

Pupil premium strategy statement – Hutton Rudby Community Primary School 2024.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	14/204 (6.9%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mike White
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£34,142

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Ultimate Objectives

- To improve attainment and progress in writing for disadvantaged pupils.
- To ensure that all disadvantaged pupils make, or exceed, nationally expected academic progress.
- To implement a 1:1 device scheme that allows all pupils the opportunity to advance their learning at home.
- To provide disadvantaged pupils with the opportunity to experience curriculum enhancements without any financial constraints.

How does your current pupil premium strategy plan work towards achieving those objectives (2024/2025)?

1.

- To implement Jane Considine's 'The Write Stuff' approach to writing across the school.
- To provide high-quality CPD to all staff to develop the teaching of writing.
- Staff to work with Federation colleagues who are experienced in 'The Write Stuff', to gain expertise in this area of the curriculum.
- To implement writing/SPAG-based interventions for children who are not meeting Age related expectations.

2.

- Highly skilled teachers and teaching assistants will deliver a range of interventions to meet the targets of disadvantaged pupils, as identified in assessments.

3.

- Provide a heavily subsidised laptop lease scheme to support learning both in and out of school.

4.

- Provide monetary support for families to help pay for activities, equipment, educational visits and residentials, ensuring children are not financially disadvantaged.

What are the key principles of your strategy plan?

- The teaching and learning meet the needs of all pupils.
- Provide high-quality teaching for children eligible for the pupil premium grant, ensuring that children achieve at least age-related expectations.
- That all learners, irrespective of financial barriers, have access to a wide range of curriculum enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	47% of disadvantaged pupils are currently meeting age related expectations in writing. [in comparison to 78% of non-disadvantaged pupils]
2	65% of disadvantaged pupils are currently meeting age related expectations in maths. [in comparison to 92% of non-disadvantaged pupils]
3	Several disadvantaged pupils do not have access to the appropriate technology required to complete homework at home.
4	Many of our disadvantaged pupils are not able to access an enhanced curriculum due to financial constraints.
5	A small proportion of our disadvantaged pupils are taking advantage of the support offered for wrap-around care where homework support is available.

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
More children will become competent writers and there will be an improvement in outcomes for disadvantaged pupils.	80% of disadvantaged pupils achieve age related expectations by the end of 2024/25 Academic Year.
More children will become competent mathematicians and there will be an improvement in outcomes for disadvantaged pupils.	80% of disadvantaged pupils achieve age related expectations by the end of 2024/25 Academic Year.

All disadvantaged pupils have a device at home with which they can access homework.	100% of disadvantaged pupils will have a device at home with which they can access homework.
All disadvantaged pupils experience a rich curriculum, unhindered by financial constraints.	100% of disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need of financial commitments.
All disadvantaged pupils are offered school's wrap-around care to support academic progress and their wellbeing and communication skills.	The majority of disadvantaged pupils access wrap-around care where there will be support with homework and opportunities for interaction between peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Jane Considine's 'The Write Stuff'.	<p>Implementing The Write Stuff approach to writing will improve the quality of teaching of writing across the school.</p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i></p> <p><i>Careful consideration is required to ensure that professional development is evidence based and the content is drawn from trusted sources. (EEF – Effective Professional Development, Summary of Recommendations)</i></p>	1, 2
Provide staff with access to high-quality CPD.	<p>Providing CPD for staff to support the teaching of writing will enable a consistent and accurate approach.</p> <p><i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective</i></p>	1, 2

	<i>Professional Development, Summary of Recommendations)</i>	
Purchase of standardised assessments for reading, maths, grammar, punctuation and spelling.	Provide high quality resources to support the teaching and interventions throughout core subjects. <i>EEF states that, 'gaining a thorough knowledge of your disadvantaged pupils' level of attainment is the first step in developing an effective pupil premium strategy.'</i>	1, 2

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

Budgeted cost: 20,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine interventions implemented for grammar, punctuation and spelling. Small group writing interventions.	Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1
Shine interventions increased for maths.	Targeted intervention focussed on specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2

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

Budgeted cost: £11,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully Funded Educational Visits and club subsidy.	<p>All pupils are given the opportunity to access trips and residential throughout the year and will not be hindered by financial constraints.</p> <p><i>EEF states that, 'Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, we will give pupils access to benefits and opportunities that might not otherwise be available to them.'</i></p>	4
ICT Solutions (laptop scheme)	<p>Children without access to a device at home are given an iPad or a highly discounted rate for the 1:1 laptop scheme to access interactive resources such as Century, Spelling Shed and Times Table Rockstars at home.</p> <p><i>The EEF states that, 'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'</i></p>	3
Wrap-around care.	<p>We will be utilising our after-school club to encourage disadvantaged pupils to stay behind after school and extend the school day. Whilst at the club, we will hear the children read and help them with their homework. Children who use English as a second language will take part in informal intervention activities and be encouraged to play with their English-speaking peers in order to further develop their understanding of their additional language.</p> <p><i>Before and after school programmes with a clear structure and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision. (EEF)</i></p>	5

Total budgeted cost: £34,142

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1: To improve English and mathematics attainment for disadvantaged pupils.

Success Criteria: At least 90% of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading, writing and maths. Pupils eligible for the Pupil Premium grant make at least expected progress and, in most cases, better than expected progress in order to catch up with their peers.

Impact for 2023/24 academic year: 88% of pupil premium children are meeting age related expectations in reading [compared to 95% of non-pupil premium]. 47% of pupil premium children are meeting age related expectations in writing [compared to 80% of non pupil premium children]. 65% of pupil premium children are meeting age related expectations in maths [compared to 92% of non-pupil premium children].

PP Pupils making expected progress (or better):

- Reading – 92% (21%)
- Writing – 65% (29%)
- Maths – 85% (14%)

Attainment has improved in maths and English for disadvantaged pupils, however fewer than 90% of disadvantaged pupils are achieving age related expectations in both subjects.

Reflection: Despite not meeting our target of 90% of children working at age related expectations, we are pleased with the strength of our reading data, and the progression in both reading and maths. 66% of the children not achieving age related expectations in writing have additional needs and are on the SEND register.

Although the percentage of disadvantaged pupils meeting age related expectations in writing is only 47%, we are confident that implementing the following actions will improve this over the next year:

- Begin to use Jane Considine's The Write Stuff approach to writing.
- The introduction of writing interventions across the school, focussing on children who are not meeting Age related expectations in this area.
- Introduce Shine / Rising Stars grammar, punctuation and spelling interventions.
- Introduce 1:1 laptop scheme to support additional learning at home. Disadvantaged children will receive these at a discounted rate.

Intended Outcome 2: All disadvantaged pupils have access to the full curriculum offer including a wider range of extracurricular opportunities and all residential experiences at no cost.

Success Criteria: All disadvantaged pupils are offered residential curriculum enhancements free of charge (as appropriate). As a result of this, the vast majority attend.

Impact for 2023/24 academic year: All pupils accessed extra-curricular enhancements. Extra-curricular clubs were offered to all pupils and taken up by the majority (91%).

Reflection: Disadvantaged pupils have benefitted from residential trips to Manchester and Bewerley Park, as well as visits to High Force Waterfall, Stargazing at Hadrian's Wall and Flamingo Land Zoo without any need for financial contributions from parents / carers.

Intended Outcome 3: To improve the achievement of disadvantaged pupils who use English as an additional language.

Success Criteria: All disadvantaged pupils who use English as an additional language are provided with extra language support. As a result, their progress is better than expected.

Impact for 2023/24 academic year:

EAL Pupil Premium Pupils at age related expectations:

- Reading – 100%
- Writing – 67%
- Maths – 100%

EAL Pupil Premium Pupils making expected progress (or better):

- Reading – 100% (67%)
- Writing – 66% (33%)
- Maths – 100% (0%)
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Disadvantaged pupils from whom English is an additional language are performing well and making good progress. Writing is still an area for improvement in line with Outcome 1 (above).

Reflection: Disadvantaged children from whom English is an additional language received language support from a HLTA, as well as interventions to support their

communication (Brick By Brick), spelling and grammar. Pupils showed engagement and, in turn, have improved their communication and language skills.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.