

Pupil premium strategy statement – Earith Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	22% (23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 - 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Thomas Abbs, Head Teacher
Pupil premium Lead	Thomas Abbs, Head Teacher
Governor & Trust lead	Tim Jones Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£31,080

Part A: Pupil premium strategy plan

Statement of intent

Our school focus is always on the individual pupil and their development through providing high-quality teaching that delivers a rich, broad, balanced and inclusive curriculum, full of enjoyable and memorable learning experiences.

Everything we do as a school is to encourage each child to achieve their very best so that all pupils, in close partnership with parents (and other key stakeholders), reach for the highest levels of personal achievement and development possible.

We genuinely care about each member of our school and view Earith Primary as an integral part of the community.

As part of our active care, we strive to recognise any disadvantage that our pupils face and our intent is to ensure that the additional funding we receive, from the pupil premium is allocated to address this disadvantage.

Funding is therefore allocated across three main areas:

- High quality teaching
- Targeted academic support
- Wider strategies

This is because we know, through the depth and range of educational research we engage with, that it is by allocating additional funding to these three areas that we will make the biggest difference in addressing disadvantage in order to further improve each child's education and their life chances.

Challenges

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

Challenge number	
1	Attendance including persistent absence
2	Pupils' behaviour & attitudes to learning
3	Attainment and progress of disadvantaged pupils compared to their peers
4	Pupil wellbeing, mental health & safeguarding
5	Approximately 43% of the children eligible for pupil premium have identified SEND or other vulnerability factors

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
Pupils' positive school attendance	<p>Disadvantaged attendance is in-line with or exceeds National averages</p> <p>Children and their families recognise the importance of high attendance and its link to positive wellbeing and academic achievement</p>
Pupils' positive engagement in the Earith curriculum	<p>Children can talk about their learning, linking prior learning with current learning</p> <p>Children engage with <i>and</i> complete curriculum tasks; children show active levels of participation in their learning</p> <p>Pupils display positive attitudes to learning</p>
Pupils academic needs are met	Children's positive attainment and progress by the end of KS2

	The school is knowledgeable of each child's learning needs and this is reflected in their personalised provision
Pupils' wellbeing needs are met	Children engage fully with school life including engagement and participation in the wider school offer including enrichment activities.

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: £9,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a broad & balanced, knowledge-based curriculum which responds to the needs of pupils:</p> <p>Improving Quality First Teaching through the adoption of an Implementation Project linked to Teacher Walk Thrus. For example, the use of improving formative assessment in the classroom through the use of <i>show me boards, cold calling & summarizing</i>. We will ensure purchasing of any necessary</p>	<p>Improving High Quality Teaching (EEF Guide to Pupil Premium)</p> <p>Rosenshine's Principles of Instruction</p>	2, 3, 4 & 5

<p>resources, training & release for staff as appropriate.</p> <p>Developing high quality teaching, assessment and a broad & balanced, knowledge-based curriculum which responds to the needs of pupils:</p> <p>Developing a high quality Foundation subject assessment (formative & summative) that allows teachers to more expediently close gaps in knowledge in the lesson. And improves intelligible triangulation of data for subject leaders to positive influence standards in their subjects. We will purchase resources necessary and fund release and training costs. This may be supplemented by the use of technology in the classroom.</p>	<p>Improving High Quality Teaching (EEF Guide to Pupil Premium)</p> <p>EEF: Using Digital Technology to Improve Learning</p>	<p>2, 3 & 5</p>
<p>Experienced teachers will mentor teachers: we will mentor ECTs, ITTs and recently qualified teachers beyond the expectations of their course requirements in order to enable them to be more effective in their roles. We will fund additional release, training and meeting</p>	<p>EEF Effective Mechanisms of Professional Development</p>	<p>2, 3, 4 & 5</p>

<p>time to do this in order to support instructional coaching, planning support, for example</p>		
<p>Subscription to the school's DfE-approved Systematic Synthetic Phonics Programme, including ongoing training & resourcing of phonically-matched books</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	<p>3 & 5</p>
<p>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs).</p> <p>We will provide cover time for teachers to take part in NPQs, Trust-Led CPD (e.g. Inspiring Heads); Cambridge Maths Hub Lead, for example, and any additional time that is necessary to fulfil the roles.</p>	<p>EEF Effective Professional Development</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Toolkit: Mastery Learning</p>	<p>2, 3, 4 & 5</p>
<p>Professional Development to support the implementation of approaches of a high-quality English curriculum that meets the needs of all pupils including the disadvantaged. We will fund release in order for the English Lead to</p>	<p>EEF Toolkit: Reading Comprehension Strategies</p> <p>EEF Improving Literacy in KS1 & 2</p>	<p>2, 3, 4, 5</p>

develop a new approach to support the implementation of a more effective reading & writing curriculum		
Cost of purchase of online subscriptions to support the fluency & reasoning of mathematics – LBQ, TT Rockstars, Numbots	EEF Toolkit: Using digital technology to improve learning, e.g. <i>how technology can play a role in improving assessment and feedback; can be used to improve the quality of explanations and modelling</i>	2, 3, 4, 5

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

Budgeted cost: £15,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One and small group tuition: academic: phonics; writing, reading, maths for example. We will support ongoing interventions to close gaps within SEND/disadvantaged pupils.</p> <p>Many of the above interventions will be taught by Teaching assistants either in the classroom or outside, redeployed for this purpose</p>	<p>EEF Teaching & Learning Toolkit: One to One & Small Group Tuition</p> <p>EEF Five a Day Poster</p> <p>EEF: Making best use of Teaching Assistants</p> <p>Boyd, Pete (2020) Mixed-age teaching and mastery approaches to mathematics</p> <p><i>Teachers of mixed age classes face the challenge of responding to the wide diversity of learners within their classroom.</i></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	2, 3, 5

	Phonics Teaching and Learning Toolkit EEF	
<p>Embedding dialogic activities across the school curriculum, including a House Debating Curriculum during assembly time in relevant Key Stages. This approach can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher/TA training and release time.</p> <p>Redeployment of a percentage of Teaching Assistant hours to solely focus on Speech, Language & Communication needs of pupils through targeted interventions using Welcomm.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF & EEF early Years Toolkit</p>	3, 4 & 5

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

Budgeted cost: £6,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the use of the Thrive approach in school to manage the identification and targeted support to meet the social, emotional need of many of our	Improving Social & Emotional Learning in Primary schools (EEF)	1-5

<p>SEND/disadvantaged pupils. We will fund member/s of staff to become Thrive licensed practitioner/s; fund their release from class to support carrying out respective assessments and fund further staff training/leadership and development as appropriate.</p>		
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school – in-line with the adoption of our new Behaviour Policy for 24/25 – accompanying systems & approach.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF</p>	<p>1-5</p>
<p>Embedding principles of good practice set out in our new Attendance Policy 24/25 in-line with the DfE’s guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures including the wider strategies of the school as set out in our policy available on the school site.</p>	<p>EEF Toolkit: Parental Engagement The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Supporting school attendance: EEF</p>	<p>1-5</p>

Instrument lessons and instrument provision for disadvantaged pupils	EEF Toolkit: Arts Participation	2, 3, 4
Contingency fund for acute issues	<p>Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Previous years' funding supported a range of provisions which are recorded on a separate log – relating to and complementing all identified 'challenges'.</p> <p>For the purposes of this new plan, any funding related to Breakfast Clubs/afterschool clubs will come out of the contingency funding based on the school's effort to attract and retain pupils of <i>all</i> ages and needs to clubs, but with little uptake/interest. Educational visit support will also be assigned to this.</p>	1-5

Total budgeted cost: £31,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2023/2024), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated the following percentages of disadvantaged pupils reaching the expected standard across core subjects in year 1, 2, 3, 4, 5 (in school assessments) and in statutory assessments: GLD for word reading, writing, maths, phonics (1 & 2) , KS2 (Year 6) in comparison to their non-disadvantaged peers:

Reading: Disadvantaged: 47%; Non-disadvantaged: 85%

Writing: Disadvantaged: 22%; Non-disadvantaged 67%

Maths: Disadvantaged: 15%; Non-disadvantaged: 84%

Attainment in disadvantaged pupils across core subjects is low. The gap between disadvantaged and non-disadvantaged reading, writing and maths has widened. This is disappointing.

However, in year progress for disadvantaged pupils in reading and maths outperformed non-disadvantaged pupils, with writing broadly in-line. This means disadvantaged pupils are progressing towards the expected standard at a slightly higher rate than their non-disadvantaged peers in reading and maths and at a similar rate in writing. There is still considerable work to be done if we are to accelerate progress and attempt to bridge the attainment gap more expediently. This work is reflected in this new, three year plan.

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

Absence among disadvantaged pupils (93.2% attendance rate) was higher than their non-disadvantaged peers (96.4% attendance rate) last academic year. Overall, there was a 1% increase in attendance for disadvantaged pupils in comparison to the previous year (92.2% to 93.2%). The gap between disadvantaged and non-disadvantaged pupils' attendance in comparison to last year has also reduced by 0.5%. Disadvantaged pupil attendance still reflects higher than the local & national average. This is positive and was certainly one of the successes within last year's strategy 2023/2024. However, bridging the gap even further between disadvantaged and non-disadvantaged pupils' attendance still remains a key focus within our new strategy.

Whilst behaviour & wellbeing was considered to be a strength across school, there is still a proportion of disadvantaged pupils whose needs require additional support & intervention in this area, including close liaison with families. Alongside improving

academic outcomes, this remains an area of focus, complemented by multiple areas/activities within this new strategy.

We have reviewed our strategy plan and made changes to how we intend to use the majority of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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