

Rushey Mead Primary - Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium 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	Rushey Mead Primary
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	10.63%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	June 2024
Statement authorised by	N. Odedra
Pupil premium lead	N. Odedra
Governor / Trustee lead	S. Welford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,005.00
Recovery premium funding allocation this academic year	£5,036.25
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	£113,041.25

Part A: Pupil premium strategy plan

Statement of intent

Rushey Mead Primary School is situated to the north of the city of Leicester serving a community that is rich in a diversity of language, faith and culture. The school's priority area is compact and mainly consists of Victorian terraced housing.

We admit children from the age of three and most children transfer at the age of eleven to either Rushey Mead Secondary School or Soar Valley College. We are a three-form entry school with currently 538 children on roll.

For approximately 96% of the children English is an additional language, the first language for the majority of the children being Gujarati. The largest faith community is Hindu. The school is housed in a two storey, early 1900s brick building. Most of the building has now been refurbished.

All of the classrooms are of a good size and are newly furnished. We have two large halls, a studio, a KS1 and KS2 library, a home economics base, a community room and a staff workroom. To the rear of the school are hard and grassed play areas, an adventure playground and a forest school area. Our sports field is adjacent to the school.

At Rushey Mead Primary we have a shared vision for successful learning that effectively enthuses and engages all of our children. Working together as an effective team we foster a lifelong love of learning and an ambition to succeed.

Learning at Rushey Mead is an experience that;

- Gives all children the opportunity to acquire the skills and knowledge needed to achieve academic success.
- Puts an emphasis on the essential early acquisition of the English language.
- Offers a challenging, engaging curriculum that develops children's confidence and resilience.
- Helps children to discover and extend their individual talents and strengths.
- Celebrates the rich diversity of the local community and appreciates its enrichment of school life.
- Prepares children for the future by promoting the importance of making a full, active and caring contribution to the lives of others.

Our aim is to ensure rapid progress for all pupils in order to catch up to pre-covid levels of pupils achieving at the national standard and that pupils acquire the ability to talk fluently, accurately and expressively using agreed oracy teaching strategies. As well as this, our target is to develop the children's skills in understanding their own character strengths and how they can use those to build resilience with an emphasis on children's mental health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health development
2	EAL children with underdeveloped language skills
3	Basic skills in Reading, Writing and Maths
4	Low socio-economic back grounds- home learning environments
5	Low attendance and persistent absence

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
To improve social and emotional development	Observations of sessions as well as Goodman's Reports and Boxall profile evidence (measurable assessments). Boxall profiles completed three times a year for Nurture Children and in some cases when further identification of need is required. Goodman's SDQ's used to identify need in low level interventions for example Social Skills Group
To improve oral language skills	Data shows that the gaps are closing for progress and in some cases, progress is accelerated for PP pupils. Pupils are more confident in their oral language and members of staff are trained in other methods of communication for pupils with additional needs. Parents are more able to support their children at home and school helps them to do this effectively.
To improve skills in Reading, Writing and Maths	Any gaps in learning are taught to small groups and this helps to close the gap and ultimately raise attainment for PP pupils.

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: £10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to include: - Assessment and Moderation Training - ALS Phonics Training - First Aid Training - Bespoke training for staff	- Understanding end of KS1 expectations in Reading, Writing and Maths - Implement the principles underpinning high-quality phonics teaching in line with DfE expectations - First Aid Training to meet the Ofsted Early Years and Childcare Register requirements - Bespoke training for staff in various roles in school to improve outcomes for children	2, 3

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

Budgeted cost: £80,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Theraplay Based Activities	Theraplay based activities is a structured form of play therapy supporting children to feel more connected. The aim is to enhance attachment, self-esteem and trust in others.	1
Language for Behaviour and Emotions	Gaps in language and emotional skills can have a negative impact on behaviour as well as mental health and self-esteem. The activity provides a systematic approach to developing these skills so that young people can understand and work through social interaction difficulties.	1, 4

Understanding Emotions	Children learn to communicate through everyday interactions with their environments. They learn to express their emotions by identifying and modelling the behaviour and language of those they most often interact with in school.	1, 5
Funtime	<p>Funtime is a small group Intervention to develop speaking and listening skills.</p> <p>Pupils learn that communication between two people requires:</p> <ol style="list-style-type: none"> 1. Eye contact 2. Turn taking 3. Attention & Listening 	1, 4
PORIC	<p>PORIC (Personal, Objects, Representation, Independence & Consolidation) is useful for children with speech and/or language difficulties and for whom English is a second language.</p> <p>The intervention helps those children with learning difficulties who do not learn concepts incidentally but need to be taught them, introducing them at a slower rate than mainstream.</p>	2, 5
Play Interaction	<p>Play Interaction helps children to socially interact, communicate and play with others</p> <p>The programme is tailored to meet the target child's needs and social stages of development.</p> <p>The programme helps to develop social skills such as</p> <ul style="list-style-type: none"> • Tolerating, accepting direct contact and close proximity with others. • Sharing joint attention in an activity with others. • Looking and listening in games with others. • Anticipating and initiating in games with others. • Giving and taking part in games with others. • Making choices and needs known to others. • Accepting choices made by others in games. 	1,4, 5

Phonics Intervention	<p>The ALS Intervention programme is targeted at new arrivals and pupils that need catch up in phonics for:</p> <ul style="list-style-type: none"> • Phase 2/3 Blending & Segmenting • Phase2/3 New Arrivals 	2,3
Handwriting Intervention	<p>The handwriting intervention programme is designed to develop our pupils' writing skills.</p> <p>This is done by building fine and gross motor skills progressively. It also explains why letters should be placed in certain ways.</p>	3, 4
Colourful Semantics	<p>Colourful semantics is an approach to teaching grammar which has been designed for school-aged children with specific language impairment (SLI). The approach uses shapes, colours and arrows to make the grammatical rules of English explicit.</p> <p>Children work through 4 levels of the colourful semantics programme to eventually produce grammatical and informational sentences.</p>	2,3
Positive People	<p>This is a 12-week rolling programme that incorporates circle time games with fun and drama. It enables children to develop a positive attitude, develops their social and emotional skills and their empathy for others. It can also enable children to be assertive and increase self-esteem and self-confidence.</p>	1,4, 5
Memory Fix	<p>Memory Fix is a collection of short, focused activities, which addresses a specific aspect of memory. The programme helps children to develop strategies to improve their short term and develops strategies to transfer these skills to the classroom context.</p>	1,4
EAL Intervention	<p>Key language features of each curriculum area, e.g. key vocabulary, language functions and forms of text are identified</p> <p>Opportunities are also provided for speaking and listening, including both process and presentational talk, and use made of drama techniques and role play.</p>	2,3, 4

	This is alongside collaborative activities that involve purposeful talk and encourage and support active participation	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,041.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Group	<p>The school's Nurture Group is run by our Inclusion Manager where children are introduced to a short-term, focused intervention with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.</p> <p>A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how a child's early experiences can have a significant impact on their development.</p>	1, 4, 5
Drawing and Talking	The purpose of this activity is to draw with a person (in our case the Inclusion Manager) who with whom they feel comfortable at the same time each week. The trusted person will learn to ask a number of non-intrusive questions about the drawing, and over time, the hope is that resolution is found to old conflicts and trauma is healed.	1, 4,
Positive People	This is a 12-week rolling programme that incorporates circle time games with fun and drama. It enables children to develop a positive attitude, develops their social and emotional skills and their empathy for others. It can also enable children to be assertive and increase self-esteem and self-confidence.	1,4, 5
Play Therapy	In play therapy the emphasis is on the child and what is best for them. The therapy is child led, giving the child	1,4, 5

	autonomy to take control back over their life and resolve whatever is causing distress to them, at their own pace, and through a medium which is comfortable, natural and familiar.	
Lego Based Therapy	LEGO - Based Therapy is a collaborative, play based social skills intervention designed to improve social competence in children with autism and related conditions. Children are encouraged to build together within set rules. Each child plays the role of an 'engineer', a 'supplier' or a 'builder' and together they follow pictorial instructions to build a model.	1, 4

Total budgeted cost: £113,041.25

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.

Teachers consistently use school data and assessment procedures to build up a picture of what children can do and what the next steps are in learning. Termly standardised teacher assessments were administered in both reading and maths to assess the children's subject knowledge and understanding. These termly tests enable the school to reliably benchmark pupil performance and track progress against national averages.

Externally provided programmes

Programme	Provider
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a