

# Rushbury CE Primary School Pupil Premium/Covid Recovery Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	45
Proportion (%) of pupil premium eligible pupils	9 pupils 20%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	August 2021
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	£11,470
Recovery premium funding allocation this academic year	£4,080
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	£15,500

# 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 as we continue to deal with the ramifications of a pandemic.

## 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	Upgrading school's safeguarding procedures in light of the challenges presented by Covid.
3	Assessing social and emotional needs of pupils and families, particularly relevant in such an isolated community.
4	Consider if school's capacity for early intervention for vulnerable pupils/families is adequate or better.
5	Launch reading initiatives to engage pupils to read for pleasure and aid academic progress.
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
CPOMS software programme launched and established.	All staff comfortable and competent in its use and understand its significance in enhancing safeguarding within the school.
Emotional and mental health needs of pupils addressed.	ELSA trained TA; survey results undertaken and inform way forward; enhanced mental health awareness evident in all pupils.
Love of reading evident and embedded as part of the school's culture towards learning.	School visibly active both internally and externally in promoting the benefits of reading for pleasure.

## 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: £8,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of third teacher for 2.5 days per week for autumn term 2021. 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
Shropshire Council CPD for TA to complete ELSA course.	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: £2,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing phonically decodable pupil books in Reception/KS1	A wider range of decodable books builds pupils reading confidence and maintains interest	1,5
Shrewsbury Bookfest 2021 KS1 and KS2 involvement	Wealth of anecdotal evidence that the school' involvement in previous bookfests and classification as a 'Leading in reading' school has promoted a passion for reading	3,5
Launch of 'Rushbury Readers' initiative (Spring 2021)	As above. Previous school-level reading initiatives have been effective and engaged pupils in the past	3,5,6
Homework Club	Research shows that providing a consistent and supportive school environment for homework activities	3,4,5,6

	enables PP pupils to progress at a greater rate.	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £3,790

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Rising Stars Pupil Wellbeing survey and related PSHE resources purchased, ins. PSHE Association subscription	Ample evidence of negative impact on young peoples' wellbeing due to pandemic	3,4
'Finding Your Way' emotional health resources	Understanding and regulating core human emotions reduces barriers to learning	3,4
CPOMS subscription (current and previous academic year)	Software package enhances safeguarding procedures and enable inter-agency communication to flow more freely	3,6
Subsidised curriculum trips for PP pupils	Removal of financial barriers enables all to access a broad and balanced curriculum, instilling important life skills/experiences.	2,3,4

**Total budgeted cost: £15,945 (£445 overspend)**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Previous academic year funding used to support the cost of funding the second KS2 class post lockdown, particularly in light of senior leadership of the school transitioning from the previous headteacher to the current post holder. This class organisation also ensured that all pupils, especially most vulnerable could benefit from a designated class teacher/point of contact for remote learning and safeguarding phone calls unless that pupil was present in the school, classed as vulnerable or child of a key worker.

### 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
Safeguarding Software	CPOMS