

# Pupil premium strategy statement – Sept 2023 to 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	RGPS
Number of pupils in school	855
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	1 year. We prefer to build in the flexibility to adapt, as required from year to year. This works for us. The DfE funding changes from year to year and the timing of information release is poor (for example this year's funding figures). Trends for RGPS over time show that pupils from all groups, (including the disadvantaged) almost always make significantly better progress and attain higher than the national average.
Date this statement was published	1 <sup>st</sup> January 2024
Date on which it will be reviewed	December 2023
Statement authorised by	RGPS Governing Body
Pupil premium lead	S Abeledo
Governor / Trustee lead	J Buckle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,625
Recovery premium funding allocation this academic year	£26,390
School led tutoring	£10,597
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

The National Literacy Trust research report 'Literacy and Life Expectancy' (NLT 2018, Gilbert, Teravainen, Clark and Shaw), demonstrates that **children growing up in wards with the greatest literacy challenges** in the country **have significantly shorter life expectancies** than those growing up in wards with fewer literacy challenges.

By closing gaps in education and future employment, we can ensure that every child has the chance to live a happy, healthy, successful and long life – regardless of their background.

**At Rush Green Primary School, we aim to turn the class system on its head, promote social mobility for our pupils and inspire our pupils to be the policymakers of the future.**

### **BARRIERS TO LEARNING**

**At Rush Green Primary School, the most difficult barriers to overcome are:**

- Children on entry in to the EYFS are well below age-related expectations and there is significant high need in our Early Years and infant classes
- Since September 2020, we have had an 800% increase in the number of high needs SEND pupils from 5 – 40
- The EHC process is delayed because of the difficulty in getting pupils assessed by medical/therapeutic professionals. Funding is difficult to access without EHCs
- Our higher ability Boys pupils made less progress than the higher ability Girls
- Attendance of some of our most vulnerable pupils is the lowest out of all key groups – particularly for persistent absence with some of our hardest to reach families
- 170 pupils are listed as vulnerable
- Many of our vulnerable pupils have low prior attainment – often because of historically poor prior attendance
- A large proportion of our vulnerable pupils are known to social services
- A large proportion of our vulnerable group are listed as having SEND and receive support. Almost all of this group have Speech and Language, ASD or SEMH concerns
- The latest postcode analysis shows that some of our pupils live in deprivation. In fact, 50 of our children are classed as living in the worst deprived areas of the UK
- Barking and Dagenham Local Authority has been named the most deprived LA in London
- Almost 20% of our school population live in the worst 20% deprived parts of the UK and 68% of our pupils (more than 2/3rds) live in the top 30% deprived areas in the UK
- Almost 20% (132) of our pupils live in households which are defined as being in the bottom third nationally for literacy and numeracy
- 22% of our pupils live in areas with very high crime rates
- 108 of our children live in areas with some of the highest crime rates in the country

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Safeguarding of our disadvantaged pupils:</b></p> <p>This does not always mean Child Protection Concerns! We also work with parents that may be struggling financially. This might be helping families to find the next meal, or working with families whom have recently lost a house through rental arrears, or are being kicked out by a landlord. We work with families in overcrowded households, we help those who might struggle with providing a uniform, to those that are struggling with their children's behaviour issues and/or mental health issues. It could also mean supporting children whose families are going through divorce or separation.</p> <p>Of course, it also means that sometimes we will also be protecting children subject from abuse or neglect in all its forms.</p> <p>At Rush Green, we want our children to feel secure, nourished and safe so that they can achieve best outcomes and make a positive contribution to our community.</p>
2	<p><b>Attendance and high persistent absence rates:</b></p> <p>When children are out of school, they are not learning. Gaps in learning lead to gaps in knowledge. The design of our curriculum means that learning is progressive and sequential so that if there are major gaps in learning, pupils will be missing fundamental knowledge and key skills. This means that any future learning is not secure because it is not rooted in a secure understanding.</p> <p>We often see gaps in phonics and reading first, when children do miss large parts of their education. This often means that these children struggle almost all the way through their schooling unless they are well supported. It can also lead to school refusal when pupils realise that they have fallen behind their peers and become anxious. This of course means that more absences build over time and gaps widen.</p> <p>It is also well known, and often illustrated in Serious Case Reviews, that children who are not in school may be at higher risk of abuse. Schools are always trained to monitor absences carefully because this is often one of the first signs that something is not quite right.</p>
3	<p><b>Closing gaps in learning:</b></p> <p>When children are <b>safe, secure and in school</b> we can work wonders! We forensically identify gaps in learning and work with pupils to try to close them through short term interventions and/or adaptations made to lessons. We are very careful in how we design our interventions and staff have to bid for them, by presenting proposals. The proposals have to be rooted in evidence, fit for purpose, contain clear expected outcomes and a mid-point check. Not all gaps can be filled with short term interventions and some precision teaching might be needed, or outside school tutoring. We use our own very experienced staff, who know the children very well. In our experience this has worked best.</p>

	Intervention is not always needed and sometimes, additional adults working alongside small groups in class, or reducing class sizes can also help.
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## 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
<b>Pupils are happy and safe.</b>	<p>Where there are, or have been safeguarding concerns, children are in school, can be seen and are safe.</p> <p>Multi-agency working results in pupil needs being met.</p> <p>High needs pupils are regulated and engage in learning.</p> <p>Cases are resolved and case studies show a high rate of success.</p>
<b>Pupils attend.</b>	<p>Persistent absence improves from 11% (current levels) existing levels to pre-Covid levels (8%).</p> <p>Overall attendance rates are <u>at least</u> in line with national figures.</p>
<b>Gaps between non-disadvantaged and disadvantaged learners closes because disadvantaged learners make accelerated progress</b>	<p>High quality staff training leads to improved outcomes for all pupils.</p> <p>Teaching staff are better able to direct learning so that it meets the needs of all pupil groups.</p> <p>Progress is accelerated so that gaps in pupil outcomes close with peers.</p>

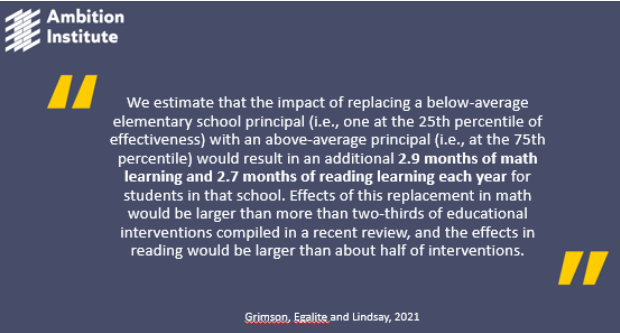
## Activity in this academic year

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: £241,950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT cover costs 3 lots of 2 x days training/week £46,800  And 2 lots of 1 day/week Cover costs £15,600	<p>Improve teacher quality across the setting, ensuring that staff needs are met. When staff needs are met, staff are working more effectively and have greater impact on pupil outcomes.</p> <p><b>Effective Professional Guidance Report</b>  <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p><i>And PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.</i></p>	
EYFS TalkBoost and Early TalkBoost Cost of subscription and training of staff Release time costs £5000	<p><b>The EEF Guide to Supporting School Planning: A Tiered Approach</b>  <a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.'</i></p> <p><i>And 'Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.'</i></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b>  <a href="#">15 key lessons learned in the EEF's first six years   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i></p> <p><a href="#">EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.'</i></p>	
Maths Mastering Number	<b>NCETM Project (National Centre for Excellence in Teaching Mathematics).</b> The aim over time is that children will leave KS1 with	

<p>Programme (NCETM) training. Costs for cover</p> <p>2 x staff (YR, 1 and 2) 1.5 days cover per person = 3 days cover</p> <p>£600</p>	<p>fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>Work Group lead participants will be supported by central training and resources. There is an expectation that they will provide a daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson. There is also the expectation that they will contribute to an online community to share practice and engage in critical reflection.</p> <p><b>Ofsted Maths Teaching Review</b></p> <p><a href="https://www.gov.uk/government/research/publications/ofsted-publishes-research-review-on-mathematics-education">Ofsted publishes research review on mathematics education - GOV.UK (www.gov.uk)</a></p>	
<p>Ambition NPQs Leadership Training</p> <p>Cover Costs</p> <p>X9 days cover for 3 conference days over each course</p> <p>£1800</p>	<p>2 X Leading Literacy</p> <p>1 x Curriculum Leader</p> <p>Ambition</p>  <p>We estimate that the impact of replacing a below-average elementary school principal (i.e., one at the 25th percentile of effectiveness) with an above-average principal (i.e., at the 75th percentile) would result in an additional 2.9 months of math learning and 2.7 months of reading learning each year for students in that school. Effects of this replacement in math would be larger than more than two-thirds of educational interventions compiled in a recent review, and the effects in reading would be larger than about half of interventions.</p> <p><small>Grimson, Furlite and Lindsay, 2021</small></p>	
<p>Phonics Training for staff – use of phonics expert.</p> <p>Cost of expert and staff cover for bespoke training.</p> <p>X3 days cover</p> <p>£10,000</p>	<p><b>Reading Development Framework: July 2021</b></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</a> (Section 3)</p> <p><b>Jim Rose, 2006, Independent Review of Early Reading</b></p> <p><a href="https://www.ioe.ac.uk/reports/2006/06/01/irer/">untitled (ioe.ac.uk)</a></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk/eeef/15-lessons-learned-in-the-eeef-s-first-6-years/">EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.'</i></p>	
<p>Induction for 4x developing leaders (internally run course) followed by...</p> <p>12 days cover costs</p> <p>£2400</p>	<p><b>The EEF Guide to Supporting School Planning: A Tiered Approach</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk/eeef/the-eeef-guide-to-supporting-school-planning-a-tiered-approach-to-2021.pdf">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.'</i></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk/eeef/15-lessons-learned-in-the-eeef-s-first-6-years/">EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</a></p>	

Coaching and mentoring, team teaching and peer review work and cover arrangements	<i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i>	
<p>Deepening learning through improvement to the broad and balanced curriculum – Review of quality of teaching, teacher subject knowledge, coaching and curriculum development.</p> <p>6x days per leader 13 leaders £15,600</p> <p>And 2 legacy days from previous academic year £5150</p> <p>Additional subject knowledge and further development courses for teachers and cover arrangements £14,000 costs of release time cover and £5000 training costs</p>	<p>Budgeting for 6 days release for subject leaders to improve and develop the curriculum so that <b>all</b> pupil outcomes are better.</p>	
<p>Training on engagement for learning and best practice use of additional adult support through MITA</p> <p>Inhouse training of teaching</p>	<p><b>Maximising the Impact of Teaching Assistants (MITA)</b> <a href="http://maximisingtas.co.uk">Impact (maximisingtas.co.uk)</a></p> <p><i>An independent evaluation has found that schools that undertook the MITA programme improved how TAs were deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement.</i></p> <p>And</p>	

<p>assistants (TAs) and followed by TAs and teachers together around best working practices</p> <p>Twilight training and use of inset (February 2024)</p> <p>Additional release time to support on an adhoc basis and dependent on need.</p> <p>(approx. 6 hours cover required each TA)</p> <p>£5000 (potential overtime of additional £5000)</p> <p>£10,000 in total</p>	<p><i>Teacher surveys reported that pupil independence improved, and that TAs had a significant or mostly positive impact on this.</i></p> <p><b>EEF: Teaching and Learning Toolkit</b> <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b> <a href="#">EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</i></p>	
<p>Retention and Specialist Teaching Costs</p> <p>SEND team</p> <p>Additional recruitment costs of staff to the ISP and associated specialist training (over and above notional funding and SEND funding) – includes costs such as TEAM TEACH training PECS, PIVATS, Engagement Model etc</p> <p>£10,000</p> <p>Cost of staffing the Blue Room and Sunflower Room over and</p>	<p><b>The EEF Guide to Supporting School Planning: A Tiered Approach</b> <a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.'</i></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b> <a href="#">EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i></p>	



<p>above the £106,000 received from LA funding £50,000</p> <p>Music Enrichment £12,000 per year</p> <p>Specialist staffing Music for support/coaching staff £28,000</p> <p>Specialist staffing for PE support/coaching staff £10,000</p>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost (OFFSET BY RECOVERY FUNDING OF £26,390 and SCHOOL LED TUTORING OF £10,597): £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring by expert teacher for year 6	<b>Tutor Trust: Affordable Primary Tuition Evaluation Report and Exec Summary (Nov 201, Durham University)</b> <a href="#">26952.pdf (dur.ac.uk)</a>	
Reading, writing and maths	<b>Our own due diligence process on the efficacy of NTP to date. See Appendix A</b>	
1:1 tutoring in year 5 and year 6 as class teachers are released by expert cover teachers for x 3 afternoons per week, so that they can carry out	<b>The EEF Teaching and Learning Toolkit</b> <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on</i>	

forensic support in literacy and numeracy	<i>attainment. Some whole-class and whole-school interventions have shown promise but may take longer to show results</i>	
	<a href="#">One to one tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
1:1 and small group tutoring by expert teacher for year 5 Reading, writing and maths	<i>and</i> <a href="#">Small group tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
	<i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i>	
1:1 and small group tutoring by 2 x expert teachers for year 3 Early reading and reading x 2 days per week  Year 3 additional programme for reading/phonics and writing every morning for 14 weeks – 5 x 30min sessions before school x 4 x TAs and release of teachers through 1 x Expert Teacher	<b>Literacy and Life Expectancy (Feb 2018, National Literacy Trust)</b> <a href="#">Literacy and life expectancy   National Literacy Trust</a> <i>The report found that children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England:</i> <ul style="list-style-type: none"><li>• <i>A boy born in Stockton Town Centre (which has some of the most serious literacy challenges in the country) has a life expectancy <b>26.1 years shorter</b> than a boy born in North Oxford (which has some of the fewest literacy challenges)</i></li><li>• <i>A girl born in Queensgate, Burnley (which has some of the most serious literacy challenges in the country), has a life expectancy <b>20.9 years shorter</b> than a girl born in Mayfield, Wealdon (which has some of the fewest literacy challenges)</i></li></ul>	
1:1 and small group tutoring by expert teacher for year 3 Reading, writing and maths	<i>What's more, these inequalities even exist within the same communities:</i> <ul style="list-style-type: none"><li>• <i>In Middlesbrough, a boy born in the ward of North Ormesby (which has some of the most serious literacy challenges in the country) has a life expectancy of 71.4 years, which is <b>11.6 years shorter</b> than a boy born just <b>2 miles away</b> in Marton East (which has some of the fewest literacy challenges in the country) who has a life expectancy of 83 years; the gap is <b>9.4 years</b> for girls (76.5 years vs 85.9 years)</i></li></ul>	
Y2 Phonics intervention for early readers using tutoring		
Y1 Phonics intervention for early readers Year 1 additional phonics support targeted to children with poor attendance and with difficulties in reading. Almost 80% of these children identified as FSM or vulnerable. Reading/phonics every morning for 14 weeks – 5 x 30min sessions before school x 4 x phonics expert TAs	<b>Reading Development Framework: July 2021</b> <a href="#">The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</a> (Section 3) <a href="#">Section 3: Word reading and spelling (publishing.service.gov.uk)</a> <b>Jim Rose, 2006, Independent Review of Early Reading untitled (ioe.ac.uk)</b>	
Additional SEND support outside of notional funding and EHCs	<b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b>	

<p>(includes speech and language provision)</p> <p>1 x FTE Teaching assistant and specialist teaching x1 FTE Expert Teacher</p> <p>Training delivered to staff within school setting and written programmes. Cost of therapist/year and staffing costs.</p> <p>£110,000</p>	<p><a href="#">EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.'</i></p> <p><b>Literacy Changes Lives</b></p> <p><a href="#">Literacy Changes Lives (2008): An advocacy resource   National Literacy Trust</a></p> <p><i>This review of existing literature presents overwhelming evidence that literacy has a significant relationship with a person's happiness and success. It gives a clear indication of the dangers of poor literacy and also the benefits of improving literacy for the individual, the community, the workforce and the nation.</i></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £203,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support, including:</p> <p>Full-time (DSL)</p> <p>Designated Safeguarding Lead</p> <p>Full time Parent Support Advisor and Attendance Officer</p> <p>Training required for DSLs and PSA</p> <p>Supervision for DSL</p> <p>£70,000</p> <p>Early Help CAF support</p> <p>£3000</p>	<p><b>The EEF Guide to Supporting School Planning: A Tiered Approach</b></p> <p><a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p>and</p> <p><a href="#">Pupil premium - GOV.UK (www.gov.uk)</a></p> <p><b>Relationships Between Student Engagement and Academic Achievement (Gunuc, 2013, International Journal of New Trends in Education)</b></p> <p><a href="#">19.GUNUC (ijonte.org)</a></p> <p><i>The results obtained via the analyses conducted revealed that there were significant relationships between the students' academic achievement and student engagement as well as between their academic achievement and especially the dimensions of cognitive engagement, behavioural engagement and sense of belonging. In addition, it was found out that cognitive, behavioural and emotional engagements - that is class engagement -</i></p>	

LBBB MASH Hub costs (SLA)	<i>predicted academic achievement and explained it with a rate of 10%.</i>	
BDSIP Inclusion Team costs (SLA)	<b>Keeping Children Safe in Education 2021</b>	
£10,000	<a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/Keeping-children-safe-in-education-2021.pdf">Keeping children safe in education 2021 (publishing.service.gov.uk)</a> (page 9 – what school and college staff should look out for)	
EAL support costs (SLA) & Learning Village Subscription with resources	<b>Dissertation: Analysing Links Between Deprivation and School Attendance (Calderwood 2021, University of Buckingham)</b>	
£5000	<b>And</b>	
Counselling Service for pupils and staff	<b>Thesis: Reducing Persistent Absenteeism in Primary Schools (Calderwood 2021, University of Buckingham)</b>	
£3000	<i>The clear links between school attendance and educational outcomes make addressing persistent absenteeism a high priority for all schools.</i>	
Release time for EAL lead x 6 days cover. Plus 2 days legacy from last year	<b>Permanent Exclusions and Suspensions in England (2021)</b>	
£1600	<a href="https://www.gov.uk/government/publications/permanent-exclusions-and-suspensions-in-england-2019-to-2020">Permanent exclusions and suspensions in England: 2019 to 2020 - GOV.UK (www.gov.uk)</a>	
Educational Psychologist Support (SLA)	<b>Pupil Attendance in Schools</b>	
£7000	<a href="https://www.gov.uk/government/publications/school-attendance-and-absence">School attendance and absence - GOV.UK (www.gov.uk)</a>	
X3 1:1 Teaching assistants in classes for pupils with SEMH	<i>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</i>	
£75,000	<b>Children Missing Education 2016</b>	
Farm upkeep costs	<a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/544222/Stat-guidance-template.pdf">Stat guidance template (publishing.service.gov.uk)</a>	
Lunchtime provision for children with behavioural difficulties	<b>School exclusions: a literature review on the continued disproportionate exclusions of certain children</b>	
MDA staffing of lunchtime provision	<a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/544222/School-exclusions-a-literature-review-on-the-continued-disproportionate-exclusions-of-certain-children.pdf">School exclusions: a literature review on the continued disproportionate exclusions of certain children (publishing.service.gov.uk)</a>	
£6250	<i>The extent to which pupils felt they ‘belonged’ in a school was identified as critical in some of the research. This included feeling valued as an individual, having good relationships with peers and teachers, and feeling that their needs were understood and addressed. The higher exclusion rates of pupils with SEMH and additional needs appeared from the research in this literature review to reflect challenges faced by schools and staff in identifying</i>	
Equipment for above lunchtime provision and food for nurture breakfast group		
£2000		

Sensory room, Carousel Room & Blue Room set up costs & resources £10,000	<i>and meeting these needs. This was said to be aggravated by reduced school funding and limited scope to buy in specialist support.</i>	
Attendance awards, including end of year awards £2000		
School Supplementation of trip and visit costs to reduce overall costs for <b>all</b> parents For example, cost of swimming coach in year 5 and costs covered by the school to enable trips to go ahead, when parent contributions do not cover costs. £15,000		

**Total budgeted cost: £555,550 (Funding Total £291,612)**

## 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.

#### **Pupil Outcomes for Catch Up and Pupil Premium Expenditure:**

##### **EYFS**

GLD (Good Level Development) for all pupils.

73% at RGPS and National 67%

Disadvantaged RGPS was 59% versus 65% Advantaged

##### **Year 1 and 2 Phonics**

Year 1 Phonics: 82% versus National 79%.

Disadvantaged RGPS was 67% versus 67% Non- Disadvantaged (no gap)

Year 2 Phonics: 17/26 passed = 65%

Overall pass rate was 90% for Year 1 and 2.

##### **Year 2 SATs**

Key Stage 1 Attainment data (%)

Writing data = 74% EXS; 15% GDS      National = 60% EXS; at GDS 8%  
Disadvantaged v National Advantaged = 56% v 65% EXS; at GDS 8% v 10%

Reading data = 80% EXS; 24% GDS and National = 68% EXS; at GDS 19%  
Disadvantaged v National Advantaged = 72% v 73% EXS; at GDS 12% v 22%

Maths data = 82% EXS; 22% GDS and National = 70% EXS; at GDS 16%  
Disadvantaged v National Advantaged = 72% v 75% EXS; at GDS 8% v 19%

## Year 6

### Results for end of KS2 SATs (national figures in red)

Writing data = 84% EXS; 22% GDS and National = 71 EXS; at GDS 13%  
Disadvantaged v National Advantaged = 80% v 71% EXS; at GDS 10% v 13%

Reading data = 92% EXS; 35% GDS and National = 73% EXS; at GDS 29%  
Disadvantaged v National Advantaged = 90% v 73% EXS; at GDS 45% v 29%

Maths data = 82% EXS; 35% GDS and National = 73% EXS; at GDS 24%  
Disadvantaged v National Advantaged = 85% v 73% EXS; at GDS 20% v 24%

Combined EXS Score for RGPS is 75%. National for 2023 is 59%. Data clearly indicates successful support and strategies implemented to accelerate learning.

Combined EXS Score for RGPS Disadvantaged versus National Advantaged is 75% v 59%.

Combined GDS Score for RGPS is 13%. National combined GDS for 2023 is 8%.

Combined GDS Score for Disadvantaged RGPS is 0%. National combined is 8%.

Gaps between Disadvantaged and Advantaged pupils close as children move through the school from entry into the EYFS. It takes time to make impact and good and better progress accelerates our Disadvantaged pupils, so that each year progress is added.

By the end of Year 6 all of our groups made much better progress than groups nationally. However, our lowest 20% pupils achieve the greatest progress rates of all due to high impact measures, such as the bottom 20% Toolkit, focused group work, adapted planning, a forensic approach to interventions and great teaching from high quality teaching staff.

Despite real successes in attaining the GDS in individual subjects, we were surprised to see that none of our disadvantaged GDS pupils managed to attain GDS in Reading Writing and Maths combined. Many children were very close but this clearly indicates that more input needs to be given to HA Pupil Premium children. This has been earmarked as a school improvement priority this academic year, with HA Boys in particular making less progress than HA Girls in reading and writing.