

Pupil premium strategy statement - Eastington Primary School

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	6% 8 pupils (6 pupils on site from Sept 2022)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	May 2022
Date on which it will be reviewed	July 2022/Dec 2022/April 2023/Sept 2023 (PP children are discussed 3xyear in narrow the gap meetings with SLT/teachers)
Statement authorised by	Zoe Avastu
Pupil premium lead	Zoe Avastu
Governor Lead	Carol Trim

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
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	£13,080

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.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in R/W/M for some children is below WA. Ongoing impact on pupils' progress and attainment due to closures of schools during 2019/20 and 2020/21 and two school covid outbreaks in 2021/22.
2	Access to educational experiences to such as trips, residential visits and extra-curricular activities are limited for some children.
3	Some children have social and emotional needs which impact on their educational engagement, progress and well-being.
4	

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
<p>Pupil premium children progress is at least in line with other pupils nationally in Reading, Writing and Maths.</p>	<p>PP children progress is at least in line with other pupils nationally.</p> <p>In year children make secure/accelerated progress on the school's progress measure.</p> <p>From their baseline, children move attainment groups in at least one subject R/W/M.</p>
<p>Pupil Premium children have access to wider opportunities regardless of family income and personal circumstances.</p>	<p>Children have opportunities to develop school values and additional leadership skills (through 'Learning through Sport', Sports & Well-Being Leaders etc.).</p> <p>Children have equal access educational visits.</p> <p>Children have school uniform.</p>
<p>Emotional support improves children's mental health, well-being and academic progress.</p>	<p>Children have opportunities to develop well-being strategies (through well-being program in KS2, ELSA trained TA support, TA support, external agency support etc.)</p> <p>Children feel safe and happy in school.</p> <p>Children are engaged and work hard.</p>

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: £5780 (Est costs: Writing consultant/trainers £2800, Training with Ed Psychologist/cognitive load trainer £1000, T&L Lead/SENDCo release time for paired obs/teaching with staff £1500, resources £480) (LB: training budget £3800, Supply budget £1500, Eng budget £480)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Training for all staff on developing sentence skills, shared/short burst writing and working these within the writing journey effectively. • Pair teach/obs with T&L Leader • Revise Writing at Eastington • Purchase of resources to support teachers (workload mindfulness) 	<p>-Improving KS2 Literacy: *Recommendation 4: Teach composition strategies through modelling and supported practice *Recommendation 5: build sentence construction skills through extensive practice Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>-Improving KS1 Literacy: *Recommendation 5: Teach strategies for planning/monitoring writing through modelling and structured support. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1
<ul style="list-style-type: none"> • Training on Cognitive Load evidence + classroom strategies. • Training on neuro-diversity strategies to include children in mainstream classroom (mindful of workload) • Pair teach/obs with SENDCo • Resources for pupils with SEND 	<p>- Supporting SEN in mainstream school *Recommendation 3: Access to high quality teaching – flexible groupings, explicit instruction, cognitive/meta-cognition strategies, scaffolding, technology use Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) *Recommendation 1: Create a positive and supportive environment for all pupils without exception-positive relationships, active engagement, all pupils access the best teaching, proactive approaches to behaviour</p>	

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

Budgeted cost: £6,300 (Est £2300 tutoring cost (60% subsidy) // £4000 TA intervention) (LB: £2300 to tutoring expenditure cost centre, £4000 to TA expenditure cost centre)

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 apply skills in class. 	<p>-EET: Improving mathematics in KS2+KS3: Recommendation 8: Use <u>structure intervention to provide support</u>. 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
<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. 	<ul style="list-style-type: none"> • EEF: Making best use of TAs: Recommendation 5. Targeted intervention 1:1/small group shows positive impact on attainment https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants 	1, 3

<ul style="list-style-type: none"> • 1:1/group sessions to support wellbeing/positive relationships with ELSA trained TA when needed • Additional support from Early Help wider services when needed 		

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

Budgeted cost: £1000 (Est: Uniform £150, Residential:£450, Ed visits: £400) (LB: £150 into Additional Resources expenditure cost centre, £450 to PGL residential expenditure cost centre, £400 to Ed visits expenditure costs centre)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Children in KS 2 develop their understanding of well-being through sport participation, well-being KS2 program. -Children in Y6 have opportunities to develop leadership skills through Sports & Wellbeing leadership program. -Children have equal access to trips/residential etc. -Children have opportunities to develop school values through 'Learning through Sport' program. 	<ul style="list-style-type: none"> -Children feeling positive about being part of our school community and have a sense of belonging. -Children who have access to wider opportunities such as educational visits, PGL/educational visits etc expand their cultural capital (supporting long term academic success/engagement in society.) -Children who develop values/leadership /understand how to keep well enrich their life experiences and this is beneficial for health, well-being and supports academic progress. 	2

-Children have school uniform.		

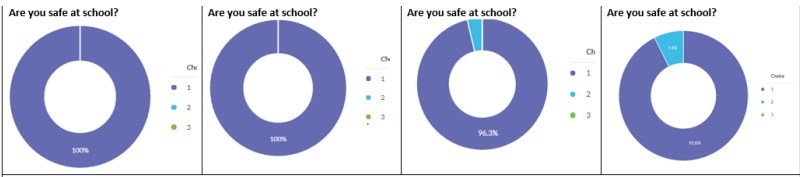
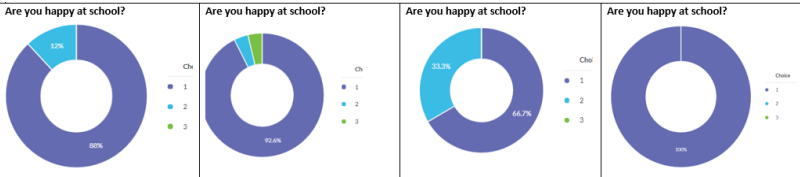
Total budgeted cost: £13,080

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 **2021 to 2022** academic year.

2021 - 2022																	
AIM	OUTCOME																
Pupil premium children progress well over the year in Reading, Writing and Maths and move attainment group over time	<p>-8 pupils 1 pupil:12.5%. 1 pupil with SEN and 5/8 received intervention, 7/8 received academic support to ensure best progress.</p> <p>-7 pupils received tutoring: Tutoring 15 weeks : 3 pupils met all 4 targets/ 2 pupils met 3 of of 4 targets (2 children still undergoing tutoring – to be updated July 2022)</p> <p>-----</p> <p>July 2022 Data</p> <p>Attainment (8 pupils/12.5%) Reading: 13% Working Towards, 88% Working At Writing: 63% Working Towards, 38% Working At Maths: 63% Working Towards, 38% Working At</p> <p>Progress by Attainment from Rec/Y2 baseline Reading: 62% of children are in the same attainment group. 38% have moved from WT to WA. Writing: 100% of children are in the same attainment group. Maths: 87% of children are in the same attainment group. 13% have moved from WT to WA.</p> <p>Progress on school progress measure from Sept 2021-July 2022</p> <p>Progress Overview for Pupils (from 2021-2022) in Years 1-6, who are pupil premium, 1 Pupil Excluded – 2021-2022 Autumn 1 to 2021-2022 Summer 2 Average Depth Print</p> <table border="1"> <caption>Progress on school progress measure from Sept 2021-July 2022</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>63%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>0%</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Maths</td> <td>13%</td> <td>13%</td> <td>75%</td> </tr> </tbody> </table> <p>Reading: 63% of children made expected progress. 38% made accelerated progress.</p> <p>Writing: 25% of children made expected progress. 75% made accelerated progress..</p>	Subject	Below Expected	Expected Progress (+1.9 to +2.1)	Above Expected	Reading	0%	63%	38%	Writing	0%	25%	75%	Maths	13%	13%	75%
Subject	Below Expected	Expected Progress (+1.9 to +2.1)	Above Expected														
Reading	0%	63%	38%														
Writing	0%	25%	75%														
Maths	13%	13%	75%														

	<p>Maths: 13% made less than expected progress. 13% of children made expected progress. 75% made accelerated progress.</p>
<p>Emotional support improves children’s mental health, well-being:TA support/intervention / outside agency support when needed</p>	<p>-Strong school focus on wellbeing when through assemblies, Y6 Sports & Wellbeing Leaders meant children in this group are positive about school.</p> <p>-In school support offered to 2 pupils. One pupil’s social skills/well-being improved through TA intervention and more positive behaviour with peers has been seen as the year has progressed. One pupil was reluctant to leave their parent. Classteacher has supported family with strategies to help with this. This close liaison between home/school has supported school attendance.</p> <p>-Pupil conferencing with children in KS1 showed all children were happy & felt safe in school.</p> <p>-Class surveys were undertaken in KS2. These showed almost all children felt safe in school. C5 results were less strong so results were discussed with children – one child said they were worried about an animal coming into the playground and one said the tarmac on the playground was hard so they could hurt themselves if they fell.</p>  <p>The survey showed most children were happy in school. Class 5 results were less strong. When discussed with children -they felt they wanted more time to talk. This was put in place and the survey retaken (see the last doughnut).</p> 
<p>Pupil Premium children access to wider opportunities.</p>	<p>Children accessed a range of additional sport activities over the year: archery, climbing wall, tubing, swimming.</p> <p>2 children were trained and achieved Sport & Well-Being Leadership. They successfully led activities for other children in school at lunch/break time. Both stated they enjoyed the experience.</p> <p>All children accessed educational visits/PGL etc.</p> <p>All children had access to uniform.</p>

	Attendance for PP group in April 2022 was 95.2%. (In 20/21 it was 97.7%) This was largely due to illness. In 2021/22 the school had 2 outbreaks of covid. No exclusions.

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)

**We plan to use tutoring to support all children who are in receipt of PP funding for 23/24, utilising the available subsidy.*

We estimate the cost for 23/24 to be **£3400** as pupils work in groups of 1:2/1:3.

**We plan to run TA led interventions for children who are PP in 23/24. £4000 (38 weeks =£105/weekly TA= £15/hr so 7hrs weekly between the children)*

Useful information

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>

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