

## 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	Earith Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	25% (23)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 – 3 years
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Thomas Abbs
Pupil premium lead	Thomas Abbs
Governor / Trustee lead	Joy Parke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,800

## 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 both the pupil premium and the recovery 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 for learning
3	Pupils' attitudes to learning
4	Pupil wellbeing, mental health & safeguarding
5	Approximately half of the children eligible for pupil premium have identified SEND

### 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	Disadvantaged attendance is in-line with or exceeds National averages
Pupils' positive engagement in the Earith curriculum	Children can talk about their learning linking prior learning with current learning  Children engage with <i>and</i> complete curriculum tasks  Children make at least expected progress across curriculum areas
Pupils show positive attitudes to learning	Positive engagement with wider school offer: - Active citizen engagement  - Engagement in enrichment activities  - Engagement in wider curriculum offer, e.g. individual instrument lessons
Pupils' well-being needs are met	Children have a positive start to the morning so they are learning ready, e.g. children come to school on time, children are learning ready
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 the <i>ADPR</i> grids that detail personalised provision for all children with identified SEND
--	--

## 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: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a newly-introduced systematic synthetic phonics programme ( <i>Little Wandle Letters and Sounds</i> ) including training for all staff & resourcing, phonically matched books	EEF Toolkit: Phonics (+5), i.e. <i>high impact for low cost based on very extensive evidence; effectively implement a systematic synthetic phonics programme</i>	2, 3
Purchasing of additional reading for pleasure, quality fiction & non-fiction books	EEF Toolkit: Phonics (+5) EEF Toolkit: Reading Comprehension Strategies (+5)  D f E (2021) ...reading for pleasure had a powerful influence on children's cognitive development, especially in terms of their vocabulary	2, 3, 4
CPD for KS2 staff re implementation of <i>Rapid Phonics</i>	EEF Toolkit: <i>Use high-quality structured interventions to help pupils who are struggling with their literacy</i>	5
Proportion of purchase of online subscriptions to support the fluency & reasoning of mathematics – LBQ, TT Rockstars, Numbots	EEF 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, 5

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

Budgeted cost: £ 10,900 plus £2,900 for *National Tutoring Programme (using Recovery Premium)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of National Tutoring programme for reading, writing & maths	EEF Toolkit: Small Group Tuition (+4)	2, 3 & 5
Focused provision in additional phonics in R, Y1, Y2	EEF Toolkit: Small Group Tuition (+4) EEF Toolkit: Phonics (+5)	5
Focused provision in Rapid Phonics in KS2	EEF Toolkit: Small Group Tuition (+4) EEF Toolkit: Phonics (+5) <i>Intervention for children with learning needs (Hattie effect size 0.77)</i>	5
Focused provision in writing conferencing in KS2 including the more able	EEF Toolkit: Small Group Tuition (+4)	2,3
Focused provision in maths including the more able including <i>Learning by question</i>	EEF Toolkit: Small Group Tuition (+4) Mastery learning (+5)	2,3,5
In class additional adults to support learning in mixed-aged classes	Boyd, Pete (2020) Mixed-age teaching and mastery approaches to mathematics  <i>Teachers of mixed age classes face the challenge of responding to the wide diversity of learners within their classroom.</i>	2,3,4,5

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

Budgeted cost: £7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of attendance team to proactively monitoring and supporting improving attendance for disadvantaged pupils	EEF Toolkit: Parental Engagement (+4)	1, 4
Breakfast club provision	EEF: <i>republication of the evaluation of breakfast clubs</i> report: KS1 (+2)  Positive impact reported by class teachers in terms of concentration/readiness for learning since implementation of Breakfast Club for key disadvantaged pupils	1,4
Instrument lessons and instrument provision	EEF Toolkit: Arts Participation (+3 months)	3,4
After-school enrichment activities	EEF Toolkit: Physical Activity (+1 month) EEF Toolkit: Arts Participation (+3 months) EEF Toolkit: Extending School Time (+3 months). Impact of sports, for example, not just on achievement e.g. social, emotional and physical wellbeing well-documented.	3,4
LEGO therapy	Multiple evidence-based research papers support claims  <i>'Playing with LEGO® in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.'</i> ( <a href="https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/">https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/</a> )	3,4,5

**Total budgeted cost: £29,800**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

1. These progress assessments are based on PiXL tests, PIRA & PUMA for reading and maths *and* teacher assessment in writing

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

**Year 1 – 6 Accelerated progress in reading:** expected progress 6 points

Pupil premium – 6.3 points (non Pupil premium – 6.1 points)

**Year 1 – 6 Accelerated progress in writing:** expected progress 6 points

Pupil premium – 5.3 points (non Pupil premium – 6.5 points)

**Year 1 – 6 Accelerated progress in maths:** expected progress 6 points

Pupil premium – 5.3 (non Pupil premium – 5.9 points)

2. Pupil premium attendance from March 8 – 21 July was 93% (Whole school Attendance from March 8 – 21 July was 96%)

3. Outcomes from the Pupil Premium Survey included that:

100% Felt safe

100% Could identify what aspect of learning they would like to deepen their knowledge in

100% Could identify the school's five values: readiness, resilience, responsibility, reflectiveness, resourcefulness

### 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)

In addressing challenges 2 & 3 – Children’s behaviour for learning; Children’s attitudes to learning, the school has worked and continues to work to improve children’s self-efficacy – so that children believe they can achieve.

This has been implemented through developing understanding of how we learn and the importance of having a growth mind-set.

Research links

EEF Toolkit: Meta-Cognition & Self-Regulation (+7)

Hattie self-efficacy (*Hattie document: effect size 0.92*)

*The work of Hattie’s effect sizes on pupil achievement, generally, can be used by the Pupil premium Lead as a basis to further support rationale more widely across the school/this document as a basis for strategic decision-making.*