



Rudgwick Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Rudgwick Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	5.71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Terry Ryan Head teacher
Pupil premium lead	Carmel Wilson
Governor / Trustee lead	Fairley Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16280.00
Recovery premium funding allocation this academic year	£0
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	£16280.00

Part A: Pupil premium strategy plan

Statement of intent

At Rudgwick Primary School, our children are at the heart of everything we do. We want to involve, inspire and engage each unique child so that they become curious, motivated and independent learners. 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 want our children to be happy and healthy citizens who value their responsibility to protect their environment (locally and globally) and celebrate the diverse nature of the modern world.

When our children leave us, we want them to have a sense of pride in who they are, a thirst for learning, and the resilience, skills and creativity needed to enable them to thrive in their next stage of education and beyond.

We achieve this through:

- Providing a broad and balanced curriculum.
- Utilising our extensive grounds and local resources.
- Enabling every child to be included.
- Ensuring our school values; Inspire, Believe, Achieve underpin every aspect of school life.

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

Principles that underpin our philosophy:

- We ensure that teaching and learning opportunities meet the needs of all our children.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision for socially disadvantaged children we recognise that not all children who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- Carefully ring-fenced funding so that it is always spent on the target group of children;

- Never confuse eligibility for the Pupil Premium with low ability;
- Support more able pupil premium children to reach their potential and accelerate progress;
- Focus on supporting disadvantaged children to achieve the highest levels;
- Thoroughly analyse which children are underachieving, particularly in English and mathematics, and why;
- Use research evidence (evidence from our and other school's experience as well as OFSTED annual reports, information from DFE and Sutton Trust-EEF teaching and learning toolkit) to allocate the funding to the activities that are most likely to have an impact on improving achievement;
- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;
- Use achievement data frequently (through half-termly pupil progress meetings and regular monitoring) to check whether interventions or techniques are working and make adjustments accordingly;
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve;
- Systematically focus on giving children clear, useful feedback about their work, and ways that they can improve;
- Designated senior leaders have a clear overview of how the funding has being allocated and the difference it is making to the outcomes for children;
- Monitoring and evaluation – this is everyone's responsibility. The Pupil Premium has a high priority across the school. Class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Well-targeted support to improve attendance and links with families where this is a barrier to a child's learning;
- Governors are thoroughly involved in the decision making and evaluation process - named governor (Fairley Allan) nominated to have an oversight of the Pupil Premium. A regular standing item at the FGB meetings;
- Leaders are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for children;
- Staff will concentrate on the core areas of English and mathematics to break down the main barriers to accessing the full curriculum - have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later;
- A wide range of intervention strategies that are effective because they are driven by children's academic, emotional and social needs;
- Well trained workforce and integrated team work approach. Ensuring that teaching assistants help to raise standards through understanding their role in helping to improve achievement. They are well trained with quality up to date CPD and have the time allocated to enable them to work with teachers to plan and review children's learning.
- All Key Stage 2 children have the opportunity to attend a residential in Year 4, Year 5 and Year 6. Financial support can be given to ensure all children have the same opportunities. Educational visits can also be financially supported to enable all children to have equal access.
- Raising aspirations and broadening experiences for all children including high attaining pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This will support the focus on children's writing.
2	Given our relatively low proportion of pupil premium children, we expect to be able to support them to achieve well in early reading and phonics.
3	Internal and external assessments (end of KS2) indicate that attainment and progress among disadvantaged pupils is below that of non-disadvantaged pupils, particularly in writing. Given our relatively low proportion of pupil premium children, we expect to be able to stretch and challenge in order for those children to achieve more highly across the curriculum. No disadvantaged children achieved greater depth in reading, writing and maths combined at the end of KS2 in 2024. In 2024, 100% of our disadvantaged children reached the expected standard in Reading, Writing and Maths at the end of KS2. (one PP child in total).
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. 4 pupils (out of our 12 whom are disadvantaged) required additional support with their social and emotional needs over the last year.
5	Our attendance data indicates that attendance among disadvantaged pupils has been up to 3% lower than for non-disadvantaged 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Improved scores in PUMA & PIRA & SATs, lesson observations, pupil progress meetings, subject leader & Governors' monitoring.

Improved reading attainment among disadvantaged pupils.	<p>Reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard at the end of KS2.</p> <p>100% of our disadvantaged children will have passed the phonics test.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	Writing outcomes in 2024/25 show that 100% of disadvantaged pupils meet the expected standard at the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Teacher observations (ELSA surveys & referrals). • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Rudgwick experiences have been agreed by all stakeholders and are being implemented and enjoyed by all children.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils being equal to or greater than 97%. The overall attendance rate for disadvantaged pupils to be at least in line with their non-disadvantaged peers. • Attendance for PP children to have increased from the previous year. • There will be no children who are persistently absent.

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Word Aware Training strategies are being used across the school.</p> <p>Personal dictionaries continue to be used to encourage word understanding at each child's individual level.</p> <p>Author visits – virtual and in person.</p> <p>Regular story time in all classes – all classes enjoy stories from high quality texts.</p> <p>High quality first teaching. Staff meeting time to explore QFT using the West Sussex tool, Ordinarily Inclusive Practice. Staff to create a shared understanding of QFT.</p> <p>Curriculum leader release time (focus on provision for DA children including capturing pupil voice).</p> <p>PIRA tests carried out termly and data analysed in pupil progress meetings. Gap analysis used to inform future teaching.</p> <p>PUMA tests carried out termly, data analysed in pupil progress meetings. Gap analysis used to inform future teaching.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Collaborative approach impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Metacognition Approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2</p>
<p>Teachers to work alongside education consultant and English advisor to develop strategies to support writing across the school.</p> <p>Clicker8 used as a writing support. Free writing webinars available for staff to access.</p> <p>All staff have received additional training on how to support dyslexic learners in the classroom as we are going for the DADIPA (Dyslexia and Dyscalculia Inclusive Practice Award) next year.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?qclid=Cj0KCQjw94WZBhDt</p>	<p>3</p>

	ARIsAKxWG--HTawQ-o4wNk6JYh1K3DeYaFqi0LA1nI3MkJ49QSQbN7p5f190d4MaAjtPEALw_wcB	
<p>RSHE and safeguarding curriculum planning has been developed with our school needs in mind. This remains under continuous review to ensure we continue to meet the needs of our children as they move through the school.</p> <p>Use zones of regulation to support children's understanding of emotions and promote dialogue within the classrooms.</p> <p>Outdoor learning features highly on year group timetables, including PE, woodland learning & residential trips in year 4-6.</p>	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5

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

Budgeted cost: £11,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted TA provision.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Continue to run NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>NELI intervention programme to support children in early years. £5647</p> <p>School start programme used in early years to support speech and language development.</p> <p>Use of key assessments to identify specific needs and measure progress. (e.g, speech sound assessment & progression of language.)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. £6000	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	2

phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:

[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](#)

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

Budgeted cost: £11,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve release time for a member of staff to continue to implement procedures to improve attendance.</p> <p>Attendance monitoring by head teacher shared with Governors at every FGB. Attendance letters along with discussions with parents. Attendance award for classes each week.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Trained ELSA in school to provide six week intervention programs to children referred by staff, as well as offering on-going and sustained support for some children who require it. £8885</p> <p>Rolling out the WOWSI (Working on Worries Support and Intervention) project. This is a parent-led online intervention for child anxiety and it will run in conjunction with our ELSA program.</p> <p>Pupil profiles completed with all DA children and used to support and inspire children in class.</p> <p>Use zones of regulation to support children's understanding of emotions and promote dialogue within the classrooms.</p>	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Clubs subsidised for DA children. Trips & residential fully funded for DA children.</p> <p>Breakfast club subsidised and offered for £1 a session.</p> <p>£1166 clubs.</p> <p>£1174 for trips</p> <p>Uniform</p> <p>£616</p>	<p>Financial support for DA children.</p>	4

Total budgeted cost: £23,488

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 2023 to 2024 academic year.

KS2 outcomes

100% (1 child) met expected standard in reading, writing and maths.

100% of children (1 child) made at least expected progress since joining us in Year 4 in reading, writing and maths.

KS1 outcomes

There were no Pupil Premium children in Year 2.

End of Year 1 Phonics

100% achieved expected standard. (2 children)

End of Reception

Two Pupil Premium children in EY with one achieving GLD and one not (50%).

End of NELI

PP child made 2 years progress.

Attendance

PP attendance = 93.2% – last year PP attendance was 90.9%.

Clicker 8

Clicker has supported the children with punctuation and spellings. Clicker has supported articulation of a story. Vocabulary has improved due to the work on verbs, avoiding words such as went. The children are able to follow the sequence of events in a story. The children are more aware of the reader and themselves as writers.

ELSA

There has been a notable improvement in the children's emotions due to their ELSA sessions. Miss Gaynor uses a 0-10 scale to help the children explain how big their problem is. (0 being least-10 being huge)

One child reported; "Having ELSA helped really well with my problems (friendships) It was really helpful having someone to talk to." Her scale went from 6 to 1.

Another child said; “ELSA was good. I know have an understanding of what it means to control my emotions. It helped me to be more patient.” His scale went from 7 to 3.

One child said about ELSA: “ELSA taught me what to do if someone was mean. It also helped me with coming into school where my tummy hurt and I was worried.” His scale went from 10 to 4.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. (Woodland learning nurture group, sensory circuits, gardening club, breakfast club.)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.