

# Pupil premium strategy statement 2021-22

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	Rushden Primary Academy
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	31.12.21
Date on which it will be reviewed	31.12.22
Statement authorised by	L Edwards
Pupil premium lead	Charlotte Tamkin
Governor / Trustee lead	E Nuttall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,075
Recovery premium funding allocation this academic year	£ 5,075
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	£ 54,150

# Part A: Pupil premium strategy plan

## Statement of intent

*At Rushden Primary Academy, we strive to ensure achievement for all and overcoming barriers to learning for disadvantaged pupils is at the heart of our Pupil Premium Strategy. When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.*

*We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.*

*We have identified the barriers of disadvantaged children for the period of this strategy plan, these are:*

- Learning gaps caused by school closures and national lockdowns due to the COVID pandemic*
- High levels of low attainment in children with PP and SEND*
- Low attainment, particularly in disadvantaged boys*
- Low attendance and persistent absence from school, as well as poor punctuality*

*To ensure our strategies are effective, we will:*

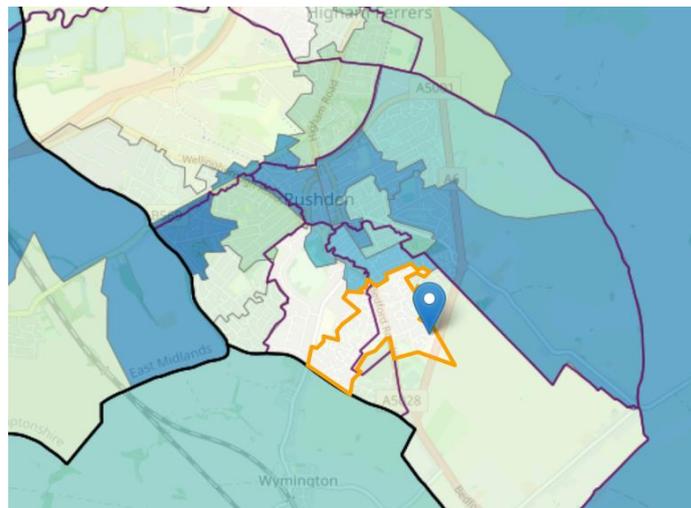
- Use diagnostic assessments to identify gaps in learning and set targeted interventions*
- Use formative and summative assessment to identify accurate starting points and appropriate scaffolding is in place for PP and SEND children*
- Ensure teaching and learning opportunities are accessible and providing challenge to all pupils*
- Work closely with families to provide support for attendance and other wider barriers to learning*

### *Demography and School Context*

*Rushden Primary Academy is a two-form entry community school located in Rushden, Northamptonshire. The school opened in September 2015 with Early Years and mixed KS1 cohort and is now, in September 2021, two-form entry throughout Early Years to Year 6. Most year groups have up to 10 spaces and in Years 1 and 6, the number on roll is significantly lower.*

The map below displays the 'Lower Super Output Areas' (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived.

Whilst our school sits in a neighbourhood that is ranked 31,144 out of 32,844, which is among the 10% least deprived in the country, we have identified that 21 out of 32 of our disadvantaged pupils live in areas surrounding the school which are classed as being among the 20%, 30% and 40% most deprived neighbourhoods in the country.



Other key statistics:

34% of PPG children are female and 66% are male.

Amongst our disadvantaged children, we have 25% of children who are PPG and SEND (7 males and 1 female).

## Challenges

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

Challenge number	Detail of challenge
1	Research has found that disadvantaged pupils have been the worst affected by partial school closures , and the attainment gap has grown due to lockdowns. <a href="#">EEF research evidence.</a>
2	Analysis of disadvantaged pupils' data and discussions with teachers shows that PPG and SEND children require additional support and intervention.
3	Analysis of disadvantaged pupils' data and discussions with teachers shows that PPG boys are attaining lower than PPG girls.

4	Analysis of disadvantaged children's attendance shows that some families need additional support to secure and sustain punctuality and attendance.

## 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
To reduce the difference in progress and attainment for pupils who are disadvantaged compared to non-disadvantaged pupils through quality first teaching.	PIXL analysis will show over the course of the year there is a reduction in learning gaps between disadvantaged and non-disadvantaged pupils.
To improve the attainment of children who are both PPG and SEND.	Suitable assessment analysis is used to focus interventions for children with PPG and SEND to meet their specific needs. SENDCo co-ordinates specific support for teachers and teaching assistants to provide suitable resources and intervention for identified children. SENDCo monitors and quality assures provision for pupils.
To improve the attainment of PPG boys across core subjects	PiXL QLA analysis used to target pupils for quality interventions. PiXL analysis over the course of the year shows a reduction in learning gaps. Interventions planned to provide quality first teaching to raise attainment and improve progress in reading and writing for PPG boys.
To improve attendance and punctuality rates for PPG children.	Engagement with family support offered by FSW. Swift response to those children who are absent or regularly late. To offer free access to breakfast and afterschool club to support good attendance for targeted families

## 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: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Hold teacher conferencing/audits to understand pupil need</i>	This will ensure that PPG lead and teaching staff know what strategies are needed to improve PPG attainment and progress. PPG leader, together with senior leaders, to monitor and evaluate the provision of QFT and the effective application of CPD to ensure teachers' provision is meeting PPG pupils' needs. Where needed, PPG leader, together with senior leaders, provide coaching support to teachers where needed.	1,2,3
<i>Additional teacher/staff</i>	Smaller class sizes achieved in Y6 through the appointment of a class teacher.	1
<i>Quality first teaching</i>	CPD will be provided throughout the academic year to ensure all children, including PPG pupils receive QFT to ensure accelerated progress and improved attainment.	1,2,3

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment of a learning mentor</i>	Learning mentor will have a focus on nurture and behaviour of PPG children as well as providing disadvantaged children with additional interventions to support their learning.	1,2,3,4

<i>Plan appropriate interventions to meet needs of PPG pupils</i>	Teachers to be fully aware of the need of pupils within their class and prepare suitable interventions and deliver QFT as needed to meet the need of the PPG pupils.	1,2
<i>Intervention to inspire boy's writing and reading</i>	<p>Intervention is needed to engage PPG boys in all areas. From discussions with teachers, it is evident that engagement in reading and writing is a particular challenging.</p> <p>PIXL data will support teachers to drive bespoke interventions to meet PPG need. Interventions will be experiential and aligned to the academy's curriculum so that all pupils, particularly PPG pupils, are inspired to read and write based on real life experiences.</p>	

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Improve attendance figures of PPG pupils</i>	<p>Swift action is taken for those children whose attendance is a concern. Letters sent and 'first day response' phone calls made by FSW to identify if any further support is needed.</p> <p>PPG children who are identified as being regularly late or repeatedly absent will be invited to attend breakfast club for free.</p> <p>Meetings held with parents/carers to support them so there is improved attendance.</p>	4
<i>Offer breakfast club to PPG pupils where appropriate</i>	PPG children who are identified as being regularly late or repeatedly absent will be invited to attend breakfast club for free.	4

<p><i>Payment for PPG children enrichment trips inc. Year 6 residential</i></p>	<p>All PPG pupils are allocated £100 to spend on trips, uniform and items from the schoolbook Fair (Max £20).</p> <p>Full or part funding at Principal's discretion for trips, visits, clubs and support in purchasing additional resources as required.</p>	
---	--	--

**Total budgeted cost: £ 54,000**

## 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.

*Despite the difficulties faced by national lockdowns, our pupil premium activity had a positive impact on disadvantaged pupils. We identified that PPG pupils have positive attitudes to learning and provision put in place during the home learning ensured disadvantaged pupils were able to access their learning. We have identified that the gap is being diminished between disadvantaged pupils and all pupils in all year groups, however there are still improvements to be made.*

*Attendance for PP children is improving, although there are still some identified children with persistent absence which we continue to address.*

*The CPD delivered during the academic year of 2020 – 2021 was successful and all teachers are now confident in providing Talk for Writing and Talk for Reading opportunities for all children.*

### 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
Nessy -	Nessy Learning
Talk for Writing and Reading	Talk for Writing

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

