

R A Butler Infant and Junior Schools 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	R A Butler Infant and Junior Schools
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	13.2% Infant school 9.6% Junior School 15.7%%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22, 22/23, 23/24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Emma Vincent
Pupil premium lead	Sarah Spaxman
Governor / Trustee lead	Matt Blayney

Funding overview

Detail 2023-24	Amount
Pupil premium funding allocation this academic year	£ 112, 695
Recovery premium funding allocation this academic year	£ 10, 440
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	£123, 135

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Part A: Pupil premium strategy plan

Statement of intent

At R A Butler we believe that inclusive teaching and learning can change lives and every interaction matters. This has been highlighted by the COVID pandemic and allowed us to re-focus our direction for school improvement. Every day excellence should be the expectation for ALL of our pupils, staff and families in order to ensure ALL children attain well and no-one is destined to underachieve. This strategy will be a clear and coherent strategy for raising achievement for all our disadvantaged pupils, irrespective of whether they are already high attainers. We will AUDIT each area, RESEARCH opportunities and EVALUATE impact. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved and sustained alongside their disadvantaged peers.

High quality teaching is at the heart of our approach, with a focus on the areas that we believe disadvantaged pupils require the most: Language development and comprehension, positive relationships, meta-cognition and self-regulation and positive social and emotional mental health. Our 3 year plan has been informed by Marc Rowland's recent publication, 'Addressing Educational Disadvantage in Schools and Colleges – the Essex Way'.

Our ultimate objectives for our disadvantaged pupils are encapsulated in these four areas:

Every moment at RAB is a **language development and comprehension** moment. We recognise that language is key to success in accessing the curriculum, lesson participation, gaining knowledge to connect learning together and in developing relationships. No child is left behind because of a less developed language comprehension. Oral language is valued as a key aspect of future success.

In order to thrive, pupils from all backgrounds, need to feel like they belong at RAB and have **positive relationships**. All families are held in high regard and adults have high expectations of all pupils from all backgrounds. Children at RAB feel safe, are healthy, are active, are nurtured, achieve well, are respected and included.

Metacognition and self-regulation is about improving pupils as learners. It facilitates independence in learning and helps ensure pupils do not opt out and it contributes to belonging. At RAB we teach pupils to be aware of their own strengths and weaknesses and develop strategies to support them develop these areas to enable successful access to learning. Teachers have a toolkit of a range of strategies to support metacognitive development and self-regulation.

Positive SEMH is embedded with a recognition that our strongest protective factor is our connectedness & relationships. We teach social skills, emotional well-being, resilience, confidence & self-esteem. All adults are aware of and take responsibility for the SEMH needs of pupils and themselves. All adults recognise positive health and well-being contribute to achievement and life chances of all pupils.

These four areas form the basis of our school improvement plan and ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 under developed oral language skills and vocabulary gaps among many disadvantaged pupils across the school.
2	Assessments and observations show that rapid acquisition of phonics and reading fluency is an area that impacts reading progress of many disadvantaged pupils. In turn this leads to weaker progress in writing.
3	Our assessments and surveys show that fewer parents from disadvantaged families do not feel able or supported enough to engage with school in order to support their children with homework, reading and in dialogue with teachers
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind in age-related expectations – especially in mathematical fluency and writing.
5	Our assessments, observations and discussions with teachers, families and pupils have identified a regression in pupils’ abilities to self-regulate and approach learning with resilience. The lack of consistency to access to school support and enrichment during partial school closure has impacted on this. There has been an increase in teacher referrals for support for children with SEMH issues. The vast majority of these are disadvantaged pupils.
6	Our attendance data over 20/21 shows that attendance among disadvantaged pupils has been between 6 and 12% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupil’s progress.
7	41% of disadvantaged pupils at RAB also have specific SEND needs. This high level of SEND need amongst the disadvantaged cohort provides an extra level of challenge for these pupils in terms of their progress and in meeting age related expectations.

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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
<i>Improved oral language skills and vocabulary among disadvantaged pupils.</i>	WELLCOMM screen and other assessments (Leap into Language, GUPTA) and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, pupil book study and on-going formative assessment
<i>Improved reading attainment for disadvantaged pupils</i>	By 2023/24: KS1 reading outcomes show that more than 50% of disadvantaged pupils met the expected standard KS2 reading outcomes show that outcomes for disadvantaged pupils are in line with national outcomes.
<i>Improved attainment in writing for disadvantaged pupils</i>	By 2023/24: KS1 writing outcomes show that more than 50% of disadvantaged pupils met the expected standard KS2 writing outcomes show that outcomes for disadvantaged pupils are in line with national outcomes.
<i>Improved attainment in mathematical fluency for disadvantaged pupils</i>	By 2023/24: KS1 mathematical outcomes show that more than 50% of disadvantaged pupils met the expected standard KS2 mathematical outcomes show that outcomes for disadvantaged pupils are in line with national outcomes.
<i>To achieve and sustain improved wellbeing and a sense of belonging for all pupils in our school, particularly our disadvantaged pupils</i>	Sustained high levels of well-being from 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice activities, parent surveys and teacher observations • Pupil Book Study and formative assessments show a strong culture of pupils' ability to demonstrate positive meta-cognitive processes when faced with high challenge in their learning • Reduction in number of children being referred to Learning Mentor for SEMH support • Increase in participation in enrichment activities (eg, sports clubs, music lessons, choir, roles of responsibility across the school)
<i>To achieve and sustain improved attendance for all pupils, particularly</i>	Sustained high attendance by 23/24 demonstrated by: <ul style="list-style-type: none"> - The attendance of disadvantaged pupils being at a similar rate than non-disadvantaged pupils

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<i>our disadvantaged pupils</i>	- The percentage of disadvantaged pupils who are persistently absent being at a the same level as non-disadvantaged pupils
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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: £41, 329

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 7
<p>Embed a systematic approach to teacher professional development focusing on the impact on pupil outcomes and coaching. This will focus on whole school priorities and also linked to career stage and experience.</p> <p>This will involve supporting our recruitment and retention strategy of excellent teachers by supporting access to and time for CPD to complete NPQ programmes</p>	<p>In the Teacher Development Trust's report on Developing Great Teaching, the key finding of the review was that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Iris Connect will be used as a vehicle to support some aspects of CPD</p> <p>https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_IRIS.pdf</p>	1, 2, 3, 4, 5
<p>Embedding dialogic activities across the school curriculum. This can support pupils to articulate key ideas consolidate understanding and extend vocabulary.</p> <p>Higher level focus on collaborative approaches to learning. Embedding</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>	1, 2, 4, 7

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<p>use of talk roles, team huddle, envoying etc to focus on engagement of all</p> <p>Embedding the teaching and learning of systematic Tier 2 and 3 vocabulary across the school.</p> <p>We will fund ongoing teacher training and release time</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://impact.chartered.college/article/egan-simon-moving-towards-dialogic-teaching/</p> <p>https://voice21.org/insights-23/</p>	
<p>Enhancement of our reading teaching and learning programme to focus on teaching of fluency.</p> <p>We will focus on staff training and coaching in this area.</p> <p>Research and develop our approach to whole class guided reading in KS1 to focus on developing fluent decoding and comprehension</p>	<p>Teaching reading fluency alongside comprehension is seen as a very positive way to support reading development. Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p> <p>EEF Improving literacy in Key Stage One Guidance report (recommendation 2 Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	2, 4, 7
<p>Enhancement of our maths teaching for mastery. This will include funding teacher release time to engage in CPD through the Maths Hub. Focusing on Mastering Number in Year 4 and 5, Specialist Knowledge for Teaching Maths</p> <p>Introducing a new number fluency programme in Year 2-6 built on mastery principles. Resource for subject leader release time to support and monitor,</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: 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: Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	4, 7

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CPD for teachers and support staff		
<p>Enhancement of our writing curriculum – focusing on the writing process and the use of feedback within writing.</p> <p>We will fund teacher CPD and release time to focus on equity of curriculum access for disadvantaged pupils.</p>	<p>Teaching writing composition strategies through modelling and comprehension. A systematic approach to the writing process impacts on pupil outcomes. This should be coupled with the approaches being taken to develop reading fluency above.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	2, 4, 7
<p>Develop our work on metacognition from last academic year to include a more in depth review of our feedback strategy. We will fund lead teacher release time to focus on action research and CPD development to implement a more effective feedback system</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	4, 5, 7

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

Budgeted cost: £62, 876

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engaging with the National Tutoring Programme to provide school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who will receive tutoring will be disadvantaged including those who are high attainers.</i></p>	<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

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<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 7</p>
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.</p> <p>Additional training for these support staff.</p> <p>Resources to support professional development needs and specific</p>	<p>41% of disadvantaged children at RAB have SEND needs.</p> <p>Ensuring they are in receipt of high quality teaching is essential to their progress and being supplemented by targeted and evidence informed support means they have the best chance of making progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1699864730</p>	<p>7</p>
<p>Precision teaching as a method to support those children still not passing the Year 2 phonics screen in KS2</p>	<p>https://www.tandfonline.com/doi/abs/10.1080/02667363.2015.1022818</p>	<p>2</p>
<p>Training, support and costs for TAs to run specific high quality interventions:</p> <p>Reciprocal reading</p> <p>Precision teaching</p> <p>Number stacks</p> <p>Catch up phonics</p>	<p>Use of Teaching Assistants in school needs to be focused, based on rigorous training and using evidence informed programmes to support in class work not replace it. Use of TAs in this way can improve pupil outcomes by 4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 7</p>

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

Budgeted cost: £19, 362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school training on Trauma Perceptive Practice with the aim of developing a better understanding of behaviour and supporting emotional well-being.</p> <p>This will involve key staff being released for training and implementing the programme and training Learning Mentors for each year group.</p> <p>Engagement with the LA pilot programme 'Ready to regulate'</p> <p>Embedding revised whole school behaviour policy using expected/unexpected behaviours and Zones of Regulation</p>	<p>Social & emotional learning (or SEL) is an essential part of every child's education. And it is widely recognised that a focus on emotional wellbeing and relationships will be critical to children's ability to re-engage and learn when they go back to school following the Covid-19 lockdown.</p> <p>https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Developing-and-leading-trauma-informed-practice.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3, 5
<p>To develop a systematic whole school approach for involving parents in learning with their children.</p> <p>This will involve releasing teachers to plan and deliver adult focused learning, workshops for parents and instructional videos</p>	<p>Parents of disadvantaged children at our school are less engaged than non-disadvantaged parents. Actively involving parents in their children's learning is shown to have a positive impact on attainment, particularly if started in Early Years.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p>To systematically review the uptake of wider 'cultural capital' opportunities at our school to ensure disadvantaged children and families are supported to overcome any barriers to access.</p>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p>	3, 4, 5

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<p>Embedding the principles of good practice set out in the DfEs Working Together to Improve School Attendance This will involve training and release time for staff to develop and implement new procedures</p> <p>Use of Let's Talk we miss you material from Essex LA</p> <p>Formulation of a new attendance task force – regular meetings and strategy</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p> <p>https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Documents/Lets%20Talk...we%20miss%20you.pdf</p>	<p>6</p>
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Total budgeted cost: £123, 567



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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, national assessment data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged pupils nationally (though these comparisons are to be considered with caution given on-going pandemic impacts) and to results achieved by our non-disadvantaged pupils.

	<i>School 2023 Disadvantaged</i>	<i>School 2023 non-disadvantaged</i>	<i>National 2023 disadvantaged</i>
<i>Year 1 phonics</i>	<i>70%</i>	<i>88%</i>	<i>67%</i>
<i>Year 2 phonics</i>	<i>100%</i>	<i>96%</i>	
<i>Year 2 reading</i>	<i>58%</i>	<i>89%</i>	<i>54%</i>
<i>Year 2 writing</i>	<i>42%</i>	<i>80%</i>	<i>44%</i>
<i>Year 2 maths</i>	<i>42%</i>	<i>86%</i>	<i>56%</i>
<i>Year 6 reading</i>	<i>83%</i>	<i>87%</i>	<i>60%</i>
<i>Year 6 writing</i>	<i>67%</i>	<i>80%</i>	<i>58%</i>
<i>Year 6 maths</i>	<i>75%</i>	<i>87%</i>	<i>59%</i>

The data demonstrated that on the whole progress is being made for the disadvantaged cohort. Attainment is strongest in reading across the school and this is

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where we have established high quality practices and impact of those pupil premium strategies can be seen. Writing remains the area where progress is the slowest. Across children's time in the school progress of disadvantaged pupils accelerates and by the time they leave the gap has narrowed and exceeds attainment nationally for disadvantaged pupils. It is also necessary to be mindful that our year group cohorts of disadvantaged pupils varies considerably. The Year 3 cohort has a disadvantaged cohort with 81% on the SEND register with specific needs and this impacts on their progress and ability to reach Age related expectations.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils performance, including attendance, behaviour and well being.

This data demonstrates that:

- There was an increase in 'in-house' SEMH referrals over 22-23 for disadvantaged pupils*
- There was an increase in disadvantaged pupils taking part in extra curricular activities and cultural capital experiences*
- Engagement levels of disadvantaged pupils are at the same level as non disadvantaged pupils in school*
- More disadvantaged pupils had dysregulated instances in school*
- Attendance of disadvantaged pupils has improved, but remains lower than non-disadvantaged pupils*

Based on all of the information above, the performance of our disadvantaged pupils is broadly on course to achieve the outcomes we set out to achieve by 2023/24, as stated in the intended outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the strategies focusing on improving the quality of teaching were really effective and raised expectations for all pupils in maths and Reading. Progress in writing was less effective. Evidence from observations shows the oracy and dialogic teaching methods are having an impact on pupils articulacy and now need further embedding to support writing progress.

Targeted support for phonics was very successful and the impact of the national tutoring programme can be seen in the year 6 outcomes for disadvantaged pupils.

Strategies for supporting better engagement for disadvantaged families and homework support have been effective and should continue.

The EPS maths strategy was less effective and based on the low link to in class work has been ceased for this academic year.

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We have reviewed our strategy plan and made changes to how we intend to use some of our budget for this academic year.

This is namely:

Improving attendance for disadvantaged pupils

Using a new support and fluency programme for Maths

CPD focus on writing for teachers and support staff

Further embedding and refining dialogic teaching methods

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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.
- Running a free breakfast club for disadvantaged pupils. Through our relationships with parents and children, in this current time the cost of living crisis is impacting parents abilities to feed their children. Coming to school hungry has a negative impact on children's ability to concentrate and learn. <https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/#:~:text=Breakfast%20consumption%20in%20children%20has,grades%20and%20achievement%20test%20scores>

Our 4 year approach to whole school development has been based on the research gathered together in the Marc Rowland edited book entitled 'Addressing Educational Disadvantage in schools and colleges' The Essex Way. We have focused on four areas as set out in the strategy statement at the start of this report. As well as the areas listed we will also be looking at the following as part of our long term strategy:

- *Developing children's ability to be resilient and use meta-cognitive strategies*
- *Working towards the Unicef Rights Respecting Schools Gold Award – focusing on Global goals*
- *Reviewing our behaviour approach in line with the Trauma Perceptive Practice*