

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Russells Hall Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	22.71%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25; 25/26; 26/27
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	Alison Harrison
Pupil premium lead	Alison Harrison / Caroline Tams
Governor / Trustee lead	Saima Naz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Total	£173,840
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Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children at Russells Hall include: less support at home, weak language and underdeveloped communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the forensic analysis of data and identification of pupils, through an assess, analyse, respond and evaluate cycle, so that they are fully aware of strengths and weaknesses that impact outcomes in their own class, year group and across the school. This will ensure a collective responsibility to supporting those children with greatest need.

Through high-quality teaching provision overall, we aim to eliminate barriers to learning to ensure progress for all our valuable pupils. Good habits of learning are taught at an early age and we must provide pupils with these tools by fostering a love of learning and a desire to succeed.

We recognise difference and acknowledge bias: we don't strategically plan with labels but rather consider accessibility for everyone with a learning led approach. We see the purpose of education as social justice through better attainment and encourage a school culture of collective responsibility and ownership of pupil groups. Ultimately, our success will stand or fall on how successfully all children learn to read so that they can read to learn. All children will be strong readers.

We base our knowledge of children on assessment not assumptions. The granular analysis of data drives intervention in our learning led approach.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- A long term plan with no quick fixes
- Having bold ambitions for all

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring teaching and learning opportunities meet the needs of all pupils.
- Ensuring teaching is inclusive and that all staff have high expectations for all.
- The reestablishment of our Nurture Provision (Serenity) for KS1 in the morning and KS2 in the afternoon is designed to cater to the unique needs of our students, particularly those with SEMH needs.
- 1-1 support where needed.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support at lunchtime and extending PE provision through the introduction of OPAL.
- Access to ELSA support with our Safeguarding Officer
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Russells Hall values and thus enhance learning.
- Good pastoral care which develops strong, positive relationships with families, with particular emphasis on improving SEMH and attendance.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to valuable groups, this includes ensuring that the needs of socio economically disadvantaged pupils are adequately assessed and addressed. We have taken part in Poverty Proofing the school through Children North East and the action plan produced is ensuring an equitable offer.
- When making provision for socio economically disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged (see Poverty Proofing Audit)
- We also recognise that not all pupils who are socio economically disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socio economically disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	<p>Weak language and communication skills – in part due to lack of parental engagement with reading. PP Children are unlikely to use talk to connect ideas and explain what is happening coherently. Due to poor socio economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills, compared to their peers nationally. The language gap drives the attainment gap.</p>
Approaches to address Challenge 1	<p><u>Tier 1 – High quality teaching:</u></p> <ul style="list-style-type: none"> • Provide professional development to teachers on evidence-based approaches for language and communication skills, such as training on systematic synthetic phonics or mastery-based teaching (Little Wandle/ Ark Maths Mastery/ Literacy Tree) • Offer mentoring and coaching for teachers to support their implementation of effective teaching strategies for language and communication skills. (Steplab and Walkthrus) • Support the recruitment and retention of teaching staff by providing cover time for professional development, such as National Professional Qualifications (NPQs). • Provide technology and other resources that support high-quality teaching, such as software for diagnostic assessment of language and communication skills. (Accelerated Reader (Years 2 to 6) ; TT Rock Stars and Numbots (Whole School); LBQ (Years 3 to 6); SATS Companion (Year 6)) <p><u>Tier 2 - Targeted academic support:</u></p> <ul style="list-style-type: none"> • Implement one-to-one, small group, or peer academic tuition for disadvantaged pupils to specifically target language and communication skills. (Little Wandle Keep up and Maths Mastery Meetings daily) • Offer targeted interventions to support language development, literacy, and numeracy for disadvantaged pupils. (LOLA in EYFS, Maths Mastery meetings daily, Little Wandle Keep up, Explicit direct instruction for teaching tier 2 vocabulary, Reading Spine, Reading Meetings 3 x weekly; SALT interventions) • Provide interventions and resources to meet the specific needs of disadvantaged pupils with SEND in terms of language and communication skills. • Deploy teaching assistants strategically to support high-quality provision within the classroom or deliver structured interventions for language and communication skills. <p><u>Tier 3 - Wider strategies:</u></p> <ul style="list-style-type: none"> • Regular communication with parents to promote the importance of reading and provide resources and support for reading at home

- Offering workshops and training sessions for parents on how to engage with their child's reading and language development ([Little Wandle training sessions for EYFS, Yr 1 and 2 in Autumn Term](#) and throughout the wider staff body as needed/ coaching with TAs)

Creating a home-school partnership where parents are actively involved in their child's learning and progress ([Parents evening](#), [Accelerated reader](#) - [Home connect](#))

- Providing access to a range of reading materials and resources, such as a school library or lending scheme ([Accelerated Reader](#))
- Collaborating with local libraries and community organizations to promote reading and literacy ([Book Quiz](#), [Summer Challenges](#))
- Encouraging parents to read with their child regularly and providing guidance on how to support their child's reading comprehension and communication skills
- Offering parent workshops on effective communication techniques and strategies to help their child develop language skills
- Organizing regular parent-teacher conferences to discuss progress, challenges, and strategies for improvement

Providing opportunities for parents to observe and participate in classroom activities and projects to better understand their child's learning environment and support their language development ([Phonics](#))

2	<p>Low attainment on entry to the Early years Foundation Stage in all areas but particularly in communication and language, PSED and Literacy. Diversity due to a school population comprising of 25 languages as well as those with additional needs. We draw from over 15 different nurseries and the children arrive with a diverse range of experiences, depending on the quality of education provided and how much it has been accessed prior to entry. 10% of the cohort come straight from home education.</p>
Approaches to address Challenge 2	<p><u>Tier 1 – High quality teaching:</u></p> <ul style="list-style-type: none"> • Implement evidence-based approaches such as systematic synthetic phonics programs for literacy development (Little Wandle introduced September 23 in collaboration with English Hub) • Use mastery-based approaches to teaching to ensure a deep understanding of concepts (Ark Maths Mastery introduced September 23 in collaboration with EEF) • Provide training and professional development opportunities for teachers to improve their skills and knowledge. (Step lab coaching cycle for all teachers) • Offer mentoring and coaching for teachers to provide additional support and guidance. (Steplab coaching cycle for all teachers) • Support the recruitment and retention of teaching staff by providing cover time for professional development. <p><u>Tier 2 - Targeted academic support:</u></p> <ul style="list-style-type: none"> • Provide one-to-one, small group, or peer academic tuition to address specific learning needs. (Little Wandle Keep up; Maths Mastery meetings daily) • Utilize targeted interventions to support language development, literacy, and numeracy skills. (Little Wandle keep up, Maths mastery meetings daily, explicit direct instruction for teaching Tier 2 vocabulary, Lola for EYFS, Reading Spine, 3 x weekly Reading meetings, SALT interventions for specific children) • Develop interventions and resources tailored to meet the specific needs of disadvantaged pupils with special educational needs and disabilities (SEND). • Deploy teaching assistants effectively to support high-quality provision within the classroom or deliver structured interventions. <p><u>Tier 3 - Wider strategies:</u></p> <ul style="list-style-type: none"> • Address pupils' social, emotional, and behavioural needs through targeted support and interventions.
	<ul style="list-style-type: none"> • Implement strategies to improve attendance, following guidance outlined in the "Working Together to Improve School Attendance" document (new Attendance Policy introduced in September 24 in collaboration with Inclusive Attendance) • Offer extra-curricular activities such as sports and outdoor activities. • Enhance children's experiences by increasing the range of trips and visits/visitors to school so that they are once per term rather than once per year. • Establish breakfast clubs and offer toast and bagels to every child every morning when they come into school to ensure pupils are well nourished and ready to learn. (NSBP support) • Communicate regularly with parents and provide support to help them understand and support their child's education.

3	<p>Assessments, observations and discussions with staff indicate that children find it hard to remember and build on past learning, meaning they have not developed appropriate and embedded schema needed to make new knowledge and skills stick. The COVID pandemic and resulting lockdowns have exacerbated this.</p>
Approaches to address Challenge 3	<p><u>Tier 1 - High quality teaching:</u></p> <ul style="list-style-type: none"> • Provide professional development for teachers to implement evidence-based approaches, such as training on systematic synthetic phonics or mastery-based teaching. • Offer mentoring and coaching for teachers to improve their instructional practices. • Support the recruitment and retention of teaching staff by providing cover time for professional development, such as NPQs. • Utilize technology and resources that support high-quality teaching, such as software for diagnostic assessment. <p><u>Tier 2 - Targeted academic support:</u></p> <ul style="list-style-type: none"> • Implement targeted interventions to support language development, literacy, and numeracy. • Offer targeted interventions and resources specifically designed for disadvantaged pupils with SEND. • Deploy teaching assistants strategically to support high-quality provision within the classroom or deliver structured interventions. <p><u>Tier 3 - Wider strategies:</u></p> <ul style="list-style-type: none"> • Support pupils' social, emotional, and behavioural needs through targeted interventions and counselling services. • Implement strategies outlined in the working together to improve school attendance guidance to improve attendance rates. • Communicate and collaborate with parents to provide support and guidance for their children's learning. • Nurture provision reestablished for 24/25. • Development of the wider curriculum with pre and post unit assessments to help activate prior knowledge and assess retention more effectively. • Adaptation to timetables so that the first half an hour is used for direct instruction of the vocabulary the children need to access the learning for that day.

4	More frequent behaviour difficulties. These behaviours can present in the form of being dis-regulated, unable to contain or handle their own emotions and being able to articulate how they feel. They need supportive adults to help regulate and provide an avenue of support.
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Approaches to address Challenge 4	<p><u>Tier 1 - High quality teaching:</u></p> <ul style="list-style-type: none"> Implementing a whole-school approach to behaviour management, including clear expectations, consistent consequences, and rewards for positive behaviour (Clear Behaviour Curriculum reviewed in September 24, Spotted Awards, Proud Posts, Routines, Scripts provided for staff to ensure consistency in language, Spotlight Boards in each classroom,). Creating a positive and inclusive school climate, including anti-bullying initiatives and promoting positive relationships among students and staff. (Anti bullying week/ Anti bullying Champion training from Kidscape December 23/ regularly review policy) <p><u>Tier 2 - Targeted academic support:</u></p> <ul style="list-style-type: none"> Implementing restorative practices or social-emotional learning programs to promote positive behaviour and conflict resolution skills (ELSA/ Social stories/ Counselling, Reflexions) Providing access to counselling or mental health support services for students experiencing behavioural difficulties (Reflexions) Collaborating with external agencies or organizations to provide additional support for students with complex behavioural needs (Sycamore, Inclusive Pathways, Reflexions, EP) <p><u>Tier 3: Wider Strategies</u></p> <ul style="list-style-type: none"> Regular communication with parents, including sharing information about behaviour expectations and providing strategies for managing behaviour at home. (sharing of Behaviour Policy/ Anti bullying Policy) Parent workshops or training sessions on behaviour management techniques (school refers to Triple P and Stepping Stones where appropriate and Cygnet for children diagnosed with Autism)
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5	Attendance and Punctuality issues
Approaches to address Challenge 5	<p><u>Tier 1 - High quality teaching:</u></p> <ul style="list-style-type: none"> • Provide professional development opportunities for teachers to learn evidence based approaches, such as training in systematic synthetic phonics, mastery based teaching methods and attendance training • Implement mentoring and coaching programs for teachers to receive support and guidance in improving their teaching practices. • Support the recruitment and retention of teaching staff by providing cover time for professional development, such as National Professional Qualifications (NPQs). • Provide technology and resources that support high-quality teaching, such as software for diagnostic assessment. <p><u>Tier 2 - Targeted academic support:</u></p> <ul style="list-style-type: none"> • Offer one-to-one or small group to provide targeted support for disadvantaged pupils. • Implement targeted interventions to support language development, literacy, and numeracy. • Provide interventions and resources specifically designed to meet the needs of disadvantaged pupils with SEND.
	<ul style="list-style-type: none"> • Deploy teaching assistants strategically to support high-quality provision within the classroom or deliver structured interventions. <p><u>Tier 3 - Wider strategies:</u></p> <ul style="list-style-type: none"> • Support pupils' social, emotional, and behavioural needs through targeted interventions and support systems. • Implement approaches outlined in the "Working Together to Improve School Attendance" guidance to improve attendance rates for disadvantaged pupils. • Offer extra-curricular activities, such as sport and outdoor activities, to engage disadvantaged pupils and provide additional learning opportunities. • Consider extending school time, such as through summer schools, to provide additional support and enrichment opportunities for disadvantaged pupils. (HAF) • Establish breakfast club and provide daily toast and bagels to ensure that disadvantaged pupils have access to a nutritious meal and a positive start to the day. • Communicate with and support parents by providing regular updates on attendance and punctuality through half termly newsletters, offering workshops or training sessions on supporting their child's education, and providing resources or materials to support learning at home.

6	Deprivation in local area means that PP children in school often lack wider experiences and can struggle to engage in the curriculum
Approaches to address Challenge 6	<p><u>Tier 2 - Targeted academic support:</u></p> <ul style="list-style-type: none"> • Providing access to mental health and well-being support services • Collaborating with external agencies and professionals to provide targeted support for specific needs, such as speech and language therapy or counselling services. <p><u>Tier 3 - Wider strategies:</u></p> <ul style="list-style-type: none"> • Regular communication with parents, including parent workshops and information sessions (newsletter and website) • Providing parents with resources and strategies to support their child's learning at home (Parent workshops) • Engaging parents in school decision-making and volunteering opportunities (School response to Parent View questionnaire) • Establishing partnerships with community organisations and businesses to provide additional resources and opportunities for disadvantaged pupils (Poverty Proofing Audit)

7	Emotional health and wellbeing (enhanced challenge due to the COVID-19 pandemic)
Approaches to address Challenge 7	<p><u>Tier 1 - High quality teaching:</u></p> <ul style="list-style-type: none"> • Provide professional development opportunities for teachers to learn evidence based approaches to promoting emotional health and wellbeing, such as training on trauma-informed practices or mindfulness techniques. • Implement a broad and balanced curriculum that includes opportunities for students to explore and develop their emotional intelligence and resilience.
	<ul style="list-style-type: none"> • Offer mentoring and coaching programs for teachers to support their own emotional health and wellbeing, as well as their ability to support their students in this area. • Provide resources and technology that can support teachers in assessing and monitoring students' emotional health and wellbeing (Kindness Coach website) <p><u>Tier 2 - Targeted academic support:</u></p> <ul style="list-style-type: none"> • Offer one-to-one or small group academic tuition to disadvantaged pupils, with a specific focus on addressing emotional barriers to learning. • Implement targeted interventions that support language development, literacy, and numeracy, while also addressing emotional health and wellbeing. • Provide additional resources and support for disadvantaged pupils with SEND, ensuring their emotional needs are taken into consideration in their individual education plans. • Deploy teaching assistants strategically to provide targeted support within the classroom or deliver structured interventions that address emotional health and wellbeing. <p><u>Tier 3 - Wider strategies:</u></p> <ul style="list-style-type: none"> • Implement strategies to support pupils' social, emotional, and behavioural needs, such as implementing social-emotional learning programs or creating a positive, inclusive school climate. (OPAL, Kindness Matters and Rock Kidz) • Develop approaches to improve attendance, such as implementing attendance incentives or providing support for families facing barriers to regular school attendance. (Classopoly, high priority in values assembly every week) 100% attendance awards half termly, Gold, Silver and Bronze badges termly, attendance proud posts, charts on doors, communication with parents and whole school) • Offer a range of extra-curricular activities that promote emotional health and wellbeing, such as sports, outdoor activities, arts, and cultural opportunities. (ACE Coaching and school trips) • Extend school time through summer schools or after-school programs that provide additional support and opportunities for emotional wellbeing. (HAF referrals) • Establish breakfast clubs and meal provision to ensure disadvantaged pupils have access to nutritious meals, which can support their overall wellbeing. • Communicate regularly with parents and provide support and resources for them to support their child's emotional health and wellbeing at home. (Newsletters and website)

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
Progress in Reading	Achieve LA average progress scores in KS2 Reading
Progress in Writing	Achieve LA average progress scores in KS2 Writing
Progress in Mathematics	Achieve LA average progress scores in KS2 Maths
Progress in RWM	Achieve LA average progress scores in KS2 Reading/ Writing and Maths combined
Greater Depth across all subjects	Achieve LA average for greater depth
Other	Ensure attendance of disadvantaged pupils is 96% or above and PA is in line with National data
Improved attitudes to learning	Reduction of behavioural incidents on CPOMS

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: £ 96,756

Activity	Evidence that supports this approach	Challenge number addressed
Quality first teaching for all pupils	<p>EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact.</p> <ol style="list-style-type: none">1. Effective Instructional Strategies: Quality first teaching involves using evidence-based to be effective in promoting student learning. These strategies may include explicit instruction, scaffolding, modelling, and providing opportunities for active student engagement. Research has consistently shown that these instructional practices can lead to improved student outcomes.2. Differentiation and Personalization: Quality first teaching involves differentiating instruction to meet the diverse needs of students. By adapting instruction to accommodate different learning styles, abilities, and interests, teachers can better engage students and support their individual learning needs. Research suggests that personalized instruction can lead to increased student motivation, engagement, and achievement.3. Formative Assessment: Quality first teaching incorporates ongoing formative assessment practices to monitor student progress and provide timely feedback. By regularly assessing student understanding and adjusting instruction accordingly, teachers can identify areas of difficulty and provide targeted support. Research has shown that formative assessment practices can significantly impact student learning and achievement.4. High Expectations and Positive Relationships: Quality first teaching involves setting high expectations for all students and fostering positive relationships in the classroom. When teachers have high expectations for their students and create a supportive and inclusive learning environment, students are more likely to feel motivated, engaged, and confident in their abilities. Research has demonstrated the positive influence of high expectations and positive teacher-student relationships on student outcomes.5. Continuous Professional Development: Quality first teaching requires ongoing professional development for teachers to enhance their instructional practices and stay abreast of current research and best practices. Research suggests that targeted professional development can lead to improved teaching practices and student outcomes.	1,2,3,4,5,6,7

CPD	<ol style="list-style-type: none"> 1. Enhanced Teaching Practices: CPD provides educators with opportunities to learn new instructional strategies, teaching techniques, and pedagogical approaches. Research has shown that when teachers engage in high-quality CPD, they are more likely to implement effective teaching practices in the classroom, leading to improved student engagement and achievement. 2. Increased Subject Knowledge: CPD programs often focus on deepening educators' subject knowledge and understanding. When teachers have a strong grasp of the content they teach, they are better equipped to deliver accurate and meaningful instruction. Research suggests that teachers with high levels of subject knowledge can positively impact student learning outcomes. 3. Improved Classroom Management: CPD can also support teachers in developing effective classroom management strategies. By learning how to create a positive and inclusive learning environment, manage behaviour, and promote student engagement, teachers can create a conducive atmosphere for learning. Research has shown that effective classroom management is linked to improved student behaviour and academic performance. 4. Enhanced Student Engagement: CPD opportunities that focus on student-centred instructional approaches, differentiation, and the use of technology can help teachers better engage their students. When students are actively engaged in their learning, they are more likely to be motivated, participate actively, and achieve better outcomes. 5. Informed Decision-Making: CPD provides educators with access to the latest research, best practices, and changes in educational policies. By staying up-to-date with current knowledge and evidence-based approaches, teachers can make informed decisions about instructional strategies, curriculum design, and assessment practices. This can lead to more effective teaching and improved student outcomes. 6. Collaboration and Networking: CPD often involves collaborative learning opportunities, such as professional learning communities, workshops, and conferences. These platforms allow educators to share ideas, learn from each other, and build professional networks. Research suggests that collaboration and networking can positively impact teachers' professional growth and contribute to improved student outcomes. 	1,2,3,4,5,6,7
Coaching (Steplab and Walkthrus)	<ol style="list-style-type: none"> 1. Improved Instructional Practices: Coaching provides educators with personalized support and feedback on their instructional practices. Research has shown that when teachers receive coaching, they are more likely to implement effective teaching strategies, make instructional adjustments, and improve their overall instructional practices. This can lead to enhanced student engagement and achievement. 2. Increased Self-Reflection and Professional Growth: Coaching encourages educators to engage in self-reflection and continuous professional development. Through regular coaching conversations, educators can reflect on their teaching practices, set goals, and receive guidance on areas for improvement. Research suggests that this process of self-reflection and professional growth can positively impact teacher effectiveness and student outcomes. 3. Targeted Support and Differentiation: Coaching allows for targeted support tailored to individual educators' needs. Coaches can provide specific strategies and resources to address areas of improvement, help teachers differentiate instruction, and meet the diverse needs of students. Research has shown that targeted support and differentiation through coaching can lead to improved instructional practices and student outcomes. 4. Enhanced Collaboration and Peer Learning: Coaching often involves collaborative and peer learning opportunities. Coaches can facilitate professional learning communities, encourage teachers to share best practices, and foster a culture of collaboration within schools. Research suggests that collaborative coaching can positively impact teacher collaboration, instructional practices, and student achievement. 	1,2,3,4,5,6,7

	<p>5. Increased Confidence and Job Satisfaction: Coaching can boost educators' confidence and job satisfaction. By receiving personalized support and seeing improvements in their instructional practices, teachers often experience increased confidence in their abilities. This can contribute to higher job satisfaction and a greater sense of professional fulfilment.</p>	
Tackling weak teaching	<ol style="list-style-type: none"> 1. Research studies consistently show that teacher quality is one of the most significant factors influencing student achievement. A study by Hattie (2009) found that the impact of effective teaching on student learning outcomes is larger than any other school-based factor. 2. The Education Endowment Foundation (EEF) conducted a metaanalysis of research on improving teaching and learning, which found that targeted professional development for teachers can have a positive impact on student outcomes. Providing teachers with opportunities to develop their subject knowledge, pedagogical skills, and instructional strategies can lead to improved student achievement. 3. The EEF also highlights the importance of providing constructive feedback and coaching to teachers. Research suggests that regular feedback and coaching can help teachers identify areas for improvement and implement effective instructional practices. This can result in improved student engagement and learning outcomes. 4. Effective instructional practices, such as explicit instruction, formative assessment, and differentiation, have been shown to positively impact student learning. These practices involve clear lesson objectives, active student engagement, and timely feedback, which can enhance students' understanding and retention of information. 5. School leaders play a crucial role in improving teaching and learning. Effective leadership practices, such as setting high expectations, providing support and resources, and fostering a positive school culture, can create an environment that promotes continuous improvement in teaching and leads to better student outcomes. <p>educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p>	1,2,3,4,5,6,7
Curriculum Development	<ol style="list-style-type: none"> 1. Curriculum design plays a crucial role in shaping what students learn and how they learn it. Research shows that a well-designed curriculum can enhance student engagement, motivation, and achievement. A study by Hattie (2009) found that the quality of the curriculum has a significant impact on student learning outcomes. 2. The Education Endowment Foundation (EEF) conducted a review of research on curriculum design and found that a well-structured and coherent curriculum can lead to improved student outcomes. A well designed curriculum ensures that content is sequenced in a logical and progressive manner, building on prior knowledge and skills. It also provides opportunities for deep learning, critical thinking, and the development of key competencies. 3. A study by Wiliam (2014) found that curriculum development focused on enhancing disciplinary knowledge and understanding can have a positive impact on student achievement. When teachers have a deep understanding of the subject matter and design learning experiences that promote conceptual understanding, students are more likely to achieve better outcomes. 4. Effective curriculum development involves ongoing reflection and adaptation based on student needs and feedback. By regularly reviewing and refining the curriculum, schools can ensure that it remains relevant, engaging, and aligned with the needs of their students. This iterative process of improvement can lead to better outcomes over time. 5. In addition to academic outcomes, a well-designed curriculum can also contribute to broader outcomes such as student well-being, character development, and preparation for future success. A holistic curriculum 	1,2,3,4,5,6,7

	that includes a range of subjects, skills, and experiences can support the overall development of students. https://educationendowmentfoundation.org.uk/evidencesummaries/curriculum-design	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 62,714

Activity	Evidence that supports this approach	Challenge number addressed
HLTA x 3	<ol style="list-style-type: none"> The Education Endowment Foundation (EEF) conducted a study on HLTAs and found that when HLTAs were used to deliver structured interventions, they had a positive impact on student attainment. The study showed that HLTAs delivering targeted interventions in one-to-one or small group settings resulted in approximately three to four additional months' progress for students. The EEF also highlighted the importance of providing HLTAs with high quality support and training. When HLTAs are deployed in structured settings with proper training, they can significantly enhance student learning outcomes. However, if HLTAs are placed in informal and unsupported instructional roles, they may have a negative impact on student progress. A research study conducted by Webster et al. (2010) investigated the impact of HLTAs on student achievement in primary schools. The study found that HLTAs were effective in improving student outcomes, particularly in literacy and numeracy. The National Association of Head Teachers (NAHT) conducted a survey of school leaders and found that HLTAs were valued for their ability to support whole-class teaching, provide targeted intervention, and enhance the quality of teaching and learning in schools. 	1 2 3 4 5 6 7

<p>Use of technology to ensure targeted interventions through high quality resources that are adaptive to each individual child</p> <p>Accelerated Reader (years 2 to 6)</p> <p>TT Rock Stars and Numbots (Whole School)</p> <p>LBQ (Years 3 to 6)</p>	<ol style="list-style-type: none"> The Education Endowment Foundation (EEF) conducted a study on the use of digital technology in schools. They found that technology can be effective in providing targeted interventions when used appropriately. For example, using educational software or online platforms for personalized learning can lead to improved outcomes for students. However, it is important to note that the impact of technology on outcomes can vary depending on how it is implemented and integrated into teaching and learning practices. A meta-analysis conducted by the U.S. Department of Education found that technology-based interventions can have a positive impact on student achievement, particularly when they are designed to provide individualized instruction and feedback. This suggests that technology can be a valuable tool for delivering targeted interventions that address specific learning needs. The use of technology for targeted intervention can also increase student engagement and motivation. Interactive and multimedia elements in digital resources can make learning more interactive and enjoyable for students, which can positively influence their attitudes towards learning and ultimately improve outcomes. Additionally, technology can provide real-time data and analytics, allowing teachers to monitor student progress more effectively and make data-informed decisions. This enables educators to identify areas of need and tailor interventions to specific students, leading to improved outcomes. 	1,2,3,4,5,6,7
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SATS Companion (Year 6)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 14,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>OPAL – getting 20% of the school day right.</p> <p>ACE Coaching – free after school club sessions 4 x weekly</p>	<p>https://outdoorplayandlearning.org.uk/home/forschools/research/</p> <ol style="list-style-type: none"> 1. Physical Health: Outdoor play encourages physical activity, which is essential for children's physical development and overall health. Regular physical activity has been linked to improved cardiovascular fitness, motor skills, and coordination. 2. Cognitive Development: Outdoor play provides opportunities for children to engage in problem-solving, critical thinking, and creativity. It can enhance their cognitive skills, such as attention, memory, and concentration. Research has shown that exposure to natural environments can also improve cognitive function. 3. Social and Emotional Development: Outdoor play allows children to interact with their peers, develop social skills, and build relationships. It provides opportunities for cooperative play, negotiation, and conflict resolution. Being in nature has been associated with reduced stress levels and improved emotional well-being. 4. Environmental Awareness: Engaging with the natural environment through outdoor play can foster a sense of environmental stewardship and a connection to nature. It can promote knowledge about the environment, sustainability, and the importance of protecting natural resources. 	1,2,3,4,5,6,7

Outcomes for Disadvantaged Pupils

	Russells Hall Disadvantage	Russells Hall Non-Disadvantage	Variance	Narrative	National (ALL PUPILS)	Variance	Narrative
Baseline 2023	0%	0%	0	In line			
EYFSP 2024	50%	66%	-16	Significantly below	65.2	-15.2	Significantly below
Phonics Y1 2024	91.6%	84.7%	+6.9	Above	80.2	+11.4	Significantly above
Phonics Y2 2024 (just retake)	66%	83%	-17	Significantly below	88.5 (2023)	-22.5	Significantly below
KS2 RWM 2024	36%	44%	-8	Below	60.5	-24.5	Significantly below
KS2 Reading 2024	47%	63%	-16	Significantly below	74.3	-27.3	Significantly below
KS2 Writing 2024	63%	72%	-9	Below	71.8	-8.8	Below
KS2 Maths 2024	37%	56%	-19	Significantly below	73.1	-36.1	Significantly below
Attendance Current	93.1%	94%	-0.9	In line	94.8	-1.7	In line
PA Current	24.5%	17%	+7.5	Above	15.9 (2023/24)	+8.6	Above
Attendance 2023 2024		93.3%			94.5		
PA 2023 2024					15.9		

Analysis of Russells Hall Performance Data

Early Years Foundation Stage Profile (EYFSP) 2024

Russells Hall shows a 50% achievement rate for EYFSP in 2024 among disadvantaged pupils, which is significantly below the national average for all pupils (66%) by 16 percentage points. When compared to the national average baseline (65.2%), it is also notably below by 15.2 points. This indicates that the EYFSP results for disadvantaged pupils are an area of concern, suggesting the need for targeted interventions to support early development and learning readiness.

Phonics Screening Check (Year 1 and Year 2 Retake) 2024

In the Year 1 Phonics Screening, Russells Hall performs above both disadvantaged and national averages. Disadvantaged pupils scored 91.6%, which is 6.9 points above the disadvantaged average and significantly higher than the national average of 80.2% by 11.4 points. This is a positive outcome, showing that foundational reading skills are being supported effectively for Year 1 students.

For the Year 2 Phonics retake, however, the pass rate is 66%, which is 17 points below the disadvantaged average and 22.5 points below the national standard (88.5%). This indicates that students who did not meet the benchmark in Year 1 struggle to catch up in Year 2, highlighting a potential gap in support for students who need additional help after the initial assessment.

Key Stage 2 (KS2) Attainment 2024

KS2 Reading, Writing, and Maths Combined (RWM): Russells Hall has a combined score of 36%, which is 8 points below the disadvantaged average (44%) and significantly below the national average of 60.5% by 24.5 points. This result suggests that a comprehensive strategy is needed to improve combined outcomes in core subjects for disadvantaged pupils.

KS2 Reading: Reading proficiency among disadvantaged pupils at Russells Hall is at 47%, which is significantly below the disadvantaged average (63%) by 16 points and the national average (74.3%) by 27.3 points. This significant gap highlights a need for focused literacy interventions to support reading skills development.

KS2 Writing: Writing scores are at 63%, 9 points below the disadvantaged average (72%) and slightly below the national average (71.8%) by 8.8 points. While performance in writing is closer to the national benchmark, there is still room for improvement.

KS2 Maths: Maths scores are markedly low, with disadvantaged pupils achieving 37%, which is 19 points below the disadvantaged average (56%) and significantly lower than the national average of 73.1% by 36.1 points. This highlights a considerable need for focused support in mathematics to close the gap.

Attendance and Persistent Absenteeism (PA)

Current Attendance: Attendance for disadvantaged pupils is at 93.1%, slightly below the disadvantaged average of 94% (a variance of -0.9), and close to the national average of 94.8%, with a variance of -1.7. This suggests that attendance is generally in line with national averages, though there is a slight gap.

Persistent Absenteeism (PA): Persistent absenteeism is higher at Russells Hall, with a rate of 24.5% for disadvantaged pupils, which is 7.5 points above the disadvantaged average (17%) and 8.6 points higher than the national benchmark of 15.9%. This indicates an area of concern that may be affecting overall achievement, as high absenteeism often correlates with lower academic outcomes.

