

## 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%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 - 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
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	£33,420
Recovery premium funding allocation this academic year	£3190
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£36,610</b>

## 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 40% 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  Children and their families recognise the importance of high attendance and its link to positive wellbeing and academic achievement
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 show active levels of participation in their learning  Pupils display positive attitudes to learning
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 & in receipt of Pupil Premium
Pupils' wellbeing needs are met	<p>Children have a positive start to the morning and come to school on time and are ready to learn</p> <p>Children engage fully with school life including engagement and participation in the wider school offer including enrichment activities</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: £9,100

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 of phonically-matched books	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	3
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	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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	3

resources and fund ongoing teacher/TA training and release time.		
Development of a high-quality English curriculum that meets the needs of all pupils including the disadvantaged. Enhancement through in-house/Trust-level CPD & engagement with all staff, including with the DfE-funded Myland English Hub.	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
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to engage in, embed and access both the Maths Mastery CPD Programmes the school is currently involved in with all teachers/support staff as appropriate (KS1 & 2)	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: <a href="#">Mathematics guidance: key stages 1 and 2</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a> 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: £22,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition (School Led Tutoring) targeted at specified needs and	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low	3

<p>knowledge gaps across core subjects (part-funded using main PP grant)</p>	<p>attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	
<p>Teaching Assistant deployment and interventions targeted at disadvantaged children from a range of starting points (including use of the recovery premium). To include: additional phonics sessions, taught reading sessions, 1:1 reading every day; small group maths interventions; 1:1 gap work, Times Tables and supporting some SEND/disadvantaged interventions: Emotional literacy, ERT, Precision Spelling, Alphabet Arc, Lego Therapy, Colourful Semantics, for example</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:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>Multiple evidence-based research papers support claims</p> <p><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></p> <p><i>Evidence-bases documented in other named interventions and recommended by the</i></p>	<p>2, 3, 4, 5</p>

	Cambridgeshire Ordinarily Available Toolkit (OAP)	
--	---	--

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

Budgeted cost: £4,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in our new Attendance Policy 23/24 in-line with the DfE's guidance on <a href="#">working together to improve school attendance</a>.</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 section 6 of our policy available on the school site</p>	<p>EEF Toolkit: Parental Engagement</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1, 4
<p>Breakfast Club provision for identified disadvantaged pupils</p>	<p>EEF: <i>replication of the evaluation of breakfast clubs</i> report: KS1</p> <p>Positive impact reported by class teachers in terms of concentration/readiness for learning since implementation of Breakfast Club for key disadvantaged pupils</p>	1,4
<p>Instrument lessons and instrument provision for disadvantaged pupils</p>	<p>EEF Toolkit: Arts Participation</p>	3,4

Contingency fund for acute issues	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 year's funding supported a range of issues which are recorded on a separate log – relating to and complementing all identified 'challenges'	
-----------------------------------	---	--

**Total budgeted cost: £36,610**



## 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 (2022/2023), 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 3, 4, 5 (in school assessments) and in statutory assessments: GLD, phonics (1 & 2), KS1 & KS2 – Year R, 1, 2 & 6) in comparison to their non-disadvantaged peers:

Reading: Disadvantaged: 55%; Non-disadvantaged: 76%

Writing: Disadvantaged: 35%; Non-disadvantaged: 65%

Maths: Disadvantaged: 44%; Non-disadvantaged: 76%

Attainment in disadvantaged peers is lower, particularly in writing & maths.

However, from internal progress measures (considering starting points) the gap is closing from the previous year across core subjects. This is based on current school strategy: whole school **progress measures for disadvantaged pupils was in-line with non-disadvantaged pupils in writing & maths** and **exceeded non-disadvantaged pupil progress in reading**. However, there is still further work to be done in order to bridge the attainment gap across reading, writing & maths. This is reflected in, and builds upon last year's successes in this year's strategy.

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

Absence among disadvantaged pupils (92.2% attendance rate) was higher than their non-disadvantaged peers (95.9% attendance rate) last academic year and although this reflects higher than the local & national average, it still remains a key focus within our current strategy.

Whilst behaviour & wellbeing was considered to be a strength across school, there is still a small proportion of disadvantaged pupils whose needs require additional support & intervention in this area, including close liaison with families. This remains an area of focus, complemented by multiple areas/activities within this year's strategy.

Our biggest success last year was related to academic progress for disadvantaged pupils, of which we are 'on track' to meet intended outcomes by the end date of this plan. We were less effective in meeting targets related to attendance, behaviour and safeguarding with a minority of disadvantaged pupils.

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)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity (details of which are set out in our School Development Plan) that is not being funded by pupil premium or recovery premium. This is not limited to, but will include:

- An increased and varied amount of CPD across a range of areas for a range of stakeholders across school : Senior Leaders, Teachers, Teaching Assistants and Governors either being led/delivered in-house, via our Trust, the Local Authority or externally, which will either directly or indirectly (e.g through improved efficiencies/capacity) improve outcomes for the curriculum and therefore teaching and learning for all groups, including the disadvantaged.
- Whole-school developments to improve the Quality First teaching of writing and spelling standards which is considered by the school the best approach to close the gap and target low attaining disadvantaged pupils in lessons/small group work.
- A more forensic approach to Pupil Progress meetings, with a particular focus on disadvantaged pupils, exploring component level analyses using in school diagnostic tools.
- Following an external employee survey, actions which address the mental health & wellbeing of staff, which in turn, is hoped will lead to improved outcomes for all pupils, including the disadvantaged.
- Development of current & new learning environments across school, including redecoration
- The development of 'Houses'; enhanced work on buddy systems; career-related learning/enrichment opportunities, including educational visits & clubs; developments to school/class council capturing pupil voice more effectively – improving personal development and behaviour & attitudes.
- Increase in volunteers to support core standards e.g in reading

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, pupil learning conversations, observations, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

In planning our new Pupil Premium Strategy for 2023-2024, 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 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.