

Ruskington Chestnut Street CE Primary Academy

Pupil Premium Strategy Statement



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	Ruskington Chestnut Street CE Primary Academy
Number of pupils in school	77
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2027 to 2024/2025 (Year 1 of 3)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	George Trafford
Pupil premium lead	George Trafford and Dan Daniel Doud (Head of School)
Governor / Local Council Member responsible for disadvantaged pupils	Emma Fairhall
Trust Lead for disadvantaged pupils	Vicky Matthews (EDA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,207
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£74,207

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. Our school values statement is 'Care, Believe, Grow', this is no more apparent and vital as it is with the support that we give to our most disadvantaged children.

Our Pupil Premium Mission Statement

We *care* about each individual child and the whole school community to enable their aspirations and remove barriers.

We *believe* that children can achieve and succeed irrespective of their background.

We support children's wider *growth* to 'advantage' them by the opportunities we offer.

The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally). It is our aim for there to be no noticeable differences between disadvantaged and non-disadvantaged pupils, there are no barriers to children achieving.

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of Free School Meals (FSM) and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact.

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

Challenge number	Detail of challenge
1	Staff ongoing assessments, observations and discussions with pupils and their families have identified a range of social and emotional challenges for a variety of pupils, including difficulties in self-regulation and concerns they have along with a lack of resilience. These issues are present themselves in pupils across the school and include those who are disadvantaged, impacting on progress and attainment.
2	Historically we have found that some disadvantaged pupils at Chestnut Street may not develop reading comprehension skills at the same rate as their peers.
3	We have identified that multiplication skills are a barrier to children's math's outcomes, disadvantaged pupils who do not have the rapid recall of times table facts are not as efficient or accurate with calculations and problem solving.
4	Teacher assessment indicates that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	The disadvantaged pupils can have a lack of opportunities to build cultural capital through a lack of wider out of school experiences and opportunities, this hinders the children's knowledge base and platform to acquire essential schema. keep
6	We have identified the attendance and persistent absence gap between disadvantaged and non-disadvantaged needs to be closed.

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
1) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> ○ qualitative data from pupil voice, pupil and parent surveys and teacher observations ○ a significant decrease in the number of behaviour incidents ○ Children access support from adults using a range of methods (e.g. Worry box, can I talk to you card, seedlings club). ○ Transitions between year groups within the school and from Year 6 to Year 7 are carefully planned and smooth. ○ Additional CPD for adults to support pupils' wellbeing. ○ Raised levels of resilience in pupils
2) Disadvantaged pupils reading progress and attainment will have increased as a result of quality fluency instruction.	It is our aim that all disadvantaged pupils will meet the expected standard in reading. This will significantly aid disadvantaged pupils to make good progress and attainment in reading and aid progress across the curriculum.
3) Staff are skilled in teaching multiplication so children's recall and application of tables facts is improved.	Knowledge and recall of multiplication is improving for the disadvantaged pupils as the cognitive load of tables knowledge is minimised so that children can focus on the calculation and problem solving.
4) Improved writing attainment and progress for disadvantaged pupils at the end of KS2.	KS1 and KS2 writing outcomes show that children making accelerated progress and meeting age-related attainment milestones.
5) To improve the take up and participant in enrichment activities	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
6) The attendance for disadvantaged pupils will have improved and be in line with peers	The attendance for disadvantaged pupils will have improved and will be in line with national attendance. The gap between disadvantaged pupils and their peers will have reduced for persistent absence.

Strategies/activities 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.

High-Quality Teaching (for example, CPD, recruitment and retention)

Approaches that you could implement

- Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
- Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
- Mentoring and coaching
- Recruitment and retention of teaching staff
- Technology and other resources focussed on supporting high quality teaching and learning

Budgeted cost: £34,585 (all of the costs included)

Strategy/Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching</p> <p>Ensure leaders have sufficient ring-fenced time to allow for pupil premium to be 'first and best' at all levels. This includes time for:</p> <p>Pupil Progress Meetings</p> <p>Support for individual teaching staff</p> <p>Curriculum Development</p> <p>Teacher INSIGHT CPD £870</p> <p>0.3 FTE of Head of School = £24,171.68</p>	<p>Evidence strongly suggests that leaders should have designated time for leadership of Pupil Premium. Leaders can promote the ethos and culture within the school of 'first and best' for those eligible for PPG. Leaders can work closely with pupils and parents to gather pupil and parent voice and act upon it.</p>	<p>2, 3, 4</p>
<p>Curriculum Development that responds to the needs of pupils</p> <p>CPD for staff to teach fluency to improve comprehension through YARC</p> <p>£1,181.44</p>	<p>At Chestnut Street we have identified disadvantaged pupils as having increased chance of having difficulties with reading comprehension than pupils who are not disadvantaged. This difficulty has a detrimental impact how they develop as a reader, moving from the learning to read into the reading to learn which can in turn hinder their love of reading as well as their ability to access the wider curriculum and make progress in all other subjects. We are committed to closing the gap for children in Key Stage</p>	<p>2</p>

	and will provide intervention for children at risk of falling behind in Key Stage 2.	
<p>Curriculum Development that responds to the needs of pupils</p> <p>Teacher and teaching assistants are trained in proven strategies and methods to teach multiplication. Attend high quality CPD. The session will go through current research and staff will have practical ways in how to deliver times tables instruction in classrooms.</p> <p>Jenny Cook CPD for multiplication. Release staff Teacher assistant additional time Staff meeting Time to train TAs £500</p>	<p><i>DfE PP Menu of approaches</i> Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils and professional development on evidence-based approaches.</p>	3
<p>Assessment</p> <p>Buy in the new LAAT PIRA and PUMA standardised diagnostic assessments. £1005</p>	<p>The PIRA and PUMA tests will provide more consistent information for teachers. Through the diagnostic tool teachers can pinpoint specific curriculum domains or objectives of strength or weakness for whole cohorts, groups or individual pupils. The more forensic diagnostic analysis can aid teachers to tailor and direct the necessary for pupils through different support channels such as focused teacher time, interventions or working with support assistants.</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	2
<p>Mentoring and Coaching of early reading and fluency intervention</p> <p>Fund ongoing release time to coach staff and assess pupils using YARC resources</p> <p>Continue the support of the phonics lead</p> <p>RWINC subscription £900 RWINC development day £450 Phonics leader time £6,378.09?</p>	<p>English Hubs have been set up by the Department for Education to work as support centres for primary schools, to build a network of excellent phonics teaching; promote a love of reading and the assist schools to improve the teaching of early language and reading in Reception and Year 1.</p> <p>English hub supporting Trust schools with the YARC fluency project.</p>	1, 4
<p>Teacher CPD time £850</p>	<p>Teachers to have release over the course of the year accessing Trust CPD e.g. Design Technology with</p>	

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

Budgeted cost: £13,375

Targeted academic support

- Interventions to support language development, literacy, and numeracy
- Activity and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions
- One to one and small group tuition
- Peer tutoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading fluency interventions</p> <p>Additional YARC sessions targeted at disadvantaged pupils who require further fluency support. This will be delivered in collaboration with our local English hub and Trust schools.</p> <p>Teaching assistant salary £7789</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from fluency interventions and approaches to improve comprehension. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop reading fluency at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted fluency intervention using the YARC approach may therefore improve fluency and consequently improve comprehension.</p>	2
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Interventions TAs lead and provide resources £4586</p> <p>e.g. Sensory circuits, Feelings detectives, Educational Psychologist £1000</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ○ qualitative data from pupil voice, pupil and parent surveys and teacher observations ○ a significant decrease in the number of behaviour incidents ○ Children access support from adults using a range of methods (e.g. Worry box, can I talk to you card, seedlings club). ○ Transitions between year groups within the school and from Year 6 to Year 7 are carefully planned and smooth. ○ Additional CPD for adults to support pupils' wellbeing. ○ Raised levels of resilience in pupils 	

<p>Disadvantaged pupils reading progress and attainment will have increased as a result of focused reading support and intervention.</p> <p>Reading Booster intervention – and Teacher £1000 TA time £500</p> <p>Licenses for AR £1000</p>	<p>Pupils will have reading booster sessions after school, and before school.</p> <p>Licenses purchased for pupils to access the AR portal</p>	3, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,072

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Supporting attendance
- Extracurricular activities, including sports, outdoor activities, arts, culture and trips
- Extended school time, including summer schools
- Breakfast clubs and meal provision
- Communicating with and supporting parents

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting Pupils Social, Emotional and Behavioural needs</p> <p>Extended Provision – wraparound care better start to the day more settled with breakfast £3500</p>	<p><i>DfE PP Menu of approaches</i></p> <p>Recruitment and retention of teaching staff</p> <p>Support with:</p> <p>Mental health</p> <p>Grief and loss</p> <p>Learning behaviours</p> <p>Friendships</p> <p>Relationships</p>	1
<p>Forest school training and resources – start with children in EYFS FF, possibly Y1. Extend provision as children move through the school</p> <p>£500</p> <p>£1,160</p>	<p><i>Forest School gives opportunity for children and young people to be stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and</i></p>	1

	<i>problem-solving skills and emotional well-being.</i>	
SEN CPD autism awareness WTT £2500 SENCo salary £6000	Staff who are more aware of the triggers and ways to support pupils with autism will enable pupils to be more successful in school.	1
Team Teach – help children regulate, de-escalation strategies £776	<i>CPD offers a positive toolkit approach giving practical de-escalation and crisis intervention strategies which can be used to minimise risk and manage conflict safely and respectfully. Build individual confidence and expertise so everyone knows how to support all pupils appropriately and consistently.</i>	
Supporting Attendance Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Cost of SLT time x6 ½ days to support with attendance and attend training £2451	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Extra-Curricular Activities Fund transport to events e.g. STEM EYFS, participating in sports festivals (football, cross-country, netball), attending the PGL residential, visits out or visitors in (Y4 Roman day) Offer enrichment activities to all so that there is not a cap placed on disadvantaged pupils i.e. school visits, residentials, participating in sports competitions, visit to pantomime. No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents. Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo. Cost £3235	Cultural capital gives children the opportunity to be successful and climb the social ladder. All children need to be given the chance to build cultural capital to help them achieve goals, become successful, improve life chances without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point. Our disadvantaged pupils, on the whole, can have a lack of enrichment opportunities over the course of the year which can have an impact on well-being and consequently impacts on academic progress and attainment. The lack of opportunities has been identified through our knowledge of our families, discussions and observations with children.	5

Minibus £500	A wide and rich variety of experiences will support cultural capital of all learners in particular vulnerable children so they can become as privileged as their non-disadvantaged peers.	
SEND professional development with the Working Together Team, autism Fund whole staff training in understanding autism, 24 th Jan Cost £250	There are many benefits to working with specialist services to support and deliver CPD. The BOSS team aims to reduce the risk of exclusion in pupils and develop the ability of schools to support children displaying behaviour that challenges. BOSS has a good track record in: <ul style="list-style-type: none"> ○ reducing fixed-term and permanent exclusions ○ pupil wellbeing improves ○ staff confidence is increased in managing a range of difficult behaviours ○ decline in classroom disruption 	1
Other Purchasing of uniform/PE kit Nominal cost of cleaning costs and packaging up of school uniform £200	EEF toolkit Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. We believe that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation and a uniform promotes social equity. Families may also find it challenging to support with the correct items for school such as PE kit.	1, 6
Other Contingency fund for acute issues. £5,100	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £69,032

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 2024 to 2025 academic year.

- 1) Close the vocabulary gap and improve skills among disadvantaged pupils. We will have implemented in EYFS the NELLI program and also train another member of staff (1 already trained) in ELKLAN. These language programs will be used and have a positive impact on children's language and vocabulary where planned vocabulary will be remembered by pupils. This will be evidenced in on going assessments, observations, pupil engagement and contribution in lessons and pupil voice.

Review: NELLI training completed and resources purchased. Staff will deliver program in 2025/26. ELKAN training offered to members of staff but due to a colleagues health and well-being place was not take up. Nursery and Reception staff have placed high value on communication and evidenced through continuous provision (eg. Message Centre)

End of year data for Listening, Attention and understanding 100% expected (8 pupils)

- 2) Disadvantaged pupils reading progress and attainment will have increased as a result of improved phonics. It is our aim that all disadvantaged pupils will meet the expected standard in phonics. This will significantly aid disadvantaged pupils to make good progress and attainment in KS1 and KS2.

In Y1 2024-25 total cohort 23, 10 children PP 6 child reached the standard, 4 children did not meet.

In Y2 2024-25 re-takes 4 children PP 1 child reached the standard 3 child did not meet the standard.

- 3) Improved maths attainment for disadvantaged pupils at the end of KS2. KS1 maths outcomes in 2024/25 show that more than 59% of disadvantaged pupils have met the expected standard.

KS2 maths outcomes in 2024/25 show that at least 90% of disadvantaged pupils have met the expected standard.

- 4) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Sustained high levels of wellbeing from 2024/25:

Pupil voice indicates pupils feeling more settled, secure, sense of belonging in school. Reductions in pupil incidents and adult high-level support

To improve the take up and participant in enrichment activities. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

Variety of clubs offered during the year during lunch and after school, which are available to children from across the school:

Board games, choir, computing, cooking, creative, cricket, football, gardening, maths, multisport, netball, signing. Over the year 73% of disadvantaged pupils attended an enrichment club of some sort.

6) The attendance for disadvantaged pupils will have improved and be in line with peers.

The attendance for disadvantaged pupils will have improved and will be in line with national attendance.

The gap between disadvantaged pupils and their peers will have reduced for persistent absence.

Pupil premium attendance (2024-25) 95.6%

Non-Pupil premium attendance 95.7%

These are both ahead of National data

Externally provided programmes

Programme		Provider
Measure	Details	

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:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.

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 also participated in a pupil premium review led by the Trust's SEA to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice and revisit our whole school ethos in ensuring we meet the needs of disadvantaged and SEND children through quality first teaching, then we are getting it right for all our children.

We triangulated evidence from multiple sources of data including formative and summative assessments, engagement in class book scrutiny, conversations with parents, pupils 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.