



Russell Street School

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Pupil Premium Strategy Statement

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 and is based on the October Census.

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	Russell Street School
Number of pupils in school	185 (Not including Nursery)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) <u>This statement will be reviewed annually.</u>	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Dawn Robinson - Headteacher
Pupil Premium Lead	Mrs Sonia Camp - Assistant Headteacher
Governor / Trustee lead	Mrs Elizabeth Parckar

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£51,245
1 + Post LAC (£2,410)	£53,655
Recovery premium funding allocation this academic year	£5,220
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£58,875



Part A: Pupil Premium Strategy Plan

Statement of intent

At Russell Street School, we target the use of Pupil Premium funding to ensure our disadvantaged pupils receive the highest quality of education to enable them to succeed personally socially and academically. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will ensure that all children in our school are given access to teaching, learning and rich life experiences that meets the needs of all. We will ensure that children who belong to vulnerable groups have appropriate provision made for them.

Ultimate objectives:

- Remove barriers to learning created by poverty, family circumstance and background.
- Continue to improve attendance with a 96.5% expectation for ALL.
- Ensure that teaching and learning opportunities meet the needs of all pupils. Quality First Teaching is prioritised and improves outcomes for all. Professional Development is prioritised through the EEF (Effective Professional Development Steps – see School Development Plan).
- To continually use diagnostic assessment to inform where Targeted Academic Support is needed. High quality interventions with highly skilled professionals will complement classroom teaching.
- To provide rich and varied Cultural Capital experiences.

*When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals/Pupil Premium will be socially or academically disadvantaged.

*We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

* We reserve the right to allocate Pupil Premium funding to support any pupils or groups of pupils the school has identified as being socially, economically, financially or academically disadvantaged.

Our context:

- We are transitioning from a three form entry school, to a core two form entry school. We currently have a Nursery, two Reception Classes, two Year 1 classes and three Year 2 classes.
- As of September 2022, we have 220 children (including Nursery) on roll and 37 Pupil Premium children (2 Post Looked After children).
- Our deprivation Pupil Premium Allocation for 2022-2023 is £51,245 + 1 POST LAC £2,410 total - £53,655. We offer full-time places for all of our Pupil Premium Nursery children. They receive 15 free hours and we use our Pupil Premium funding to top up with an extra 15 hours for these children. While the October Census doesn't include Nursery, there were 33 children in our Nursery.
- At the time of the October 2021 Census, there were 185 children on roll (not including Nursery): 51 Reception, 70 children in Year 1 and 64 children in Year 2.

Achieving our objectives:

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

- Have a highly skilled and dedicated team to monitor, track and improve attendance.
- Provide all staff with CPD to ensure pupils receive consistent Quality First Teaching.
- Provide Targeted Academic Support to quickly address identified gaps in learning, including the use of small group work and 1:1 tuition.
- Provide opportunities for all pupils to participate in enrichment activities to enhance their Cultural Capital experiences and character development linked to: SMSC, wider experiences, trips, visits and assemblies.

*This is not an exhaustive list, as provision will change and develop based on the needs of our pupils.




Challenges


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

Challenge number	Detail of challenge
1	<u>Attendance</u> Attendance in classes and year groups varies. While our attendance for this academic year is above national across the school, it is essential this continues to be a whole school priority.
2	<u>Quality First Teaching/CPD</u> Our commitment to close the attainment gap and provide all children with Quality First Teaching is a whole school priority. Professional Development for all staff is essential to making the biggest difference to children's learning and ultimate success in school.
3	<u>Cultural Capital and Character Development</u> We recognise that the causes of educational inequality stretch far beyond the classroom. Cultural Capital is the essential knowledge that children need to prepare them for their future success. Through interactions with pupils, parents and carers; it is evident our disadvantaged children have very limited opportunities to explore, learn and develop outside of the classroom. Leaders will use the Pupil Premium allocation and curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.
4	<u>Targeted Academic Support</u> Specific groups of children have been identified through diagnostic assessment who require targeted academic support to enable them to succeed and match the successes of their non-disadvantaged peers. This support must be finely tuned to the needs of individual/groups of pupils.

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
<ul style="list-style-type: none"> For All children to achieve 96.5% + attendance. 	<ul style="list-style-type: none"> Any child at that is at risk of their attendance being below 96.6% will be prioritised and rapid action will be taken by the school attendance officers to work with parents/carers to quickly improve this. Persistent absentee pupils will be tracked and monitored carefully through our pastoral system and support provided to improve their attendance. Attendance staff will work with parents and pupils providing support in the best way to ensure a high level of attendance. (Attendance will be measured/tracked weekly and shared with SLT and class teachers.)
<ul style="list-style-type: none"> To improve Quality First Teaching – CPD for all. 	<ul style="list-style-type: none"> Teaching staff will develop their practice with the use of 'WalkThrus' (a selection of evidence-informed teaching strategies) to ensure that all staff have a truly unique repository of key valuable teaching methods to use in their classrooms. 

	<p>https://www.walkthrus.co.uk/</p> <ul style="list-style-type: none"> The WalkThrus will bridge the gaps between what we currently have strong evidence for in terms of developing pupils' learning and precise guidance on how this might be brought to life in daily practice. Staff to use the 5 a day approach (See EEF and School Development Plan).  <p>Implemented successfully, this will:</p> <ul style="list-style-type: none"> Improve outcomes in reading and mathematics. Secure effective professional development will enable teachers to use diagnostic assessment to address learning gaps. Success will be measured by closely looking at data and assessing whether the majority of children have achieved the intended endpoints.
<ul style="list-style-type: none"> To provide opportunities to enhance the six key areas of development that are interrelated and contribute to building a student's cultural capital and character development. 	<p>Carefully plan rich cultural capital learning opportunities for:</p> <ul style="list-style-type: none"> Personal Development Social Development Physical Development Spiritual Development Moral Development Cultural development <p>We plan to visit our local community, as well as plan visits within the city and beyond to broaden the children's rich experiences. We will continue to plan for visits to school too.</p>
<ul style="list-style-type: none"> To improve targeted support for all pupils. 	<ul style="list-style-type: none"> Teachers and highly trained support staff will use diagnostic assessment to address learning gaps and plan for flexible groups or individuals to receive additional support.

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)

Activity	Evidence that supports this approach	Challenge number:
<p>Provide Quality First Teaching for ALL children.</p> <p>Provide all staff with:</p> <ul style="list-style-type: none"> Continued CPD using WALKTHRU, PEP MK and the EEF – EFFECTIVE PROFESSIONAL DEVELOPMENT. Teachers will use the ‘5- a day’ approach in their teaching. Teachers will use the power of feedback to help pupils progress. <p>Each class teacher to be allocated £500 for continued CPD.</p> <p>CPD £4000 PEP MK £990 Total £4,990</p>	<p>The EEF describe the impact Quality First teaching: <i>‘The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. School plans to maximise teaching quality may include:</i></p> <ul style="list-style-type: none"> <i>high quality daily teaching: the ‘five-a-day’ approach;</i> <i>improving literacy and mathematics outcomes;</i> <i>securing effective professional development; and</i> <i>using diagnostic assessment to address learning gaps.’</i> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	2,4
<p>Provide opportunities to enhance Cultural Capital and Character Development.</p> <p>Cost:£360</p>	<p>Cultural Capital is all about providing children with experiences and opportunities to help them progress and achieve success.</p> <p>When children start in Early Years, they already have a different range of experiences in learning and play and this gap significantly widens as the pupils mature. We aim to provide children with a range of experiences to enhance their cultural capital and character development. This is not only through first hand experiences, but also extending their knowledge, vocabulary and understanding of the world around them.</p> <p>We will be planning more trips to complement our unit plans and enhance the experiences for all children. We will subsidise 2 trips per year for our disadvantaged children. Trips provisionally planned:</p>	3

	<p>MK Museum MK Gallery MK Theatre Farm Visit Various Stony Stratford Indian Dance workshop African Dance workshop Dinosaur visit Explorer Dome</p> <p>https://www.suttontrust.com/news-opinion/all-news-opinion/creating-cultural-capital/</p> <p>https://www.bringingwords.org/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £38,804

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist writing teacher to improve outcomes for those identified through diagnostic assessment. £12,232	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2,4
Specialist Maths teacher to improve outcomes for those identified through diagnostic assessment. £12,232	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2,4
Small Pupil Premium and disadvantaged groups to attend reading group before or after school. MO £6,604 KM £5,376 £11,980	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,4
Provide all Pupil Premium children with individualised phonics resources to use at home with direction of the Reading Leader. £160	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,4
Identify children who require specialist Speech and Language support and use the Reception programme: NELI, or Magic Words for Key Stage 1. £1,480	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,4

<p>support with their SEMH.</p> <p>£4,242</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3</p> <p>2,3,4</p>
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Total Forecast Spend: £73,172



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.

Outcomes: Details of challenges 2021-2022

1. **Attendance:** Having a dedicated team to track and improve attendance ensured absentee pupils were carefully monitored through our pastoral system. Rapid action was taken by the school attendance officers, teachers and senior leaders (SLT) to work with parents/carers to quickly improve attendance overall. Attendance was able to be measured/tracked weekly and shared with SLT and class teachers. Our annual attendance was better than national across EY and KS1.

2. **Quality First Teaching/CPD:** We began to improve our whole school CPD journey using WALKTHRU and PEP MK. CPD has had a positive impact on implementing new Maths Writing, Phonics and handwriting schemes. Staff are secure in using assessment to inform any gaps in children's knowledge. Staff use continual assessments to plan for next steps, ensuring children review and build on prior knowledge. Staff understand and use the concept of Pedagogical Content Knowledge (PCK) developed by Lee Shulman. Staff recognise on top of subject knowledge and general pedagogical skills; teachers must teach topics in ways that learners can understand. Staff know what makes learning specific topics easy or difficult. This includes appreciating what preconceptions students might have and knowing the best strategies to address any misconceptions. Our whole school data for 2021-2022 shows the impact of implementing and embedding new schemes, as well as using the (PCK) approach has had on attainment. Our most skilled and experienced staff teach the lowest 20% of children. This year (2022-2023), we will focus on pedagogy and implementing the EEF 5 – a day approach as well as continue to progress through the WALKTHRU texts.

3. **Speech & Language:** Early Years used the 'Nuffield Early Language Intervention' (NELI). This was a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. Implementing this successfully has ensured all children made significant progress and 85% of children will no longer need this level of support when they move to Key Stage 1. Key Stage 1 children had 'Magic Words'. This external service provided a broad range of expert speech and language therapy services for children and their Speech and Language therapist worked closely with our school ELKAN trained specialist to support all children in KS1 who required this intervention. 95% of children met their S&L targets.

4. **Social & Emotional learning – Self regulation:** We provided all children with a free Active Club after school for one term. Feedback from parents and children was incredibly positive and this is something we will continue to offer. Draw and Talk interventions have successfully supported our most vulnerable children and have proved essential to help safeguard these children, as well as offering emotional support.

The metacognition and self-regulation practices used have been effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.



Russell Street School Data

We have used this data to inform our School Development Plan and Pupil Premium Strategy for 2022-2023.
EYFS 2022

GLD %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National	71.8	65.5	78.4	56	24.6	
2022	79.59	69.5	88.46	55.5	30	85.7

READING %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National	76.9	71.9	82.1	62.5	35.3	
2022	83.67	78.2	88.4	77.77	40	85.71

WRITING %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National	73.7	67.8	79.9	58.5	29.4	
2022	81.63	73.9	88.4	66.66	30	85.71

NUMBER %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National	79.7	76.5	83.1	66.0	40.1	
2022	93.87	95.6	92.3	77.7	70	100

21/22 Year 2 reading data (Juniper) All 82% (national 70.4), PP 60% (national 52.4), SEN 50% (national 31.3), EAL 80% (national 68.1)
Boys 76.7% (national 67.4), Girls 87.1% (national 73.5).

21/22 Year 1 reading data (Juniper) All 90.1% (national 72.4), PP 91.7% (national 52.8), SEN 50% (national 35), EAL 80% (national 69.6)
Boys 91% (national 69.3), Girls 90% (national 75.6).

21/22 Year R reading data All 83.67% (national 2019 76.9), PP 77.7% (national 2019 62.5), SEN 40% (national 2019 35.3), EAL 85.71%,
Boys 78.2% (national 2019 71.9), Girls 88.4% (national 2019 82.1).

Year 2 writing data (Juniper) All 75.4% (national 62.1), PP 46.7% (national 42.6), SEN 35.7% (national 21.6), EAL 60%= (national 61)
Boys 73.3% (national 56.9), Girls 77.4% (national 67.5).

Year 1 writing data (Juniper) All 81.7% (national 65.8), PP 66.7% (national 49.3), SEN 33.3% (national 26.4), EAL 80% (national 63.5),
Boys 78.1% (national 60.6), Girls 84.6% (national 71.2).

Year R writing data All 81.63% (national 2019 73.7), PP 66.6% (national 2019 58.5), SEN 30%= (national 2019 29.4), EAL 85.71%,
Boys 73.9% (national 2019 67.8), Girls 88.4% (national 2019 79.9).

Year 2 maths data (Juniper) All 86.9% (national 71.5), PP 53.3%= (national 53.4), SEN 50% (national 34.9), EAL 80% (national 70.5)
Boys 90% (national 72), Girls 83.9% (national 71).

Year 1 maths data (Juniper) All 83.1% (national 74.2), PP 66.7% (national 53.2), SEN 41.7% (national 38.9), EAL 80% (national 71.4)
Boys 84.4% (national 73.2), Girls 82.1% (national 75.2).

Year R maths data All 93.87% (national 2019 76.7), PP 77.7% (national 2019 66), SEN 70% (national 2019 40.1), EAL 100%,
Boys 95.6% (national 2019 79.7), Girls 92.3% (national 2019 83.1).

Inspection Data Summary Report – released in October 2022





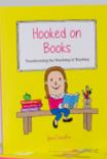


- READING KS1: significantly **above** national and in the **highest** 20% of all schools in 2022.
- PHONICS: significantly **above** national and in the **highest** 20% of all schools in 2022.
- WRITING KS1: significantly **above** national and in the **highest** 20% of all schools in 2022.
- MATHS KS1: significantly **above** national and in the **highest** 20% of all schools in 2022.



Overall Attainment for Foundation Subjects KS1 (2021-2022)

	Has not met the expected End of Year 1 Standard	Has met the expected End of Year 1 Standard	Has not met the expected End of Year 2 Standard	Has met the expected End of Year 2 Standard
Art	7%	93%	4.5%	95.5%
Computing	3%	97%	3%	97%
Design Technology	7%	93%	4.5%	95.5%
Geography	11%	89%	3%	97%
History	11%	89%	3%	97%
Music	7%	93%	3%	97%
Physical Education	4%	96%	4.5%	95.5%
Religious Education	14%	86%	3%	97%

Externally Provided Programmes

Programme	Provider
Read Write Inc. 	Read Write Inc.
WALKTHRU 1&2 	Oliver Caviglioli and Tom Sherrington
The Spelling Book 	Jane Considine
The Write Stuff 	Jane Considine
Hooked On Books 	Jane Considine
Early Excellence Inspirational Learning 	Early Excellence
Charanga 	Charanga https://charanga.com/site/musical-school/