



Pupil premium strategy statement

This statement details our school's use of pupil 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 | The Rushmere Park Academy |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 to 2025/2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Sept 2026 |
| Statement authorised by | Mr Callender Principal |
| Pupil premium lead | Mr Callender |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 50,925 |
| Recovery premium funding allocation this academic year | £ 4,585 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| 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 | £ 55,510 |

Part A: Pupil premium strategy plan

Statement of intent

At The Rushmere Park Academy we target the use of Pupil Premium Grant funding to ensure that pupils in receipt of the pupil premium grant receive a high quality education that meets their needs and supports their growth and progression irrespective of their starting point.

We recognise that a wide range of common barriers to learning can be: less support at home, weak language and communication skills, lack of confidence, lack of aspiration due to limited knowledge and worldly understanding, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing in addition to financial burdens on families. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that teaching and learning opportunities meet the needs of all the pupils.

Our provisions are made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. However, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their counterparts
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

- Access a wide range of opportunities to develop their knowledge and understanding of the world
- To aspire to obtain a level 4/5 qualification or career path.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residentials and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

(This is not an exhaustive list and strategies will change and develop based on the needs of individuals.)

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access school support from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 2 | Underdeveloped listening and attention skills among many disadvantaged pupils. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. |
| 4 | Pupils and families have identified social and emotional issues, notably due to family circumstance and a lack of enrichment opportunities. |

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 |
|---|--|
| Progress in oral language and vocabulary | Achieve at or above national average progress scores in Reading at the end of Yr 4 (KS2) |
| Phonics | Achieve at or above national average expected standards in the Phonic Screen Check |
| A rich, well-resourced and diverse curriculum | Children experience a wide array of subjects, gain knowledge and understanding of the world around them and aspire to access further educational opportunities or skilled careers. |
| Whole child approaches | Improved attainment and progress. Positive impact on social and emotional well-being. Positive impact on relationships with families. Whole school Inclusion data to be monitored. |
| Other | Target punctuality and attendance to be above 95% |

| | | |
|--|---|---------|
| Autism Training | Numbers of pupil with diagnosed ASC are continuing to increase in the school and all staff need to know how best to support their learning, especially ASC pupils who are from disadvantaged backgrounds. | 1,2,4 |
| Read Write Inc phonics training for teaching staff | EEF Key Findings state that phonic learning is an important component in the development of children, particularly those from disadvantaged backgrounds. <i>(EEF – Phonics)</i> | 1,3 |
| SEND Admin / inclusion support | SEN/EAL tracking, liaison with staff and parents, referrals to LA. <i>(EEF SEN mainstream review)</i> | 4 |
| HLTA | The additional teaching staff ensure progress accelerates in KS1 | 1,2,3 |
| Positive Handling cpd | Increases in reports of physical interventions being received by behaviour lead | 4 |
| Curriculum support materials for foundation subjects | Providing pupils and staff with high quality learning resources will better support high attainment and progress | 1,2,3,4 |

Targeted academic support

Budgeted cost: £10,510

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------|---|-------------------------------|
| School trip support | Financially assisting with educational visits. Pastoral lead to be responsible for identifying potential issues with finances with educational visits by building good relationships with parents. <ul style="list-style-type: none"> • Whole School trips • Yr 1 - 4 PE clubs • Yr 3 – Swimming lessons • Yr 4 – Summer Residential Exposure to new experiences and places of interest. Increased levels of health and well-being. Providing a wealth of opportunities and experiences beyond the classroom. | 4 |
| Extracurricular offer | Providing pupils with access to individual dance/music lessons etc can better support their routines for learning and focus outside of school. | 4 |

| | | |
|---|--|------------|
| Quality First Teaching CDP | <p>Oral language approaches include:</p> <ul style="list-style-type: none"> • Targeted reading aloud and book discussion with young children • Explicitly extending pupils spoken vocabulary • The use of structured questioning to develop reading comprehension • The use of talk for writing <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Oral Language and communication – EEF evidence</p> | 1, 2 |
| 1:1 half termly pupil progress | <ul style="list-style-type: none"> • Time for professional dialogue regarding support needed. | 1, 2, 3, 4 |
| Meetings with teachers/Deputy head/principal | <ul style="list-style-type: none"> • Intervention groups identified • Individuals highlighted for the NTP • 6 weekly review of progress • Collected responsibility for PPG children's progress and attainment • Staff clear about who the PPG children are and what their next steps are <p>EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD</p> <p>Sutton trust - quality first teaching has direct impact on student outcomes Training and supporting staff will ensure the delivery of target support.</p> | 1,2,3,4 |
| Proving transport to educational appointments | <p>Ensuring that families are no disadvantaged by transport arrangements to educational settings if these appointments are to assist an individual PPG child.</p> | 4 |

Wider strategies

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Safeguarding support from DSL and deputy DSL | Increased numbers of family referrals for Early Help and Early Help plus illustrate the growing need of support for families. | 4 |
| Positive handling | Increases in numbers of physical interventions taking place. Staff need to be reinsured by appropriate training. | 4 |
| Attendance officer | A higher percentage of PP pupils are late to school than non-Pupil Premium pupils. EEF evidence | 4 |
| Group nurture | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF, 2023) | 4 |
| Mental Health Lead | See EEF's approach to social and emotional learning 2019 | 4 |
| Social Emotional and Mental Health provision | Some of our disadvantaged pupils struggle to integrate into a mainstream classroom on a consistent basis. 'Exploring different approaches in alternate provision', EEF. | 4 |
| Wrap-around care | All PPG pupils are offered Breakfast club provision from 8am. After school care is accessed on an individual bases on short, medium and long term support plan. | 4 |
| Nutrition | Milk & Fruit is purchased for all pupils throughout the school as an inclusive programme and part of our healthy eating programme. | 4 |

Total budgeted cost: £ 55,510

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.

In 22/23 Y2 cohort, 25% are recorded as Ever 6 (Pupil Premium) on the school Autumn 2022 census.

Y1 Phonics Test

62.5% passed the check in 2023

28% PPG pupils passed the check

2023

Achieve at or above national average progress scores in Reading at the end of Yr 4 (KS2):

High SEN and social emotional and mental health need resulted in low attainment for the Y4 cohort. Despite intervention, though progress was made, the attainment gap did not close enough. This will continue to be a focus area.

Achieve at or above national average expected standards in the Phonic Screen Check: Nationally, PPG attainment in phonics was 67%. However, our data shows only 28% of PPG pupils achieving the expected standard. Many of our PPG pupils within this cohort were also SEN with some integrating from the specialist resource provision.

Children experience a wide array of subjects, gain knowledge and understanding of the world around them and aspire to access further educational opportunities or skilled careers:

The PPG funding has been used to enhance pupils' experiences, subsidising trips and extracurricular activities whilst also improving curriculum resources and accessibility for pupils.

Improved attainment and progress. Positive impact on social and emotional well-being. Positive impact on relationships with families:

Focuses on behaviour, social, emotional and mental health well being have positively improved our offer for PPG pupils. Well resourced nurture groups, interventions and close working with families will continue to be a focus.

PPG pupils are performing below their peers on comparative cohort data and SEND is a contributing factor. Targeted support will be put in place and reviewed with class teachers each half term.

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 |
|-----------|----------|
| | |
| | |

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? | 0 |
| What was the impact of that spending on service pupil premium eligible pupils? | 0 |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.