



Pupil premium strategy statement

School overview

Metric	Data
School name	Rusper Primary School
Pupils in school	98
Proportion of disadvantaged pupils	6 % (current cohort)
Pupil premium allocation this academic year	£13,105 (based on previous year cohort)
Academic year or years covered by statement	20-21, 21-22, 22-23
Publish date	December 2020
Review date	December 2021
Statement authorised by	RPS Governing Body
Pupil premium lead	Mr N Avey
Governor lead	Mrs E Milnes

Disadvantaged pupil progress scores for last academic year

There was no official data from 19-20 due to Coronavirus. Most recent available data is 18-19 academic cycle. This data is statistically insignificant as it represents 1% of the whole school cohort.

Measure	Score
Reading	8.57
Writing	-0.88
Maths	-7.72

Strategy aims for disadvantaged pupils

Measure	Score
Meeting Expected Standard at KS2	100%
Achieving high standard at KS2	50%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure staff are trained to understand tiered vocabulary, and how to develop it via focussed vocabulary work in all Core and Foundation Lessons
Priority 2	Ensure identified staff are trained in relevant aspects of SEMH support
Barriers to learning these priorities address	Ensuring that general practice and targeted intervention is evidence based
Projected Spending	£13,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Is in line with 'like for like' national average	September 22
Progress in Writing	Is in line with 'like for like' national average	September 22
Progress in Mathematics	Is in line with 'like for like' national average	September 22
Phonics	Is in line with National Average	September 22
Other	Improve Disadvantaged Pupil attendance to be in line with or better than non-disadvantaged cohort at school.	September 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Vocabulary development – increasing the frequency and accuracy of Tier 2 and 3 vocabulary in independent writing
Priority 2	Vocabulary development – increasing confidence with tier 3 vocabulary in arithmetic and written mathematical problems
Barriers to learning these priorities address	Pupil understanding of specific vocabulary limits quality / accuracy of work, despite a pupil demonstrating confidence with process or skill.
Projected Spending	£8,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Maximise disadvantaged pupil access to counselling or 'in school' therapeutic intervention.
Priority 2	Maintain the 'Wicked Welcome Club' breakfast club.
Priority 3	Supporting access to extra-curricular events eg residential trip.
Barriers to learning these priorities address	Ensuring good attendance and readiness to learn.
Projected Spending	£5,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and resources are given over to allow for staff professional development – teaching vocabulary.	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	Ensure disadvantaged pupils receive focussed support as part of small group in class intervention	Use of Sport coaches to work with pupil groups on a rota, releasing teachers and TAs to work together to focus 'in-class' support; or to lead specific interventions
Wider strategies	<p>Facilitate counselling sessions</p> <p>Ensuring enough time and resources are given over to allow for staff professional development – Drawing & Talking therapy</p> <p>Pupil access to school based therapies and support.</p> <p>Ensuring families support school drives to improve attendance</p>	<p>School buy in to locality access to Fegens counselling</p> <p>ELSA undertakes training via Zoom</p> <p>Leaders manage timetables and space allocation for prescribed therapies</p> <p>School leaders work closely with each family to support their understanding of benefits to child of punctual and consistent school attendance.</p>

Review: last year’s aims and outcomes

Aim	Outcome
See PPG 19-20 separate report	