



Pupil Premium Plan (including 'Recovery/Catch Up') 2021 - 2024 (3 year plan

School overview

Detail	Data
School name	Rushmere Hall Primary School
Number of pupils in school	594
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 Years
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	
Pupil premium lead	Richard Smith
Governor / Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£23,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total of pupil premium and recovery premium	£178,175
Total budget for this academic year	£

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.

This year 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

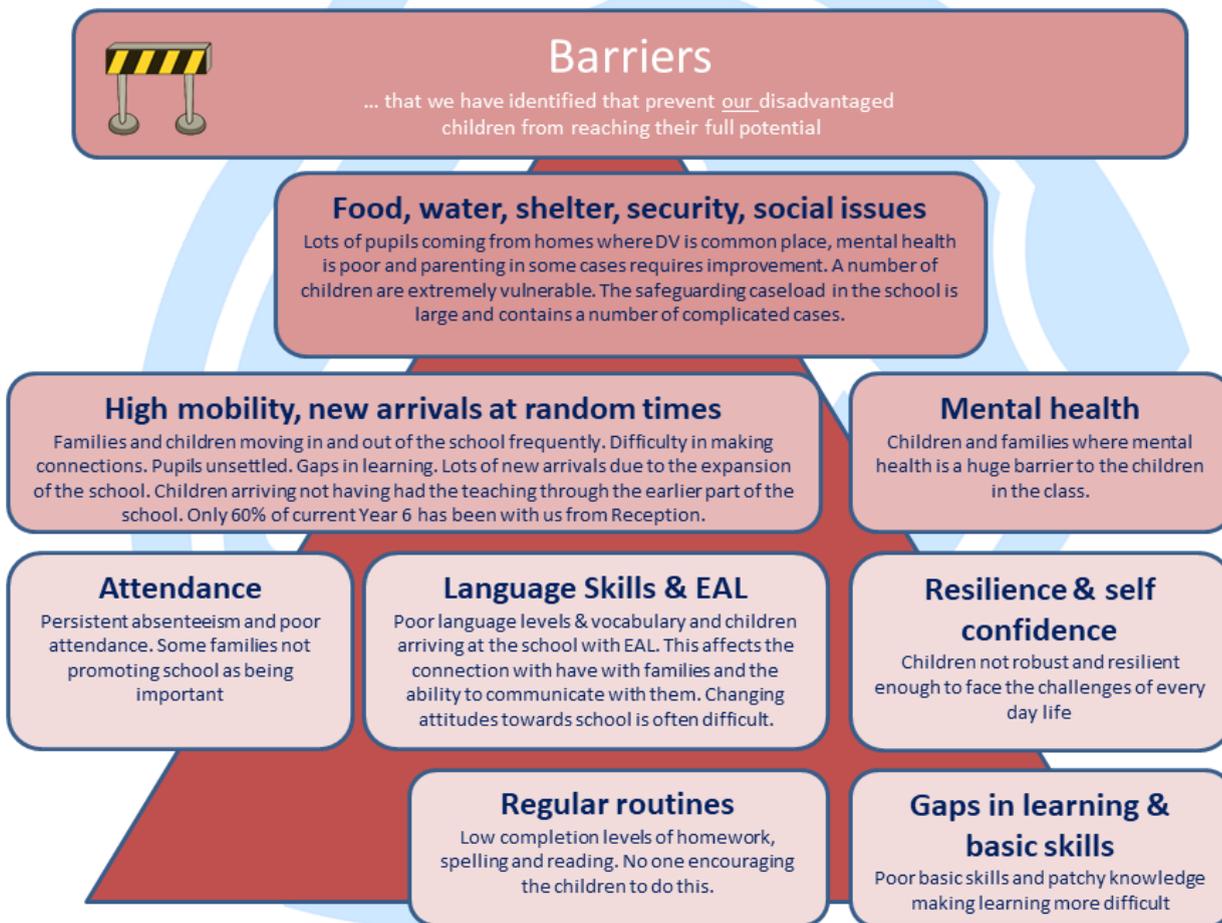
This details the specific challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children not achieving / securing the basic skills (Handwriting, Spelling, Language / vocabulary) in Reception, Year 1 and Year 2
2	Children not achieving the expected standard in writing by the time they reach year 6.
3	High numbers of persistent absentees
4	Increase in the number of children requiring nurture, mental health / Thrive support.
5	Greater gaps identified amongst disadvantaged pupils created by the pandemic
6	Children in underperforming year group (year 3) have been heavily impacted by the lockdowns.
7	Lack of vocabulary, experiences and chances to develop an interest and excitement in learning.

General Barriers

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 improve the outcomes in writing through accurate planning, pitching and lesson sequencing AND through effective formative assessment within the lessons.</p> <p>SiP Priority 1 PP Challenge 1,2,5</p>	<p>Short Term: (end of autumn 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 <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"> 85% children meet the expected writing standard for their year group. The % of PP children achieving expected is no less than 5% different from non PP.
<p>To improve the teaching of basic skills using instructional teaching (Spelling, Handwriting, Vocabulary)</p> <p>SiP Priority 2 PP Challenge 1,2,5</p>	<p>Short 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 <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"> 85% children meet the expected handwriting and spelling standard for their year group. The % of PP children achieving expected is no less than 5% different from non PP.
<p>To ensure at least 90% of pupils pass the phonics assessment (Year 2 December, Year 1 June)</p> <p>PP Challenge 1, 5</p>	<p>Short Term:</p> <ul style="list-style-type: none"> Teaching staff delivering quality phonics sessions to correctly pitched groups. Cycle and structure set up where children are closely monitored and a clear plan of action for the year is in place. Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support <p>YEAR 2 only (December)</p> <ul style="list-style-type: none"> 90% children meet the expected phonics standard for their year group (including specialist units) The % of PP children achieving expected is no less than 5% different from non PP. The % of boys achieving expected is no less than 5% different from girls. <p>Medium Term:</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:</p> <ul style="list-style-type: none"> ● 90% children meet the expected phonics standard for their year group (including specialist units) ● The % of PP children achieving expected is no less than 5% different from non PP. ● The % of boys achieving expected is no less than 5% different from girls.
<p>To ensure current Year 3 close the gap between where they are and where they should be.</p> <p>To use pre-teaching to maximise progress in lessons.</p> <p>PP Challenge 1, 5, 6</p>	<p>Short Term:</p> <ul style="list-style-type: none"> ● Teaching staff would have completed a full analysis of the children's gaps, their expected progress point and set targets for the year group to achieve 75% expected. ● Teachers have made adaptations to plans, timetables and curriculum areas to maximise the opportunities to secure expected standards for year 3. ● Pre-teaching ensures that full lessons are maximised and less time is spent going back to previous learning. Pre teaching happens at the start of new maths units, prior to writing outcome lessons. ● Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support or 1:1 tuition. <p>Medium Term:</p> <ul style="list-style-type: none"> ● Teachers are continuing to revisit the data, find the gaps and close the gaps. Teachers are using precise interventions to make sure the learning sticks and progress is maximised. ● 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:</p> <ul style="list-style-type: none"> ● All children will AT LEAST have made the required progress from their reception result e.g EXPECTED to EXPECTED, GREATER DEPTH to GREATER DEPTH. ● The % of children achieving expected or greater will reach the 75% mark which is 15% higher than their reception result. ● The % of PP children achieving expected is no less than 5% different from non PP. ● The % of boys achieving expected is no less than 5% different from girls.

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 (CPD, recruitment and retention)

Budgeted cost: £ 141,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
Volunteer recruitment and training programme (inc. DBS checks etc)	New to the plan To bolster reading practice and maths skill practice across the school, we are launching our volunteer recruitment. The volunteers will complete all checks before receiving training from school staff to deliver additional reading / maths support across the afternoons.	5, 4, 6
EAL Teaching Assistant	Continuation from previous plan 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.	1, 5, 6
SPECIALIST ROLES	New to the plan	1,2,3
1. Dyslexia Teaching Assistant	✓ EEF - One To One Tuition ✓ EEF - Teaching Assistant Interventions	
2. ASD Specialist Teaching Assistant	These three new 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.	
3. Speech and Language Teaching Assistant & Independent Speech Therapist		
Inclusion Support Workers	Continuation from previous plan ✓ EEF - Social and Emotional Learning ✓ EEF - Behaviour Interventions 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	3, 4

	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.	
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Targeted academic support (tutoring, one-to-one support structured interventions)

Budgeted cost: £30,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster and 1 to 1 sessions (Year 1)	<p>Continuation from previous plan</p> <p>✓ EEF - One To One Tuition</p> <p>✓ EEF - Small Group Tuition</p>	1, 5
Phonics booster and 1 to 1 sessions (Year 2)* *until December	The school data reveals that this approach is highly effective for ensuring as many children as possible are achieving the expected standard in reading. In December 2020, 95% of the children in the school reached this standard. Much of this success was due to the 1:1 and booster sessions offered by our highly trained staff.	1, 5
Year 6 Easter School	<p>Continuation from previous plan</p> <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>	2, 5
Year 6 Booster	<p>Continuation from previous plan</p> <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>	2, 5
Year 3 booster, 1:3 and 1:1 tutoring	<p>New to the plan</p> <p>✓ EEF - One To One Tuition</p> <p>✓ 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>	6
Additional adult support in Year 3	<p>New to the plan</p> <p>✓ EEF - Teaching Assistant Interventions</p> <p>We know this year group is challenging and so we plan to add adult support to this year group by delivering further catch up and interventions.</p>	6
Language / vocabulary resources	<p>New to the plan</p> <p>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</p>	7, 1

	ability to understand instructions and information they are being given.	
Fine Motor Skill booster groups	<p>New to the plan</p> <p>Using bespoke programmes for the children in year R, 1 and 2 who are struggling to form letters correctly etc due to the gaps created by the closures.</p>	1

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: £11,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further investment into Whole School Thrive Approach	<p>Continuation from previous plan</p> <p>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.</p>	4
Introduction of Sports Therapy	<p>New to the plan</p> <p>✓ EEF - Behaviour Intervention</p> <p>The Thrive programme meets the needs of almost all of our vulnerable pupils. Some of the children need something different... e.g. to let off steam, to develop team working skills etc. Sports Therapy will allow us to address these needs. This process has already proven successful at Kaizen Primary School.</p>	4
Additional EWO support for Persistent Absentees	<p>New to the plan</p> <p>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.</p>	3
Funding for disadvantaged pupils to have access to residential trips and school trips.	<p>Continuation from previous plan</p> <p>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.</p>	7, 3
Subsidising Breakfast Club for poor attenders / disadvantaged.	<p>Continuation from previous plan</p> <p>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.</p>	3
Lunchtime Thrive and Nurture support	<p>Continuation from previous plan</p> <p>✓ EEF - Social and Emotional Learning</p> <p>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.</p>	4

Total budgeted cost: £182,923

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.

This will be the second year where SATs have not been used officially by the school. Looking back at last year's objectives we have seen the following successes in each of the areas.

Strategy Aim	Impact and outcome
<p style="text-align: center;">Improving the curriculum SDP Target 1</p> <p>Ensuring the children are taught a broad range of subjects and have a broad range of experiences. Exposure to places, people and things that will expand their knowledge of the world .</p>	<ul style="list-style-type: none"> • Despite the pandemic the children were still offered a very broad and balanced curriculum offer. This impacted on the attendance and children were happy to come back to school after the lockdown. • Disadvantaged children’s attendance improved following lockdown. • Parents commented on the school’s sensible approach to the curriculum.
<p style="text-align: center;">Improving retention & recall EEF link</p> <p>Ensuring the pupils regularly revisit learnt concepts to make them stick. Pop quizzes and other activities in place to improve retrieval practise.</p>	<ul style="list-style-type: none"> • This target was impacted heavily by the closures due to the pandemic. A lot of the work had to be revisited and some of the gains made in the Autumn term were lost. Teachers' subject knowledge improved due to the lockdown and this has made their teaching more precise and more focused, this in turn will impact on the children’s ability to recall and retain information.
<p style="text-align: center;">Improving provision for SEN</p> <p>One page profiles completed by all children reveal how children like to be support and what makes them tick. Adjusting work and providing bespoke support is key.</p>	<ul style="list-style-type: none"> • The provision for the SEN children was highly effective across the course of the academic year. These children had bespoke timetables and their support was individualised to their needs. The one page profiles enabled school staff to know the children extremely well, which in turn enabled them to plan activities that had greater impact.
<p style="text-align: center;">Improving pupils basic skills</p> <p>Using strategies to get the basics to stick. Quality phonics provision that is rigorous and drilled to get impressive results. Times table teaching and strategies to ensure they are retained and retrieved at speed. Weekly assertive mentoring tests to ensure all maths content is regularly visited.</p>	<ul style="list-style-type: none"> • The energy and effort placed on phonics made a huge difference. The school’s commitment to phonic meant that 95% of the children in Year 2 passed the phonic assessment in December. Moving forward, the school intends to use the same thinking approach to apply to other areas of the curriculum to achieve the same levels of success.

<p>Quality CPD & bespoke coaching</p> <p>Deputy Head (BR) delivering quality CPD inset and leading a bespoke coaching cycle with specific teaching staff to ensure they are developed and challenged to be the best they can be. This includes enabling children to access high quality learning online using this as a booster / catch-up opportunity.</p>	<ul style="list-style-type: none"> The quality of CPD offered by the school improved dramatically through the year. Delivery through the use of video CPD really helped ensure the whole staff team were able to access the training. Coaching provided to phase leaders help them to manage their phases effectively. This needs to be rolled out more widely across the school.
<p>Focus on PSHE teaching & Mental Health</p> <p>EEF link</p> <p>Making sure we are developing the 'whole' child by learning key social skills and behaviour.</p>	<ul style="list-style-type: none"> The launch of the whole school thrive assessment and subsequent planned sessions along with the RSHE curriculum were all impacted by the pandemic. Despite that the school staff improved their awareness of children's mental health and nurture needs and this was starting to have an impact in the classroom.
<p>Improving EAL support</p> <p>Ensuring all pupils have a good broad knowledge of words required within school. Induction is improved, along with teacher knowledge and support for the children.</p>	<ul style="list-style-type: none"> The introduction of an EAL teaching assistance was incredibly valuable during the lockdown period. It enabled children with EAL to continue to have a connection to the school and to continue learning.
<p>Behaviour Support & Thrive</p> <p>EEF evidence</p> <p>Carrying out <u>proactive interventions</u> which focus on behaviour for learning and social skills. Ensuring greater time is spent in the class & children have a good attitude.</p>	<ul style="list-style-type: none"> The Thrive work and behaviour support offered inside and outside of the lockdown was exemplary. The children's wellbeing was well supported and the school experienced very few issues as a result of the pandemic. The proactive work carried out by the behaviour team enabled children to return easily with no issues or concerns.
<p>Boosting inc. Phonics 1:1</p> <p>EEF evidence</p> <p>Additional boosting offered to Year 6 from the deputy heads and the music teacher focusing on gaps from the maths assessments. Additional boosting in Year 1 also.</p>	<ul style="list-style-type: none"> Our biggest success - despite the year 1 cohort being impacted heavily by the school closures we were able to achieve our strongest set of phonic results. The boosting and 1:1 enabled children who may not have ordinarily achieved the expected standard to reach it. This was incredibly impactful to those from a disadvantaged background - those children responded well to the 1:1 support but also the additional attention and opportunities to read with an adult.
<p>Attendance initiatives</p> <p>Incentives and initiatives in place to raise the importance of attendance, including regular reporting to parents and pupils about their attendance. Home visits for persistent offenders.</p>	<ul style="list-style-type: none"> The attendance strategy was effective in the term up and until Christmas. In fact, the attendance figure was the highest we have ever achieved. Summer term was patchy with children isolating.

<p>Out of school Learning inc. Breakfast Club</p> <p>Ensuring our children have access to out of school learning and to subsidise this to ensure all children have the same opportunities.</p>	<ul style="list-style-type: none"> Offering breakfast clubs to those with poor attendance proved extremely useful. It enabled us to get disadvantaged children into school and for them to have a sensible breakfast before starting school. This improved attendance but also their ability to concentrate and energy lessons in their classroom.
<p>Coaching EEF evidence</p> <p>Regular sessions between pupil and coach to increase confidence, tackle things from lessons that have been challenging and promote reading at home and school.</p>	<ul style="list-style-type: none"> Due to the covid regulations, bubbles etc this was not easy to achieve. Our staff were needed to cover classes etc where staff were isolating and so our focus during the year was to stay open as much as possible - which ultimately impacted on all children.
<p>Improving induction</p> <p>Improving the induction process to create a solid baseline of where the children are starting from and to identify right from day 1 where the gaps are in learning.</p>	<ul style="list-style-type: none"> Improvements made to the induction process did make a difference to the parents stepping up to the school expectations. A face to face meeting would be more beneficial and we hope to explore this once restrictions are lessened further. We feel that if we speak directly to the parents, the information (and the subtle pressure) will help ensure that parents bring their children to school regularly and support the schools decisions.
<p>Family Support</p> <p>Continue to support and work with pupils and families who are in difficulties. Focusing on getting the children to school being ready to learn in order to improve attendance.</p>	<ul style="list-style-type: none"> The school continues to invest in this area but it has, in the past, been important for the school to support the challenges at home which in turn ensure the children come to school ready to learn.

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
None	