

# Rushbury CE Primary School Pupil Premium/Covid Recovery Strategy 2022- 2023

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.

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	Rushbury CE Primary School
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	10 pupils 20%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Steve Morris
Pupil premium lead	Steve Morris
Link Governor	Rebecca Hotchkiss

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,170
Recovery premium funding allocation this academic year	£1,000
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	£15,170

# Part A: Pupil premium strategy plan

## Statement of intent

- At Rushbury we believe every child should reach their full potential and be afforded the opportunity to feel safe and happy both at school and home.
- Those pupils in receipt of pupil premium funding are more likely to face obstacles and barriers in achieving the above outcome. Rushbury's PP/Covid recovery funding is about removing these obstacles and provide quality first teaching and positive pupil outcomes.
- The school's recovery programme is focused as much on emotional need/support as it is on academic progress which benefits all pupils in the school.

## Challenges

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

Challenge number	Detail of challenge
1	Maintaining quality first teaching in small class sizes and limiting the range of year groups in each class.
2	Maintain/enhance school's reputation for approach to reading.
3	Assessing social and emotional needs of pupils and families, particularly relevant in such an isolated community.
4	Grow school's capacity for early intervention for vulnerable pupils/families so that it is a comprehensive offer.
5	Ensuring that regular opportunities exist (out of school hours) to maximise academic progress of PP pupils.
6	Economic barriers to PP children accessing the wider curriculum, eg trips.

## 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
English and Maths skills exceeding or at least in line with national other, for PP pupils.	External and internal data/teacher assessment
All pupils able to demonstrate and articulate a love for reading.	School provides opportunities to read for pleasure, to partake in Shropshire Bookfest, and school maintains Shropshire 'Ambassador Status' as a 'Leading in Reading' school.
Emotional and mental health needs of pupils addressed.	ELSA trained TA operating from a designated room in school to support pupils; enhanced mental health awareness evident in all pupils alongside Mindapples and core emotions work.

## 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 (retention)

Budgeted cost: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of third teacher for 2.5 additional days per week for spring & summer academic year '22-'23. Rushbury's use of a third teacher reduces class sizes by 50% in KS2.	EEF research shows that small class sizes enable pupils to gain an average of +2 months progress, where modest class reductions are implemented.	1
Qualified ELSA member of staff to provide bespoke and regular support for pupils.	ELSA trained member of staff can provide effective, early intervention to support pupils with a variety of needs/barriers to learning through understanding and regulating emotions more effectively.	3,4

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

Budgeted cost: £2,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revisit and establish new approach to teaching of Phonics	A wider range of decodable books builds pupils reading confidence and maintains interest	1,2
Shrewsbury Bookfest 2022 KS1 and KS2 involvement, inc. author visits and purchase of books.	Pride that the school and pupils have in being classed as an 'Ambassador Leading in Reading' school within the county	2,6
Homework Club (free for pupil premium pupils) twice per week	Research shows that providing a consistent and supportive school environment for homework activities enables PP pupils to progress at a greater rate.	3,4,5,6

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

Budgeted cost: £3,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing pupil survey and related PSHE resources purchased, inc. PSHE Association subscription and revised PSHE programme.	Ample evidence of negative impact on young peoples' wellbeing due to pandemic and the importance of holistic approach/support being required.	3,4
Creation of a 'space' including sofa/soft furnishings for ELSA and identified pupils.	A school with a designated Emotional Literacy Support Assistant is one that can intervene and support pupils (and families) most effectively, in a proactive manner.	3,4
Fully-funded curriculum trips for all PP pupils (including residential stays) to be free of charge.	Removal of financial barriers enables all to access a broad and balanced curriculum, instilling important life skills/experiences.	2,3,5,6

**Total budgeted cost: £17,100 (£1,830 overspend)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Pupil Premium and Covid Recovery Grant for the academic year 2021-22 was used extremely effectively in improving outcomes for pupils at Rushbury School. Both progress and attainment of the departing Y6 cohort was impressive with 'Greater Depth' levels of attainment exceeding national average. Progress and attainment of disadvantaged pupils was strong across all year groups. The continuation of a second KS2 class enabled teachers to better support pupil progress in all curriculum areas and also added to the school's capabilities in redesigning the whole-school curriculum. The school's safeguarding systems were deemed effective during an OFSTED visit and benefited from all staff developing their understanding of the CPOMS safeguarding software. ELSA member of staff now qualified and providing bespoke intervention for a number of pupils in the school. Every pupil in school attended each school trip arranged/residential. Significant numbers of pupil premium benefited from regular, two-hours per week, attendance at Homework Club.

### 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
PSHE Online membership	PSHE Association