

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	96
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 - 2023/2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Thomas Abbs, Head Teacher
Pupil premium lead	Thomas Abbs, Head Teacher
Governor & Trust lead	Joy Parke, Trust Assistant Director of Education

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,1007,700
Recovery premium funding allocation this academic year	£2,755
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£310,8455

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 & attitudes to learning
3	Attainment and progress of disadvantaged pupils compared to their peers
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	<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	<p>Children's positive attainment and progress by the end of KS2</p> <p>The school is knowledgeable of each child's learning needs and this is reflected in the</p>

	ADPR grids that detail personalised provision for all children with identified SEND
Pupils' wellbeing needs are met	Children have a positive start to the morning and come to school on time and are ready to learn 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: £~~98~~,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to the school's DFE- approved Systematic Synthetic Phonics Programme, including ongoing training & resourcing, phonically-matched books	The learning of phonics has a positive impact on the accuracy of word reading, particularly for disadvantaged pupils EEF: Phonics	3
Development of a high-quality English curriculum that meets the needs of all pupils including the disadvantaged	EEF Toolkit: Reading Comprehension Strategies D f E (2021) ... <i>reading for pleasure had a powerful influence on children's cognitive development, especially in terms of their vocabulary</i>	2, 3, 4
Advancement of our maths curriculum supported by the Maths Hub	EEF Toolkit: Mastery Learning	3
Proportion of 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

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

Budgeted cost: £18,6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition (School Led Tutoring) targeted at specified needs and knowledge gaps across core subjects, including phonics (part-funded using main PP grant)	EEF: one-to-one; small group tuition	3
Activities and resources to meet the specific needs of disadvantaged pupils with SEND: -Lego Therapy -Rapid Phonics	EEF: Phonics 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> (https://therapyfocus.org.au/on-the-blog/what-is-lego-therapy/)	3, 5
Teaching Assistant deployment and interventions targeted at disadvantaged children from a range of starting points (including use of the recovery premium)	EEF: Making best use of Teaching Assistants 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

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

Budgeted cost: £4,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to proactively monitor and support improving attendance for disadvantaged pupils	EEF Toolkit: Parental Engagement DFE Attendance Guidance	1, 4
Breakfast Club provision	EEF: <i>replication of the evaluation of breakfast clubs</i> report: KS1 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	3,4

Total budgeted cost: £310,8455

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 2021-2022 Academic Year using statutory assessments and our own, internal assessments.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic, as reflected of national figures. However, progress appears more positive across reading, writing and maths.

Absence among disadvantaged pupils was higher than their peers last academic year and therefore this remains a key focus within our current plan.

For disadvantaged pupils, learning behaviours have been negatively impacted following COVID-19. However, through the developments in the curriculum, including the focus on high-quality teaching, this is being positively addressed.

In light of outcomes, we have reviewed adapted our Pupil Premium Strategy – please see above.

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)

In planning our new Pupil Premium Strategy for 2022-2023, we have identified the barriers that disadvantaged children in our school face regarding wellbeing and academic achievement. We have used educational research, including EEF and Hattie to inform strategic decision making of '*what works*' with the intention that it has maximum impact on the wellbeing and academic achievement of our children who are disadvantaged. Leaders, including the Trust and Governing Body continue to scrutinize pupil premium spend and its impact through regular visits into school as well as through formal local governing body and trust board meetings.