

## 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	Runwell Community Primary School
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Anthony, Headteacher
Pupil premium lead	Lucy Seaman, Deputy Headteacher
Governor / Trustee lead	Lisa Phillips, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,940
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,785

# Part A: Pupil premium strategy plan

## Statement of intent

At Runwell Community Primary School, we have the highest of expectations for our pupils. Our motto is 'Achieve, Our intention is to do our utmost to redress the disadvantages faced by many of our pupils, irrespective of their backgrounds or challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, through raising aspirations for pupils, their parents as well as the adults within the school, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High, quality first teaching is at the centre of our approach, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We believe that by providing our pupils with an education rich in wonder and memorable experiences, we can challenge social disadvantage. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point where need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	From our EYFS baseline assessments and December 2021 assessments, approximately 13% of all pupils and 67% of disadvantaged pupils are not meeting age related expectations in oral language.
2	Accelerating progress of disadvantaged pupils to achieve age related or greater depth in reading, writing, maths and phonics.
3	From our assessments, observations and discussions with pupils and families have identified social and emotional pupils, with some pupils, included those identified as disadvantaged. 31 (42% of whom are disadvantaged) currently require support for SEMH needs.
4	Attendance of disadvantaged pupils is approximately 2% less than other pupils. Persistent absence of disadvantaged pupils is 32.86% compared to other pupils.

## 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
Indented outcome is to improve children's oral skills and vocabulary.	<p>Pupils identified in EYFS as needing additional support for speech and language are age related by the end of KS1.</p> <p>By the end of KS2 pupils are using age related vocabulary, as identified in our whole school curriculum overview.</p>
Close the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects by increasing the percentage of disadvantaged pupils achieving at least age related expectations.	In the 2023-24 KS1 and KS2 outcomes in reading, writing and maths combined show that disadvantage pupils are achieving at least in line with national/school non disadvantaged pupils.

<p>Increase the percentage of pupils achieving ARE in Year 1 phonics test.</p>	<p>In 2023-34 phonic outcomes show that disadvantage pupils are achieving at least in line with national/school non disadvantaged pupils.</p>
<p>To achieve and sustain improved wellbeing (SEMH needs) for all pupils in our school particularly our disadvantaged pupils.</p>	<p>Decrease in the number of behaviour incidents particularly during instructed/transition points of the day (break/lunch).</p> <p>Decrease in the number of children referred for additional support.</p>
<p>Increase the attendance of disadvantage pupils to impact positively on their learning.</p>	<p>Attendance of disadvantaged pupils is at least in line with the attendance of non-disadvantage pupils and not below the national expectation of 96%.</p> <p>The percentage of all pupils and those identified as disadvantaged who are persistently absent is below the national average (currently 10%)</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 listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 36,994**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop whole school strategy for language development.	<p>I can research:</p> <p>This report examines how children with speech, language and communication needs (SLCN) are at a major disadvantage compared to their peers in primary schools. They have to learn in an environment where the method for learning is their major weakness</p> <p><a href="https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf">https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf</a></p>	1,2
To improve quality first teaching by identifying strategies for assessment for learning, effective feedback and understanding need across the curriculum and all key stages.	<p>EEF Feedback</p> <p>Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/feedback-eeef/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>High Quality Teaching - Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/high-quality-teaching-eeef/">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	2
Explore and purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct	1,2,3

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>additional support through interventions or teacher instruction:  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p>Embed monster phonics scheme (to be approved March 2022) to secure stronger phonics teaching for all pupils.</p>	<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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Essex TPP statement  'Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included, they will develop the skills and brain systems that provide resilience to stressors' p7 of TPP Handbook.</p> <p>See Essex Infolink <a href="#">Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Social, Emotional and Mental Health Portal for</a></p>	4

	<a href="http://www.essex.gov.uk">Schools, Colleges and Settings (essex.gov.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25,273**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral Language interventions.</p> <p>Explore and purchase oral language intervention resources/program.</p> <p>Training for teachers and support staff.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Additional small group or individual interventions in reading, writing and maths.</p>	<p>EEF: "Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil's premium strategy."</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2
<p>Daily phonic interventions – individual and small group</p>	<p>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:</p> <p><a href="http://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring 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>	<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:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing a whole school strategy for behaviour management.</p> <p>Whole school training on the zones of regulation, TPP with the aim of developing a whole school ethos and improving behaviour across the school.</p> <p>Additional kick start funding applied for to develop strategies during transitional and unstructured points during the day.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>
<p>This will involve training and release time for staff to develop and embed strategies for good attendance.</p> <p>Staff training</p> <p>Liaising with local authority attendance team.</p> <p>Raising parent's awareness.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Improving_School_Attendance.pdf">Improving School Attendance</a> advice.</p>	<p>4</p>

Enrichment activities and uniform and acute issued paid for to support the development of cultural capital.		
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**Total budgeted cost: £78,043**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track in previous years, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. 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. 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 resources such as google classroom those provided by Purple Mash and Oak National Academy.

Attendance in 2020/21 was lower than in the preceding 3 years at 93%, which is also well below the national average of 96%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers and persistent absence 5% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.