

Pupil premium strategy statement - Eastington Primary School 2023-24

This statement details our school's use of pupil premium funding (and recovery premium for the **2023 to 2024** academic year) 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	139
Proportion (%) of pupil premium eligible pupils	6% (7 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Zoe Avastu
Pupil premium lead	Zoe Avastu
Governor Lead	Carol Trim

Funding overview

Detail	Amount
Funding given by type of PP:	
<i>Funding for Ever 6/pupil =£1,455</i>	<i>£10,185</i>
<i>Funding for service children £335/pupil = £335</i>	<i>£335</i>
<i>Funding for LAC/pupil = £2,530</i>	<i>£0</i>
Pupil premium funding allocation this academic year	£10,520
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£12,520

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 high quality teaching for all children in receipt of PPG (and at the same time benefit non-disadvantaged).
- Provide targeted academic support for all children in receipt of PPG so attainment is raised, this includes tutoring for each child in receipt of PPG regardless of present attainment.
- Provide targeted emotional support for all children in receipt of PPG when needed 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	Assessments and observations identify weaker times tables skills within KS2 pupils. Attainment in R/W/M for most children in receipt of PP is below WA.
2	Access to educational experiences to enhance cultural capital 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.

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
<ul style="list-style-type: none"> -Improved recall of times tables among pupils in receipt of PPG. -Pupil premium children progress is at least in line with other pupils nationally in Reading, Writing and Maths. 	Children's time table recall improves. In year children make secure/accelerated progress in R/W/M. From their prior attainment baseline, children should 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 opportunities to develop school values and additional leadership skills (through 'Learning through Sport', Sports & Well-Being Leaders etc.). Children have equal access educational visits. Children feel they belong through having school uniform.
Emotional support improves children's mental health & well-being.	Children have opportunities to develop well-being strategies (through well-being program in KS2, ELSA trained TA support/TA focused support, external agency support etc.) Children feel safe and happy in school. Children are engaged and work hard.

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: £4407

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Training for all staff on strategies to develop times table knowledge for children in KS2 + practical ideas: 100 club, pair game 	Research suggests that being able to recall times tables fluently is helpful when it comes to other	1

<p>practise, use of technology to support daily work.</p> <ul style="list-style-type: none"> • Expectation set at daily/near daily practise time. • Baseline established and assessed each half term – used to target intervention. • Maths Leader obs/support for Ts. • SENDCo clinic for advice for specific children: precision teaching • Half term awards to each KS2 class for child with most improved tables. • Parent evening with Mental Maths focus. Share importance of mental maths fluency in context of other areas of maths: computation/fraction etc. KS2 table recall expectations set out, ways to support, take away pack with ideas/game packs/dice to be shared with parents. 	<p>maths activities. (Calculations, complex mathematics like algebra and long division are simpler to process, more advanced mental arithmetic.)</p> <p>https://educationhub.blog.gov.uk/2022/11/what-is-the-multiplication-tables-check-and-why-is-it-important/</p>	
<ul style="list-style-type: none"> • Improve accuracy in assessment of reading to allow for early identification of pupils who need additional support: standardised reading assessments purchase and use. 	<p>-Improving KS2 Literacy: *Recommendation 6: Target teaching and support by accurately assessing pupil needs.</p>	1

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

Budgeted cost: £6993

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 	<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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>-EET: Reading Comp Strategies explicitly taught Evidence rating is strong https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>- EET: NTP: EET states there is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’</p>	1

<p>be altered if needed</p> <ul style="list-style-type: none"> • Tutor and staff to communicate via online portal/in person so information is shared/children apply skills in class. 	<p>specific needs; and that it can be particularly effective for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme</p>	
<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. • Times table Club run for invited children in Y3/4, including children in PP group – 2ce a week. • 1:1/group sessions to support wellbeing/positive relationships with TA/ ELSA trained TA when needed • Additional support from Early Help wider services when needed such as Play therapist. 	<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 <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <ul style="list-style-type: none"> • TA led intervention using reciprocal reading approach in small groups/ 1:1 teaching of inference (Reading Between the Lines) focus on collaborative learning and explicit teaching of comprehension strategies. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <ul style="list-style-type: none"> • Social/Emotional intervention for specific pupil/s. Focus on interactions with others/recognising emotions/strategies to support self regulation. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 3</p>

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

Budgeted cost: £1120

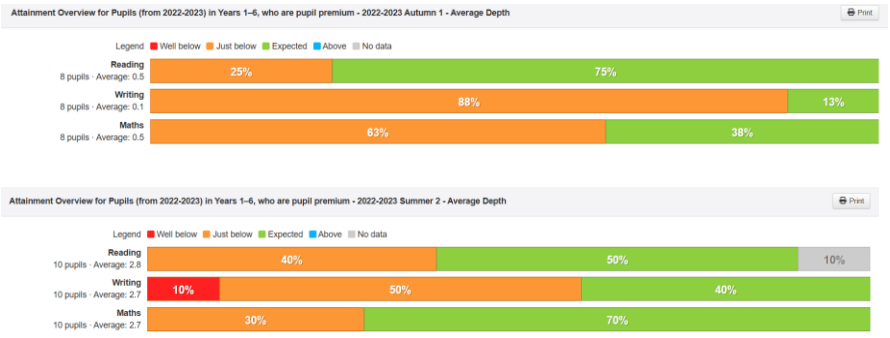
Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> -Children have opportunities to develop school values through 'Learning through Sport' program. -Children in KS2 develop their understanding of well-being through sport participation, well-being KS2 program. -Children in Y5 have opportunities to develop leadership skills through Sports & Wellbeing leadership program. -Children have equal access to trips/residential etc. -Children have school uniform. 	<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. 	<p>2</p>

Total budgeted cost: £12,520

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.

2022-2023	
AIM	OUTCOME
<p>Pupil premium children progress well in Reading, Writing and Maths and move attainment group over time.</p>	<p>Sept 2022-July 2023</p> <p>Tutoring Intervention:</p> <p>-All children in receipt of PP received tutoring: Tutoring 15 weeks. All children met all/almost of their targets.</p> <p>Attainment data of PP group</p>  <p>Y6 Data:</p> <p>-The one Y6 pupil who was in receipt of PPG achieved WA in Mathematics and Working Towards in Writing & Reading. From Y2 prior attainment they moved up attainment group in Mathematics and remained WT in Reading and Writing.</p>
<p>Emotional support improves children's mental health, well-being: TA support/intervention/outside agency support when needed.</p>	<p>-In school support offered to 2 pupils in receipt of PP. For 1 pupil, intervention focussed on social skills with peers / strategies for social situations. This was partially successful – the pupil grew in understanding of strategies and was sometimes able to use them independently. A second pupil undertook play therapy to support social skills/self-esteem/develop friendships. This was more impactful and the pupil has</p>

	secured some strategies to support positive friendships/ability to reflect honestly so ongoing learning is likely.
Pupil Premium children access to wider opportunities.	<p>All children had access to uniform.</p> <p>PP children accessed a range of additional activities over the year: educational visits, PGL Adventurous Activity Course. All were enjoyed, supported curriculum areas and for the majority of our PP children offered access to opportunities they would not typically have.</p> <p>1 child was trained and achieved Sport & Well-Being Leadership. They led activities for other children in school at lunch/break time and this was positive for the pupil's confidence as they led others. In conferencing, they stated they enjoyed the experience, felt more grown-up/mature now and that it helped them to empathise/understand the challenges of parents when younger children did not listen.</p>

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)

In 2024-2025

*We plan to run TA led interventions for children who are PP in 24/25. **£4000***

*We plan to improve teacher skills in writing & supporting children to understand emotions/strategies to support regulation. We estimate this will cost **£2500***

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>)

Useful information

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

Pupil Premium Guidance 2023-24

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024>