



# Rushwick CE Primary School

‘Ask, seek, knock’

## Pupil Premium Strategy Statement

### EVALUATION 2024-2025

Last reviewed on: September 2024

Next review due by: September 2025



## Pupil premium strategy statement – Rushwick CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	D Holley
Pupil premium lead	D Holley
Governor / Trustee lead	Maria Gardner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,980.00
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£26,980.00</b>
<b>Total Spent</b>	<b>£26929.80</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the 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, 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 teaching is at the heart 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 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 excel. 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 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

### Demographics and school context

Rushwick CE Primary School is a Church of England School located in the Rushwick area of Worcester. It is a one form entry school with a total of 159 pupils currently on roll. The majority of pupils are of white British ethnicity. Currently the percentage of pupils eligible for Pupil Premium funding is 12%.

### Strategy Objectives

1. To narrow the gap between disadvantaged and other pupils
2. For an increased percentage of pupils to reach national expectations
3. Ensure vulnerable families are supported

At Rushwick we recognize that supporting the well-being, mental health and safety of our pupils is equally as important as raising attainment, so all of our priorities are centered around meeting the needs of the whole child.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, pupil discussions and audit of resources suggest that reading across the school needs developing especially in key stage 2. The lowest 20% of pupils need appropriate resources to be excited and enthused about reading. Assessments, observations, and discussions with pupils suggest some disadvantaged pupils have greater difficulties with reading than their peers.
2	There are a number of pupils with a range of speech and language barriers to learning.
3	Discussions with pupils indicate the need to provide further access to wider enrichment opportunities including off site educational visits.
4	We have an increased number of pupils who needs social, emotional and behavioural support to manage feelings and emotions. This is having an impact on their ability to access learning successfully.

## 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
Improved reading attainment among disadvantaged pupils.	Reading outcomes across key stage 2 are improved.

	<p>Regular analysis of Arbor assessment data highlights the pupils that need targeting for additional intervention where needed.</p> <p>Internal data each term is used to track progress and gaps, these are discussed in pupil progress meetings.</p>
Improved love of reading especially for boys in key stage 2.	<p>Reading books are suitable and meet the needs of the boys in particular.</p> <p>Reading outcomes are improved.</p> <p>Boys are inspired to read more and often.</p> <p>Reading and writing outcomes improve.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Rigorous tracking and monitoring of data used by staff, at all levels, to set smart, meaningful targets for pupils to identify misconceptions, improve rates of progress and implement intervention where needed	<p>Arbor data system is embedded in school.</p> <p>Provision maps used to identify baseline for intervention and progress made.</p> <p>Data trends across school are on an upward trajectory in all subjects.</p>
Learning behaviours are improved as a result of the social and emotional support pupils receive as well as self- motivation to succeed	<p>Use of the Trauma informed Approach supports pupils social, emotional and mental well-being.</p> <p>Pupils are equipped with the skills needed to access learning confidently.</p>
Improved wider opportunities for all pupils to improve pupil aspiration and pupil experiences.	<p>Pupils have the opportunity to access a range of after school clubs each term. Pupil voice is used to identify the needs each term.</p> <p>Planned educational visits to further enhance/support the curriculum are planned throughout the year and funded where needed.</p> <p>Visitors are planned into school to further enrich experiences as well as provide aspiration.</p>

## EVALUATION 2024-5

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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Staff CPD	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/technical-appendix</a></p>	all	<p><b>£500</b></p> <p>4 x ½ days RB T&amp;L Partner DOWMAT</p> <p>Reading CPD &amp; introduction of Reading Gems.</p> <p><b>Outcomes in Reading</b></p> <p>PP (Disadvantaged):</p> <p>Generally underperforming in early years and KSI:</p> <ul style="list-style-type: none"> <li>○ Y1 PP Reading/Writing EXS+ 40% (0% GDS).</li> <li>○ Y3 PP Reading/Writing EXS+ 33.3% (0% GDS).</li> </ul> <p>Positive outlier in Y6 PP: 100% Reading EXS+, 75% Writing EXS+, strong GDS.</p>
Training for staff to ensure assessments are interpreted and administered correctly.	<p>Training from Arbor on inputting and analysing data accurately.</p>	I	N/A
Enhance the teaching and support of reading and reading resources to support pupils particularly in key stage 2.	<p>There is extensive evidence on the way reading should be taught in primary schools. Purchasing of termly NTS reading assessments to monitor progress.</p> <p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">The reading framework (publishing.service.gov.uk)</a></p>	I	<p><b>£1,260</b></p> <p>NTS tests were used to support teacher assessments and enable robust referrals to be made for children below EXS.</p> <p>2 x EHCNA</p> <p>3 x LST</p>
Improve the quality of social and emotional (SEL) learning through the Trauma	<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):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>Training for 2 members of staff.</p>	4	N/A

Informed Approach.	Trauma informed approaches will be embedded into routine educational practices and supported by professional development and training for staff.		
Training for staff to support speech and language	There is extensive evidence on the impact of early communication and language development with learning later on in the primary years.  <a href="#">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a>	2	2 TAs trained in S&L support for children. Expertise shared with staff.
Emotional Coaching Training for all Teaching Assistants	The study found a perceived reduction in staff's emotion dismissing and increases in positive acknowledgement of children's emotions, improved professional practice and adult self-regulation and developments in children's self-regulation and behaviour.  <a href="#">Emotion Coaching (2024/25)   EEF (educationendowmentfoundation.org.uk)</a>	5	N/A

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

Budgeted cost: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Engage with reading interventions using the Project X resources	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="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2,	Project X  Children made an average of 7.75 books progress. On average 2 zones progress.  <b>528 hours x £15.60 = £8236.80</b> <b>TA salary</b>
Floppy Phonics Interventions	<a href="#">EEF (+5 months)</a>  Phonics has a positive impact in the development of early reading particularly children from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</a>	1	<b>Phonics intervention</b> <b>1 hour x daily = 5 x 38 = 190 hours x £ salary = £2964</b>  71% of children passed their phonics screening. 60% of PP children passed their phonics. 83% of not eligible for PP passed their phonics.
S&L EYFS support	There is extensive evidence on the impact of early communication and language development with learning later on in the primary years.  <a href="#">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a>		<b>TA in EYFS to support SALT</b> <b>3 hour per day x 38 weeks x £15.60 = £8892</b>

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

Budgeted cost: **£6,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Whole staff training on team teach strategies to support behaviour and well being approaches.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	4	Annual fee of £160 was paid Jan 2025 Bound & Numbered Book shows 5 occasions Team Teach was required and used effectively to support children to regulate.
Residential/educational visits/visiting speakers Forest School	Raise aspirations of learners and provide them with wider opportunities.	3	£4697 £220 Year 6 Pioneer Trip Nov 2024

During 2024/5 we have worked with Year 1 and a group of older Keystage 2 altogether. We have focused on being more independent, risk assessors and risk takers, team work, confidence and emotional regulation. We have had around 7 Year 1 pupils and then a group of Year 4/5 children. Because of this, we have encouraged the older children to often buddy up with younger children in tasks to pass on their knowledge and skills and 'mentor' younger ones which has been mutually beneficial for both - encouraging good communication skills, patience, teamwork and being able to use suitable language to explain themselves to each other.

We have worked a lot on social skills during basecamp circle time, especially speaking and listening skills. There were many Year 1 children who showed a lack of confidence as well as constantly interrupting, couldn't sit and follow a conversation and showed poor concentration skills. We have given over time each session to find out how their day has gone/how they are feeling using a simple scoring system and again at the end of the session with us, thinking about how nature can have a calming influence on them (including biophilia research, such as the flickering of flames in fire or the rustling of leaves etc on trees) We have worked on the safety elements of campfire cooking each week and the etiquette of turn taking, risk assessment and responsibility of gathering resources and building it.

The difference has been so rewarding to see. The children are more confident in themselves to share information about themselves as well as listen to each other. Their individual personalities have come out and particularly the enthusiasm for bug hunting and what they have found each week which has rubbed off on others (their teacher has expressed that 'bug hunting mania has taken over their class now from this group!')

One particular Year 1 boy has really grown in his listening skills and using his manners so much better now as well as sharing ideas whilst another has stopped interrupting at every opportunity and listens thoughtfully before adding his ideas. Three girls were very shy back in Sept, with EAL also holding them back. They have grown in confidence and their love of being outside in forest school and the smaller group situation has given them space to let their personalities shine as well as feeling valued for what they have to say amongst their peers. They really enjoy holding up their achievements each week and thrive on praise.

Some of the older girls had quite a lot of emotional difficulties at the start of the term in September - falling out, sulking if not chosen, putting their heads down and giving up etc. They have come into the woods often overwhelmed from their school day/playtimes and so on. We have seen a growth in maturity levels, volunteering to help at snack time to give out hot chocolate/drinks, food and assisting younger ones. We feel that knowing they have this special time/safe space each week to look forward to actually motivates them during their school week and they really look forward to it. The older children have also had some ownership over what they would like to include within the

forest school planning. For example, we noticed many have sensory needs, so we offered different ways to address this and they have suggested making fidget toys which we have tried to incorporate using herbs, spices, petals, leaves etc and mixing these into salt dough they made as well lavender bags to help them keep calm in stressful situations.

This was greatly received and they were really proud of what they had implemented and achieved.

We have seen a huge difference in how the children respect nature over the year also. At the beginning they didn't seem to know how to handle insects they found, and there wasn't much consideration for sharing equipment, where they then left their things to be easily trodden on and broken etc. Now they take care to catch insects with gentle movements using paintbrushes to brush them into pots, examine and identify what they have found and then instead of trying to sneak them home, understand that we have to put them back where we found them and they make little big homes and 'habitats' for them to live. Children have nurtured seeds, plants and created a herb garden within the forest, that they water and weed each week. We have started working on biodiversity which will continue in 2025/26.

They have started to identify different trees, nuts, fruit etc and again this is more of a focus for next year.

Activities over the year have included building on previous Bushcraft skills in a more confident and independent way to make crafts using sawing (medals, owls and boats), flint and steel to make their own fire, drills, hammer and nails, making teepee dens and learning knots, making animal homes and making bows and arrows. They have also been allowed to include some input into what they have wanted to do within their time, giving ownership to them. We have also given them time to play games and have small competitions, so that we are working on the responses to success/failure, winning/losing and how to be resilient. When children say 'I can't do it', we encourage 'I can't do it yet' and allow them the time to persevere and keep coming back to and practicing some of the same skills again each week.

In conclusion, the special group time these children receive each week in Forest school is invaluable in allowing them to shine within a smaller situation in a familiar and calming surrounding, supported with their emotions and social skills and has built on confidence and self regulation with nature at the forefront of what we do. They are proud of themselves for what they learn and achieve and have created a wonderful bond with each other - their forest friends - with whom they feel safe, accepted and valued by.

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All	N/A
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	Budget	Actual
Quality First	£9500	£1760
Targeted Support	£10500	£20092.80
Wider	£6980	£5077