 9 General Barrier G, D</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A range of engagement activities are planned and beginning to be utilised to improve performance of children with basic skills e.g. reading, basic calculation. <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A review of these activities show that as a result of greater engagement children have made greater progress in particular areas. <p>Long Term:</p>

	<p><i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> • Children with Pupil Premium close the gap between themselves and Non PP children in key areas such as reading and calculation.
<p>To continue to provide high quality nurture support through Thrive 1:1s and through the lunchtime period.</p> <p>PP Challenge 10 General Barrier A,C,F</p>	<p>Short Term: (end of autumn term)</p> <p><i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> • Children needing or who would benefit from nurture support are identified and there is a clear plan in place for them across the course of the year. <p>Medium Term:</p> <p><i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> • A midpoint review of these activities reveal children are making good progress in these areas (and where relevant) there is strong evidence that either attendance is improving, attitude to learning is improving OR progress and attainment is improved as a result of this input. Where it isn't, other interventions and strategies are being considered. <p>Long Term:</p> <p><i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> • There is strong evidence that either attendance is improving, attitude to learning is improving OR progress and attainment is improved as a result of this input.
<p>To assess accurately and adapt lessons to maximise the number of children who are able to access the learning.</p> <p>PP Challenge 11 General Barrier H SiP 23 Objective 1</p>	<p>Please see targets included in our SiP Priority 1</p>

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 / barriers listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: **£102,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All identified in the RHPS SEF</p> <p>Curriculum Curriculum leads supporting teachers to refine and tweak the curriculums to ensure they are progressive and core knowledge is identified.</p> <p>Teaching and Learning Research and evidence used around the Eko Trust 5 principles to ensure delivery is effective in supporting children within the class.</p> <p>Adaptations CPD delivered to all staff on adapting before lessons, during lessons and in response to lessons. Including focus on deeper assessment. Including more training for Support Staff to deliver tried and tested intervention.</p>		<p>SiP 23 Objective 1</p>
<p>Volunteer recruitment and training programme (inc. DBS checks etc)</p>	<p>To bolster reading practice and maths skill practice across the school, we are launching our volunteer recruitment. (especially in Year 2) The volunteers will complete all checks before receiving training from school staff to deliver additional reading / maths support across the afternoons.</p>	<p>PP Challenge 2,4,5,8 General Barrier G</p>
<p>EAL Teaching Assistant</p>	<p>The school has seen strong evidence of the impact that this staff member is able to have with EAL pupils. EAL pupils' attendance has increased and links between school and families are strong than they have been previously.</p>	<p>PP Challenge 1,2,3,4,5 General Barrier E</p>
<p>SPECIALIST ROLES</p> <ol style="list-style-type: none"> 1. Dyslexia Teaching Assistant 2. ASD Specialist Teaching Assistant 3. Speech and Language Teaching Assistant & Independent Speech Therapist 	<p>✓ EEF - One To One Tuition ✓ EEF - Teaching Assistant Interventions</p> <p>These three roles enable the school to address the growing challenges of children who receive CISS plans (ASD) or show signs of dyslexia. These programmes are overseen by professionals who monitor the children's programme and make adjustments to the materials delivered by school staff. The adults also liaise directly with the class teachers ensuring that strategies are embedded within the classroom too.</p>	<p>PP Challenge 1,2,3,4,5,10 General Barrier F</p>
<p>Inclusion Support Workers x2</p>	<p>✓ EEF - Social and Emotional Learning ✓ EEF - Behaviour Interventions</p>	<p>PP Challenge 9 General Barrier C,F</p>

	<p>The Thrive programme is nationally recognised and within the trust is widely used. One school has achieved awards for its Thrive implementation and this school has seen the impact that Thrive has within the school. Inclusion Support Workers are the key staff members who deliver the 1:1 sessions with the children. As a result incidents of serious behaviour have dramatically reduced and the number of FTEs has also reduced. The team are proactive and this is significantly impacting the disadvantaged children in two ways... (a) the majority of those children being flagged on Thrive assessments are disadvantaged (b) the lessons that disadvantaged children are in are less disrupted than previous - ensuring they are receiving higher quality teaching and learning.</p>	
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Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster and 1 to 1 sessions (Year 1)	<p>✓ EEF - One To One Tuition ✓ EEF - Small Group Tuition</p> <p>The school data reveals that this approach is highly effective for ensuring as many children as possible are achieving the expected standard in reading. More importantly we will use this strategy to get more children to complete the phonics programme in order for them to access comprehension teaching in Year 2.</p>	<p>PP Challenge 2 General Barrier H</p>
Phonics booster and 1 to 1 sessions (Year 1)		
Phonics booster and 1 to 1 sessions (Year 2)* *until October		
Read Write Inc Comprehension Programme	A fully tested Comprehension Teaching approach for year 2 which uses the mechanisms seen in Read Write Inc lessons to ensure that numbers of children achieving the expected level increase.	<p>PP Challenge 1,5 General Barrier H</p>
Year 6 Easter School	<p>✓ EEF - Summer Schools</p> <p>In previous years, the school data shows that the Easter school was very effective in raising the standards for all pupils. In fact it was incredibly effective for the disadvantaged children who did not have the same level of support at home during the Easter break... a key time for carrying out revision tasks.</p>	<p>PP Challenge 1 General Barrier H</p>
Year 6 Booster	<p>✓ EEF - Small Group Tuition</p> <p>These run after school and are led by the class teachers who know the children well. The small groups supported the disadvantaged pupils by filling the gaps in their learning and dealing with any misconceptions they had. Parents were incredibly appreciative of this approach as they felt they were unable to support their child with some of the elements at home.</p>	<p>PP Challenge 1 General Barrier H</p>
Year 3 - 6 booster and 1:1 tutoring	<p>✓ EEF - One To One Tuition ✓ EEF - Small Group Tuition</p> <p>We know across the school that boosting and 1:1s are successful. This year we plan to booster and provide 1:1 tutoring for our year 3 pupils to help close the gaps in their learning but also to get the year group, as a whole, closer to the national %.</p>	<p>PP Challenge 1 General Barrier H</p>
Teaching assistants trained to deliver tried and tested interventions.	<p>✓ EEF - Teaching Assistant Interventions</p> <p>Our teaching assistant will deliver high quality interventions during the afternoons rather than supporting inside the classrooms.</p>	<p>PP Challenge 10 General Barrier H,F</p>

Language / vocabulary resources	Having seen the impact of the language and vocabulary work completed at Earlham Primary, we plan to use the same resources to promote vocabulary. We know that the known vocabulary of our disadvantaged children is less than non-disadvantaged pupils - this will impact on their reading ability, their writing and their ability to understand instructions and information they are being given.	PP Challenge 4 General Barrier E
Alternative provision	New to the plan The school will create its own Alternative Provision which will operate during the afternoons using two school adults. The work carried out will be themed and linked to interests but underpinned by the National Curriculum and the schools knowledge progression documents.	PP Challenge 6 General Barrier F

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£9270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff member with responsibility for Attendance tracking and monitoring	Two staff members have been allocated the responsibility for overseeing, tracking and monitoring attendance. The attendance lead manages the day to day evidence tracking whilst the DDSL is involved in the cases of persistent absenteeism and when we are unable to make contact with children who haven't arrived at school.	General Barrier D
Further investment into Whole School Thrive Approach	As mentioned above, the school has strong evidence that this has made a significant impact on the children within this school. By continuing to be proactive we are reducing the barriers to learning caused by anxiety, low confidence, anger etc.	PP Challenge 9 General Barrier F
Additional EWO support for Persistent Absentees	We know the expertise and 'clout' required to tackle persistent absentees is greater than what the school has. Additional EWO support will aid / bolster the Attendance Manager to tackle some of our most challenging cases.	General Barrier D
Funding for disadvantaged pupils to have access to residential trips and school trips.	Ensuring the disadvantaged have full access to the opportunities provided by the school is key to balancing things out. The trips, residential trips etc increase cultural capital, increase vocabulary and wider understanding of the world - all of which will make a difference to the children's outcomes.	N/A
Subsidising Breakfast Club for poor attenders / disadvantaged.	Evidence from previous years reveals that this strategy has helped reduce persistent absenteeism and ensured that some children start the day having had a good breakfast. Those children attending the breakfast club are ready to learn when they reach their classroom.	General Barrier D
Lunchtime Thrive and Nurture support	✓ EEF - Social and Emotional Learning In line with the school approach, the launch of lunchtime Thrive and Nurture support has already been invaluable for helping children navigate the social challenges of play times and lunchtimes. In turn, this ensures that lunchtime or playtime challenges do not impact the learning.	PP Challenge 6,9 General Barrier C

Total budgeted cost: £141,270

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 2022 to 2023 academic year.

Looking back at last year's objectives we have seen the following successes in each of the areas.

Strategy Aim	Impact and outcome
Teaching (CPD, recruitment and retention)	
Volunteer recruitment and training programme (inc. DBS checks etc) IMPACT RATING - MEDIUM	This was slightly hindered by the pandemic and the reduction of adults coming into the building. However this began to increase and enabled us to ensure that those children who didn't read at home daily with parents were reading at home regularly in school. The volunteers onboarded last year remain with us and a new cohort will be added this year. The focus will be to flood children with additional volunteer reading support in Year 2 .
EAL Teaching Assistant IMPACT RATING - MEDIUM	This has been impactful for settling in children who arrive with EAL and giving them some basic language skills to get them started. Many of the newest arrivals to the school have English as a second language. By having someone allocated to this role, these children have integrated quickly and begun to make strong progress. The journey for these pupils needs to be carefully mapped out with ambitious targets set following an early assessment. A catch up programme needs to be implemented to ensure these pupils are able to catch up. Every new child that arrives at school, with little or no English, has a unique background. This means each child needs a tailored introduction and language assessment, followed by regular language input. EXAMPLE: A Year 3 child arrived from Albania with no previous formal English experience. After working regularly with him and assessing his understanding by translating the Reading and Maths assessments into Albanian it was concluded that he would need additional help with his learning. This resulted in him attending a daily RWI program which has hugely benefited him. He is now accessing all lessons and keeping up with his peers.
Dyslexia Teaching Assistant Specialist Role IMPACT RATING - HIGH	Creating specialist roles for some of our most experienced Teaching Assistants enabled us to broaden our reach. Previously the input was directly purely at those with EHCPs, however, this approach has enabled us to reach under performing children that may be on the SEN register as well as some that may not normally have received specialist input. Evidence from the Dyslexia specialist teacher shows these children make strong progress with her and many are now no longer needing specialist input.
ASD Specialist Teaching Assistant Specialist Role	Appointing an ASD specialist teaching assistant has been incredibly effective. The ASD specialist was able to provide teachers with

<p>IMPACT RATING - HIGH</p>	<p>bespoke support and suggestions in order to fully support these children in their classes. The Ark created a space for children to let off steam and have a sensory break from the classroom. The space was also used to deliver specific skills sessions to this group of pupils directly linked to gaps in their social interaction OR identified on their EHCPs. This increased the wellbeing of the ASD children, gave them time to develop some of the skills they needed to develop e.g. turn taking, whilst increasing the amount of time they spent in the classroom.</p> <p><u>CASE STUDY</u></p>
<p>Speech and Language Teaching Assistant Specialist Role & Independent Speech Therapist</p> <p>IMPACT RATING - HIGH</p>	<p>Linked directly to speech and language challenges identified with children arriving in our reception, utilising an independent speech therapist and following this up with additional input from a speech and language T.A. ensured that issues stalling the children's development were addressed sooner rather than later. The evidence shows that most of the children completed the programme by the end of reception year and those more serious cases made great progress but remain on the case load into year 1. The value that this provides is powerful and ensures teachers are freed up to focus on moving the children forward.</p> <p><u>CASE STUDY</u> <u>CASE STUDY 2</u></p>
<p>Inclusion Support Workers</p> <p>IMPACT RATING - HIGH</p>	<p>Getting children into school and responding to their wellbeing, mental health needs has been essential, even more so since the pandemic. The thrive programme has helped to reduce the number of behaviour incidents occurring in the classroom by proactively tackling the reason for the behaviour rather than just purely responding to it. This has ensured that engagement time from the children in lessons has increased and this too has impacted on the other children within the class - meaning that less of their learning time is being impacted by on-task behaviour.</p> <p><u>CASE STUDY</u></p>
<p>Targeted intervention</p>	
<p>Phonics booster and 1 to 1 sessions (Year 1)</p> <p>IMPACT RATING - HIGH</p>	<p>These were very beneficial. 93% of children achieved the expected standard for reading which is above the national average. The biggest strength of RWI is the way in which children are grouped in ability sets. When the current year 2 were in reception and year 1 almost all of the time was spent in class groups... meaning that the teacher had to try and cater for all levels within the classroom... This slowed progress. The 1:1 boosters enabled children to move more rapidly through the programme and help fill some of the gaps caused by absence associated with the pandemic.</p>
<p>Phonics booster and 1 to 1 sessions (Year 2)* *until December</p> <p>IMPACT RATING - HIGH</p>	<p>These proved very beneficial. 64% of children achieved the expected standard for reading. The Scores of these children rocketed this year. One child scored 0 on arrival and then achieved 39 in the assessment. This was due to a combination of the phonics teaching and the booster sessions. Those children who did not (3 children</p>

	<p>have complex SEN and two of them are moving to specialist provision in September.</p> <p>However, the school did recognise that completing the phonics programme is more impactful in embedding children's phonic knowledge rather than using the test as the measure. This year the team will focus on moving children through the phonics programme to ensure they have covered all of the programme rather than using the test as a measure.</p>
<p>Year 6 Easter School</p> <p>IMPACT RATING - MEDIUM</p>	<p>This year smaller bespoke groups were invited to Easter school and this proved to be very effective. The momentum was built during the spring term and a two week break just before the SATs was potentially going to stall that momentum. The Easter School enabled class teachers to plug final gaps and help the children revise.</p>
<p>Year 6 Booster</p> <p>IMPACT RATING - MEDIUM</p>	<p>Regular booster groups running on Mondays after school for year 6 pupils enabled class teachers additional time to respond to specific gaps in learning.</p> <p>The year 6 results are strong for Rushmere - they now sit above / around the national average but compared to other suffolk schools they are incredibly positive.</p> <p>The focus this year is to ensure that children are achieving the expected standard in Reading, Writing and Maths.</p>
<p>Year 3 booster, 1:3 and 1:1 tutoring</p> <p>IMPACT RATING - LOW</p>	<p>Boostering and tutoring in Year 3 was less effective. This was partially due to the maturity age of this particular cohort. The learning in class during the day was intense as we were trying to catch up missed learning from the pandemic - to then offer additional learning after school proved to be too much.</p> <p>The interventions were not targeted enough and Teaching Assistants need more training in delivery of these interventions to ensure maximum benefit.</p>
<p>Additional adult support in Year 3</p> <p>IMPACT RATING - MEDIUM</p>	<p>This person was redeployed to Year 2 following the maternity leave / arrangements for a staff member who needed to 'teach from home' at 22weeks+ due to the pandemic. A teaching assistant was required full time in the classroom to support the children with the teacher on the screen. The additional adult for year 2 provided much needed support across the whole year group.</p> <p>This is no longer needed moving forwards.</p>
<p>Language / vocabulary resources</p> <p>IMPACT RATING - MEDIUM</p>	<p>Money was spent to gather language and vocabulary support resources inc. SpeechLink assessment software and activities.</p> <p>Children moving into year 1 definitely have a stronger and broader vocabulary and language base that will need to be continued into year 2.</p> <p>The language provided in lessons is improving but there still needs to be a more structured approach in place to achieve this.</p>
<p>Fine motor skill booster groups</p> <p>IMPACT RATING - MEDIUM</p>	<p>These ran weekly and enabled children in reception and year 1 who struggled with handwriting to develop their fine motor skills and pencil control. The results were strong and many children are now working at the expected level for handwriting.</p> <p>Elements of this will continue into year 2 with a focus on making sure</p>

	<p>the strategies used are built into practice in early years and year 1. Year 1 have a focus on handwriting in the next academic year and year R have changed the way they teach writing ensuring that children are supported heavily right from the start.</p>
Wider strategies	
<p>Further investment into Whole School Thrive Approach</p> <p>IMPACT RATING - HIGH</p>	<p>Continued investment into the Thrive Approach is reaping benefits. Thrive has been pivotal in addressing some high level behaviour challenges and ensuring the root cause of low level behaviours are addressed proactively.</p> <p>This is continuing moving forward. The school has already completed the whole school thrive and have mapped out how this looks across the upcoming year.</p>
<p>Introduction of Sports Therapy</p> <p>IMPACT RATING - LOW</p>	<p>This needs further embedding with increased time. Where it was used it was incredibly affected and would have, most definitely, impacted on some of our persistent absentees.</p> <p>This will not be used again. The adults was often needed to cover those listed in other roles in this document. Programmes started but not completed due to the patchy nature of the support given.</p>
<p>Additional EWO support for Persistent Absentees</p> <p>IMPACT RATING - MEDIUM</p>	<p>A very useful tool this year in tackling some of the persistent absentee families. This year we have a tighter policy and a clearer mechanism for triggering the EWO earlier. The combination of the two should have a positive impact on attendance data.</p> <p>School data is now at the national average for overall absence and persistent absenteeism. This has made a big improvement and needs to be continued.</p>
<p>Funding for disadvantaged pupils to have access to residential trips and school trips.</p> <p>IMPACT RATING - MEDIUM</p>	<p>Pricing of our school trips is incredibly fair. The school continued to support many children to access the residential trips and the impact on these children was immense... the ability to achieve things they perhaps may never have had the chance to experience was incredibly valuable.</p>
<p>Subsidising Breakfast Club for poor attenders / disadvantaged.</p> <p>IMPACT RATING - MEDIUM</p>	<p>This was one of our mechanisms for getting poor attenders into the school and this was used on a number of occasions. For some it helped solve logistical challenges that prevented their child coming in, in other cases it allowed children to have a calm start to school. For some children who struggled with increased length of the school day, alternatives were found. The strategy however will continue to be used.</p>
<p>Lunchtime Thrive and Nurture support</p> <p>IMPACT RATING - HIGH</p>	<p>A very useful tool this year in tackling some of the persistent absentee families. This year we have a tighter policy and a clearer mechanism for triggering the EWO earlier. The combination of the two should have a positive impact on attendance data.</p> <p>It has also provided valuable support for lots of children during the lunch period which can be difficult for children in lots of ways.</p>

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
PLOT	Independent
Deben Care Farm	Independent
Alderwood PRU	Raedwald Trust
Alternative Tuition Service	Suffolk County Council