

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Eastington Primary School |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 5% (7 pupil in April 2021, 1 Ever 6 pupil will join PP group in future) |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | Sept 2021 |
| Date on which it will be reviewed | Sept 2022 (PP children are discussed 3xyear in narrow the gap meetings with SLT/teachers) |
| Statement authorised by | Zoe Avastu |
| Pupil premium lead | Zoe Avastu |
| Governor / Trustee lead | Carol Trim |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £9,415 |
| Recovery premium funding allocation this academic year | £2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £11,415 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

We understand that education does not end at primary, however, we believe good attainment in core skills and strong social, emotional & personal skills make accessing next steps in education & adult life more likely and enjoyable.

We believe quality teaching, positive attitudes to learning and resilience change outcomes and strive to offer this to all children.

We understand that being in receipt of PPG does not mean a child has additional needs. We use funding to support children of all abilities to achieve well.

We aim to:

- Provide quality first teaching for all children, including those in receipt of PPG
- Provide targeted academic support for all children in receipt of PPG so attainment is raised
- Provide targeted emotional support for all children in receipt of PPG so behaviour, well-being and relationships are positive
- Ensure children in receipt of PPG can access wider opportunities regardless of family income and personal circumstances.
- Support strong attendance of children in receipt of PPG.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Impact on pupils' progress and attainment due to closures of schools during 2019/20 and 2020/21. |
| 2 | Access to educational experiences such as trips, residential visits and extra-curricular activities may be limited. |

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| 3 | Some children have social and emotional needs which impact negatively on their own educational engagement, progress and well-being |
| 4 | |
| 5 | |

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 |
|---|---|
| Pupil premium children progress is at least in line with other pupils nationally in Reading, Writing and Maths. | PP children progress is at least in line with other pupils nationally. In year children make secure/accelerated progress on the school's progress measure. Over time in school, children move attainment groups in at least one subject R/W/M. |
| Pupil Premium children have access to wider opportunities regardless of family income and personal circumstances. | Children have equal access trips. Children have school uniform. Children have opportunities to develop school values and additional leadership skills through 'Learning through Sport', Sports & Well-Being Leaders etc. |
| Emotional support improves children's mental health, well-being and academic progress | Children feel safe and happy in school Children are engaged and work hard Children attendance is in line with the school target of 97% |
| | |

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: £2300 (12 training sessions/rekenreks £300) // £2000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <ul style="list-style-type: none"> • NCETM training for Rec-Y2 teachers in securing fluency in number • Rekenrek provided + used: Hungarian model • Through training staff will: • develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1 • work to develop intentional teaching strategies focused on developing fluency in calculation and number sense for ALL children • develop understanding and their use of appropriate manipulatives to support their teaching of mathematical structures. | <p>EEF Guidance Report recommendations for improving maths in EY & KS1:</p> <ul style="list-style-type: none"> • Raise quality of teacher knowledge of mathematics, of children's mathematical developments and effective mathematical pedagogy. • Use manipulatives + representatives to develop understanding <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>NCETM:</p> <ul style="list-style-type: none"> • Research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects. <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> | 1 |
| <ul style="list-style-type: none"> • Training for all staff on phonic teaching; clarity on vocabulary, etc • Purchase of approved phonic scheme and teaching resources | <p>-EEF identifies systematic phonic teaching as having a strong impact, especially for disadvantaged.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>-EEF identifies continuing professional development as vital to ensure high quality teaching and learning.</p> | 1 |

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|---|--|--|
| <p>to support systematic progression/additional books</p> <ul style="list-style-type: none"> • TA intervention daily for those identified in an phonic session as needing reinforcement • Re-write phonic progression at Eastington and reorganise books • Purchase of phonic books to support children in KS2 when needed | | |
|---|--|--|

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

Budgeted cost: £1496 tutoring // £4419 TA intervention

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> • Small group tutoring (1:3) with a qualified teacher for 15x1hr in English or Maths • Objectives created by teachers who know the current capability/next steps for pupils • Explicit teaching of skills, knowledge and strategies. • Tutor to review, assess, feedback to staff so approaches can be altered if needed • Tutor and staff to communicate via online portal/in person so information is shared/children | <p>-EET: Improving mathematics in KS2+KS3: Recommendation 8: Use structure intervention to provide support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>-EET: Reading Comp Strategies Evidence rating is strong https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>- EET: NTP: Study underway however EET states there is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</p> | 1 |

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| apply skills in class. | | |
| <ul style="list-style-type: none"> Additional intervention 1:1/small group, led by TA in R/W/M. Interventions are brief, regular, have objective target set by the teacher, resources provided by teacher. SMART targets devised, monitored and adapted as needed, reviewed termly in NtG meetings with T/SLT. 1:1/group sessions to support wellbeing/positive relationships with ELSA trained TA when needed Additional support from Early Help wider services when needed | <ul style="list-style-type: none"> EEF: Making best use of TAs: Recommendation 5. Targetted intervention 1:1/small shows positive impact on attainment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants | 1, 3 |

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

Budgeted cost: £350/£750/£700=£2200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Children have school uniform. Children have equal access trips/residential | Children feeling positive about looking part of our school community helps the sense of belonging which we want to engender in all children- especially after the period of remote learning in 2020-21. | 2 |

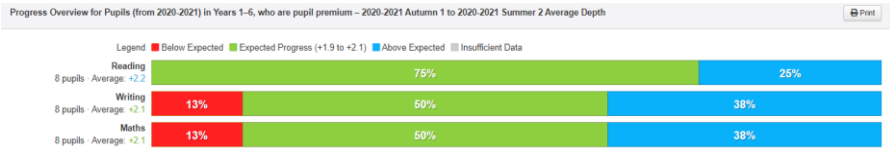
| | | |
|---|--|--|
| <p>Children have opportunities to develop school values through 'Learning through Sport', and additional leadership skills/understanding of well-being through Sports & Well-Being Leaders etc.</p> | <p>Children who access wider opportunities, participate in sport, develop values/leadership skills enrich their life experiences and this is beneficial for health, wellbeing, supporting academic progress.</p> | |
| | | |

Total budgeted cost: £11,415

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 2020 to 2021 academic year.

| Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. | | | | | | | | | | | | | | | | | |
|---|---|----------------------------------|----------------|----------------------------------|----------------|---------|----|-----|-----|---------|-----|-----|-----|-------|-----|-----|-----|
| 2020 - 2021 | | | | | | | | | | | | | | | | | |
| AIM | OUTCOME | | | | | | | | | | | | | | | | |
| Pupil premium children progress well over the year in Reading, Writing and Maths and move attainment group over time | <p>-8 pupils in PP group onsite in July 2021. 1 pupil:12.5%. 2 pupils with SEN and 5/8 received support to sustain progress.</p> <p>-3 pupils received tutoring: 2 pupils met most of their targets and one pupil met some of their targets through tutoring.</p> <p>-From starting point 25% of pupil group had moved attainment groups to WA from WT in reading, 12.5% of the pupil group had moved attainment groups to WA from WA in maths. However, 12.5% of the pupil group had moved attainment groups to WT from WA in writing despite this pupil receiving additional intervention.</p> <p>-Progress over the year on the school's progress measure is below. The 1 pupil who did not make secure progress in W/M was adversely impacted by lockdown – additional support was in place.</p>  <table border="1"> <caption>Progress Overview for Pupils (from 2020-2021) in Years 1-6, who are pupil premium - 2020-2021 Autumn 1 to 2020-2021 Summer 2 Average Depth</caption> <thead> <tr> <th>Subject</th> <th>Below Expected</th> <th>Expected Progress (+1.9 to +2.1)</th> <th>Above Expected</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>75%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>59%</td> <td>38%</td> </tr> <tr> <td>Maths</td> <td>13%</td> <td>59%</td> <td>38%</td> </tr> </tbody> </table> | Subject | Below Expected | Expected Progress (+1.9 to +2.1) | Above Expected | Reading | 0% | 75% | 25% | Writing | 13% | 59% | 38% | Maths | 13% | 59% | 38% |
| Subject | Below Expected | Expected Progress (+1.9 to +2.1) | Above Expected | | | | | | | | | | | | | | |
| Reading | 0% | 75% | 25% | | | | | | | | | | | | | | |
| Writing | 13% | 59% | 38% | | | | | | | | | | | | | | |
| Maths | 13% | 59% | 38% | | | | | | | | | | | | | | |
| Emotional support improves children's mental health, well-being and academic progress: wellbeing focused afternoons | <p>-Strong school focus on wellbeing when onsite/remote learning meant 6/8 children in PP group sustained positive well-being.</p> <p>-In school support offered to 2 pupils – one pupil's well-being improved and they were able to play with peers well/manage</p> | | | | | | | | | | | | | | | | |

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| through sport/outdoor learning; TA support/intervention/outside agency support | feelings. Outside support was sought through referral to ATS to gain understanding of additional strategies for one of pupil. |
| Pupil Premium children access to wider opportunities regardless of family income and personal circumstances | Attendance for PP group was 97% in 2020-2021 No exclusions All children had access to uniform/trips/residential etc. |
| | |

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 |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

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

EEF: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Pupil Premium Guidance 2021-22

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

| Disadvantaged pupils | Pupil premium per pupil |
|--|----------------------------------|
| Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups | £1,345 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups | £955 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,345 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) | £2,345 |
| Service children | Service premium per pupil |
| Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence | £310 |

3. Eligibility

3.1 Ever 6 free school meals children

For mainstream and special schools, the pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

For pupil referral units, the pupil premium for 2021 to 2022 will include pupils recorded in the January 2021 school census who have had a recorded period of FSM eligibility since May 2015, as well as those first recorded as eligible at January 2021.

For the purposes of these grant conditions, these pupils are collectively referred to as Ever 6 FSM.

6. Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2021; some or all of it may be carried forward to future financial years. Any funding that is carried forward must be spent according to the conditions in this document.

7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-20>

2021-2022: 7 pupils/5%, £9,415

Recovery Premium

(<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>)

Schools should spend this premium on evidence-based approaches to support pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

Funding allocations

School allocations will be calculated on a per pupil basis.

Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

Other types of eligible schools will get £290 for each eligible pupil.

We have applied additional weighting to specialist provision recognising the significantly higher per pupil costs they face.

We have included a minimum payment that we refer to as a 'floor' to ensure that:

- an eligible primary school will not receive less than £2,000

EPS finding for 2021-2022 is £2000