

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	389
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers	2022, 2023, 2024
Date this statement was re-published	October 23
Date on which it will be reviewed	January 2024
Statement authorised by	L Edwards
Pupil premium lead	L Edwards
Governor / Trustee lead	V Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71295 (49 pupils)
Recovery premium funding allocation this academic year	£ 7105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring premium	£2295
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80695

Part A: Pupil premium strategy plan

Statement of intent

At Rushden Primary Academy, we strive to ensure achievement for all; 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*
- Speech and language development in EYFS and KS1*
- High levels of low attainment in children with PP and SEND*
- Low attainment, particularly in writing & maths*
- Low attendance and persistent absence from school, as well as poor punctuality*

To ensure our strategies are effective, we will:

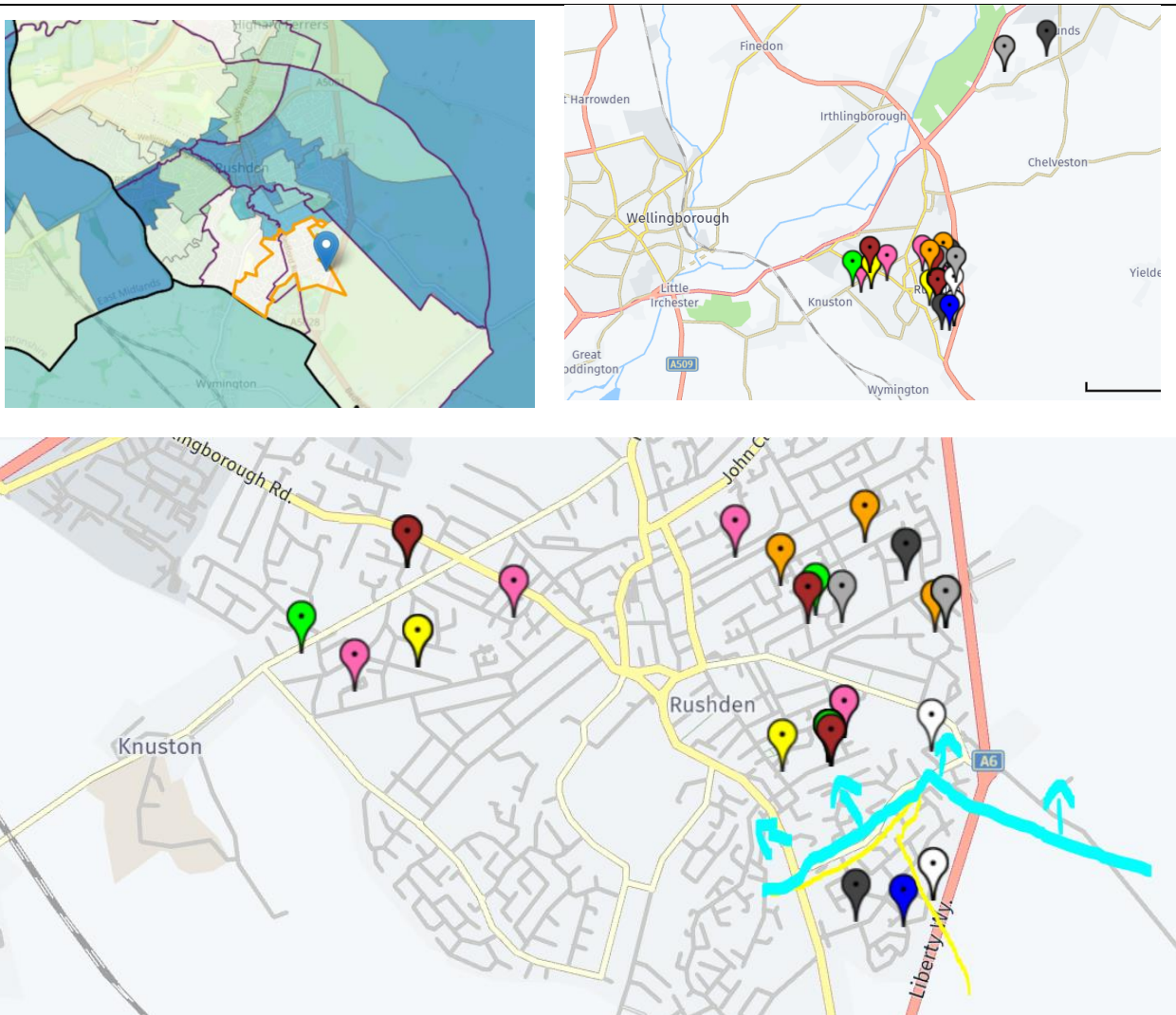
- Use diagnostic assessments to identify gaps in learning and set targeted interventions*
- Use formative and summative assessment to identify accurate starting points and appropriate scaffolding is in place for PP and SEND children*
- Ensure teaching and learning opportunities are accessible and providing 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 2023, two-form entry throughout Early Years to Year 6. Most year groups are close to capacity; however low birth rates have had an impact in the current Y1 (47) and Y3 (49) cohort.

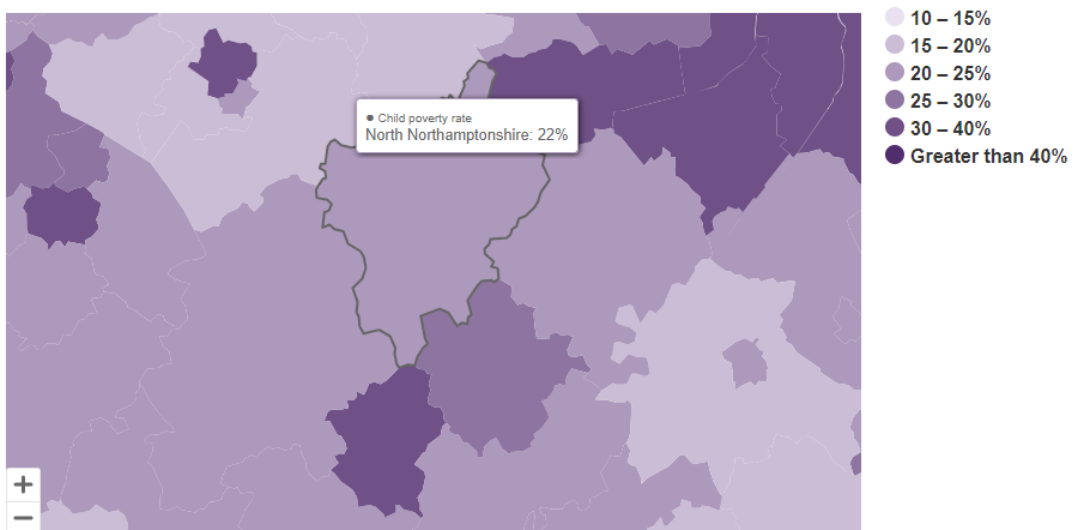
The Indices of Deprivation map below has not been updated since 2019. Although the school is located within the 20% least deprived areas, the school pupils are spread more widely, sometimes coming from the surrounding areas that are in the 10% or 20% most deprived.

Whilst our school sits in a neighbourhood that is ranked 27,429,407 out of 32,844, which is among the 20% least deprived in the country, we have identified that 40 out of 52 of our disadvantaged pupils live in areas surrounding the school which are classed as being among the 30%, 40% and 50% most deprived neighbourhoods in the country.



The Joseph Rowntree Foundation indicates that 22% of children in North Northants are living in poverty.

Child poverty rate estimates by local authority, 2020–21



Other key statistics:

2023 – 2024 Academic Year (September) For this data, a disadvantaged filter has been used which includes PPG, Ever 6, LAC, and PP+.

54% of children are male and 46% are female.

Amongst our disadvantaged children, we have 17% of children who are PPG and SEND.

Boys do not perform as well as girls in any subject.

Disadvantaged Pupils Entry 2023

Pupils who are disadvantaged

		2023-2024			
		Entry			
			Reading	Writing	Maths
		# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Main Assessment	All Pupils	54	39%	31%	37%
	EAL	4	0%	0%	0%
	Not EAL	50	42%	34%	40%
	Boys	29	28%	21%	31%
	Girls	25	52%	44%	44%
	Pupils with SEND	9	11%	11%	0%
	Pupils without SEND	45	44%	36%	44%

EYFS GLD 2023

Pupils (from 2022-2023) in Reception

		2022-2023								
		Summer 2								
		All Pupils	Disadvantaged	Not Disadvantaged	All Pupils		Disadvantaged		Not Disadvantaged	
		# pupils	# pupils	# pupils	# of pupils Expected or higher	% of pupils Expected or higher	# of pupils Expected or higher	% of pupils Expected or higher	# of pupils Expected or higher	% of pupils Expected or higher
EYFS GLD	Main Assessment	47	2	45	29	62%	0	0%	29	64%

There were 2 dis children in EYFS last year. 1 PP. Of these, both were boys.

EYFS Profile

Pupils (from 2022-2023) in Reception, who are disadvantaged

Assessment: Summer 2

		# pupils	% of pupils Expected or higher	2022-2023
Listening, Attention and Understanding		2	0%	Attachment Based Chart
Speaking		2	50%	Attachment Based Chart
Self-Regulation		2	50%	Attachment Based Chart
Managing Self		2	50%	Attachment Based Chart
Building Relationships		2	50%	Attachment Based Chart
Gross Motor Skills		2	0%	Attachment Based Chart
Fine Motor Skills		2	0%	Attachment Based Chart
Comprehension		2	0%	Attachment Based Chart
Word Reading		2	0%	Attachment Based Chart
Writing		2	0%	Attachment Based Chart
Number		2	0%	Attachment Based Chart
Numerical Patterns		2	0%	Attachment Based Chart
Past and Present		2	0%	Attachment Based Chart
People, Culture and Communities		2	0%	Attachment Based Chart
The Natural World		2	0%	Attachment Based Chart
Creating with Materials		2	0%	Attachment Based Chart
Being Imaginative and Expressive		2	0%	Attachment Based Chart
EYFS GLD		2	0%	Attachment Based Chart

Phonics – Y1 2023

Pupils (from 2022-2023) in Year 1

						2022-2023		
						Summer 2		
						Phonics Score		
			All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
			# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	Year 1	All Pupils	61	8	53	69%	38%	74%
		Boys	34	5	29	65%	60%	66%
		Girls	27	3	24	74%	0%	83%

KS1 performance data 2022

Pupils (from 2022-2023) in Year 2

			2022-2023					
			Summer 2					
			All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
			# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	Main Assessment	All Pupils	49	6	43	67%	33%	72%
		Boys	20	3	17	55%	33%	59%
		Girls	29	3	26	76%	33%	81%
Writing	Main Assessment	All Pupils	49	6	43	61%	17%	67%
		Boys	20	3	17	45%	0%	53%
		Girls	29	3	26	72%	33%	77%
Maths	Main Assessment	All Pupils	49	6	43	69%	33%	74%
		Boys	20	3	17	70%	67%	71%
		Girls	29	3	26	69%	0%	77%
Reading/Writing/Maths	Main Assessment	All Pupils	49	6	43	57%	0%	65%
		Boys	20	3	17	45%	0%	53%
		Girls	29	3	26	66%	0%	73%

There were 6 dis pupils in Y2. 3 girls, 1 with SEN, and 3 boys, 1 with SEN.

Dis children do not perform as well as non-dis in any subject. No dis girls achieved EXS in Maths. No dis boys achieved EXS in writing.

KS2 performance data 2023

Pupils (from 2022-2023) in Year 6

			2022-2023					
			Summer 2					
			All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
			# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	SAT Scaled Score	All Pupils	58	8	50	72%	75%	72%
		Boys	33	5	28	70%	90%	68%
		Girls	25	3	22	76%	67%	77%
Writing	SAT Scaled Score	All Pupils	58	8	50	83%	50%	88%
		Boys	33	5	28	79%	60%	82%
		Girls	25	3	22	88%	33%	95%
Maths	SAT Scaled Score	All Pupils	58	8	50	74%	38%	80%
		Boys	33	5	28	79%	40%	86%
		Girls	25	3	22	68%	33%	73%
Reading/Writing/Maths	SAT Scaled Score/Main Assessment	All Pupils	58	8	50	64%	38%	68%
		Boys	33	5	28	61%	40%	64%
		Girls	25	3	22	68%	33%	73%

In year 6, (2022-23 cohort) there were 8 dis pupils. 3 girls, 2 with SEN, and 5 boys, 4 with SEN.

Dis boys achieved higher in all subjects, including combined. However, this alters when looking at shadow data for pupils that joined RPA in R and KS1. This identifies 4 pupils, 3 boys, and 1 girl, who achieved in all areas.

Maths is a clear area of focus for disadvantaged boys and girls.

Pupils (from 2022-2023) in Year 6, who joined in Reception, Year 1 or Year 2

			2022-2023					
			Summer 2					
			All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
			# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	SAT Scaled Score	All Pupils	46	4	42	72%	75%	71%
		Boys	26	3	23	69%	67%	70%
		Girls	20	1	19	75%	100%	74%
Writing	SAT Scaled Score	All Pupils	46	4	42	89%	75%	90%
		Boys	26	3	23	85%	67%	87%
		Girls	20	1	19	95%	100%	95%
Maths	SAT Scaled Score	All Pupils	46	4	42	74%	50%	76%
		Boys	26	3	23	77%	33%	83%
		Girls	20	1	19	70%	100%	68%
Reading/Writing/Maths	SAT Scaled Score/Main Assessment	All Pupils	46	4	42	65%	50%	67%
		Boys	26	3	23	62%	33%	65%
		Girls	20	1	19	70%	100%	68%

Challenges

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

Challenge number	Detail of challenge
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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. EEF research evidence .
2	Analysis of disadvantaged pupils' data and discussions with teachers shows that PPG and SEND children require additional support and intervention – gaps are widest for these pupils.
3	Analysis of disadvantaged pupils' data and discussions with teachers shows that there is no concrete trend for PPG and gender. Both girls and boys track lower than non-ppg, depending on the year group or class. Writing & maths data tracks lower than that of reading for PP pupils.
4	Analysis of disadvantaged children's attendance shows that some families need additional support to secure and sustain punctuality and attendance. Where PPG attendance is low, attainment is also low.

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
1	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.
2	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. Target early intervention into the EYFS and KS1 to prevent gaps from opening.
3	To improve the attainment of key PPG groups 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 maths and writing for PPG key groups.

4	To improve the attainment in Maths for all PPG children	<p>PiXL QLA analysis used to target pupils for quality interventions.</p> <p>Learning mentor clearly targeted to close these gaps</p>
5	To improve attendance and punctuality rates for PPG children.	<p>Engagement with family support offered by FSW. Update to Attendance policy and procedure.</p> <p>Swift response to those children who are absent or regularly late.</p> <p>To offer free access to breakfast and afterschool club to support good attendance for targeted families</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: £38 ,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.	1,2,3,4
<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.	1,2,3,4
<i>Speech and Language support</i>	EYFS speech and language intervention & staff to deliver	1,2

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

Budgeted cost: £17, 415 (Recovery Premium, Tutoring Premium & PPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning mentor – targeted, high-quality intervention</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.	1,2,3,4,5
<i>Learning mentor – ready to learn</i>	Learning mentor to provide meet and greets and morning nurture for PPG	5

	children at risk of becoming persistent absent/late	
<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.	1,2,4
<i>Engagement with online platforms</i>	IPads & laptops provided on long-term loan for home use to encourage engagement with home learning	1,2,3,4

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

Budgeted cost: £ 31,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	5
<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.	5
<i>Payment for PPG children enrichment trips inc. Year 6 residential</i>	<p>All PPG pupils are allocated £100 to spend on trips, uniform and items from the School Book 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>	5

<i>Health & wellbeing</i>	<p>Targeted sports club access for PPG children</p> <p>PPG lunchtime provision</p> <p>Development of a nurture space</p>	5
<i>Music lessons</i>	Supplemented music lessons for PPG children	5

Total budgeted cost: £ 87,125

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 2021 to 2022 academic year.

The pupil premium strategy was delivered effectively during 2022-23 without disruptions, as in the previous years due to the pandemic. The PPG grant enabled significant pastoral and mental health & wellbeing support for the most vulnerable children. This had a positive impact on their attitudes towards school and social, emotional and behavioural issues.

Whilst the gap is closing in KS2, with Y6 PPG outcomes having significantly closed in the Y6 SATs outcomes, the gap between PP and non remains in the lower years. Boys are no longer underperforming against girls in all year groups. Reading progress must remain an area of focus as the confidence interval has widened, especially for children in receipt of the PPG. Maths has been identified as needing continued focus moving forward. The appointment of the Learning Mentor has had a significant impact on closing gaps for targeted children. The year 23-24 will see more targeted focus in EYFS and KS1 to close gaps earlier.

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

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
Accelerated Reader	Renaissance
Atom	
Little Wandle	

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