# Enquire Learning Trust: Pupil premium strategy statement

As part of your full strategy you will also wish to consider **results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here.

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| 1. **Summary information**
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| **School** | East Whitby Primary Academy |
| **Academic Year** | 22/23 | **Total PP budget** | £93600 | **Date of most recent PP Review** | Dec 23 |
| **Total number of pupils** | 214 | **Number of pupils eligible for PP** | 72 | **Date for next internal review of this strategy** |  |

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| 1. **Current achievement**
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| **End of KS2 pupils** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving ARE +/ GD in reading** |  ***69*** | ***25*** |  |
| **% achieving ARE +/ GD in writing** | **66** | **7** |  |
| **% achieving ARE +/ GD in maths** | **66** |  **32** |  |
| **% achieving ARE+/ GD in reading, writing & maths combined** | **53** |  **7** |  |
| **% making at least expected progress in reading**  | **94%** |  |
| **% making at least expected progress in writing** | **92%** |  |
| **% making at least expected progress in maths**  | **96%** |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)**

Data sources that can help you identify barriers to attainment in your school include: RAISEonline; internal data; staff and pupil consultation; attendance records; recent school Ofsted reports and guidance.  |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Low levels of speech and language at the start point |
|  | Engagement with reading/ developing reading fluency |
| **C.** | Lack of experiences outside of the locality leading to poor understanding of broader themes and issues. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance (this is compounded by seasonal holidays due to many parents working seasonal jobs.) |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)*
 | **Success criteria**  |
|  | Increase in % of pupils achieving ARE and GD from disadvantaged background in Reading. |  |
|  | % in number of pupils from disadvantaged pupils making expected progress |  |
|  | Increase in % of pupils achieving GD from disadvantaged background in Maths |  |
|  | Increase no of pupils from PP backgrounds achieving GLD in EY |  |

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| 1. **Planned expenditure**

You may have more than one action/approach for each desired outcome.  |
| * **Academic year**
 | **2023/24** |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increase number of pupils achieving ARE at the end of each year | CPD for reading, writing and maths subject leads to ‘narrow the gapEffective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the [Teaching and Learning Toolkit](https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit), the [NfER report](https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm) on supporting the attainment of disadvantaged pupils, [Ofsted’s 2013 report](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf) on the pupil premium and [Ofsted’s 2014 report](https://www.gov.uk/government/publications/the-pupil-premium-an-update) on pupil premium progress.  | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. (EEF) Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go. Teachers can look for opportunities to capitalise on strengths they find whilst identifying areas that might need revisiting —  understanding what foundations already exist is key if we are to build on them with new knowledge and skills | Gap between FSM andnon-FSM cohort at the endof Year 1 is again reduced. | EY lead/reading lead | End of Autumn, Spring and Summer term |
| Improved Subject Knowledge | PD for subject leaders to ensure the highest quality curriculum is on offer for all pupils | Taking the planned, sequenced curriculum as a starting point, you should prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. This includes key knowledge, skills, vocabulary, concepts, and the links between concepts. (DfE, 2021) | Effective monitoring by Maths leadPupils progress meetings. | HT/KS2 Phase maths lead | Ongoing. Introduction of assessment points to review maths progress more effectively |
| Improve number of pupils achieving GLD. Address Speech and language deficit between PP and Non-PP pupils | Staff appropriately for effective delivery. | Speech and language therapists (SLTs) assess and support children with speech, language and communication difficulties to help them to communicate better.  SLTs might work to improve how clearly a child talks, how well they can understand what is said to them, or how they put sentences together to talk to other people. They can also help with conversation and social skills.  Provide ongoing CPD for staff to deliver high quality programmes. Enable children to achieve ARE | Monitoring and reporting half-termly to opportunity area. Analysis of data.Impact review at the end of the program | DHT/SENCo | ½ termly pupil progress meetings. SLT speech link reviews  |
| **Total budgeted cost** | £18000 |
| 1. **Targeted support**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
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| Ensure increased teacher pupil time for PP pupils through effective use of TA’s |

 | TA allocated Pupil Premium time 100 hrs per week. | Every TA in all year groups targeted interventions for PP children every week.Quality First teaching is known to have the greatest impact, ensuring that PP pupils receive the highest quality teaching through focussed timetabling to ensure progressClosing the gap between PP and Non pp children. | Range of monitoring both in and out of class. Enquiry reviews. Pupil progress meetings. | HT/SENCoSLT | Ongoing impact assessment in pupil progress meetings |
| Maths intervention: precision teaching | Targetted intervention  | Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support. (EEF) Small group tuition has an average impact of four months’ additional progress over the course of a year | Progress and monitoring  | SLT | Ongoing impact and review around pupils being on track for ARE |
| Phonic-specific interventions – including further book stock | Targetted teaching/intervention | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF) | Data Monitoring and assessment/ Lesson monitoring | SLT/SENCo | Half-termly |
| SATS Booster | Extar targeted teaching | Programmes that extend school time have a positive impact on average. (EEF) Before and after school programmes with a clear structure, a strong link to the curriculum, and wellqualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. | Progress and assessment monitoring | Y6 staff/HT | Weekly |
| **Total budgeted cost** | £45250 |
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| 1. **Other approaches**
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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Build increasing vocabulary mastery through effectively planned visits supporting an expansive curriculum | Support for a range of trips and visits including residentials for 2 year groups. | Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, selfconfidence and motivation. (EEF) The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes |  Every child goes on at leastone educational visit perterm. | Visits Lead | Monitored visits check, in class follow up investigation. Focussed discussion to ensure curriculum ties and experience is built on. |
| Extra- Curricular clubs. Including engaging with outside providers to deliver a broad extra-curricular offer | Develop Yearly club offer that ensure all pupils get a wide range of opportunities | The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. (EEF) | Program planned and led by deputy head teacher. Carefully timetabled and take up monitored, tied into citizenship awards. | Deputy Head | Termly monitoring of offer and take up.Focussed places for PP children |
| Improved focus in lessons for those with emotional/home issues. Pupils are settled, fit into the ethos of the school and are making good progress | Children identified with social and emotional difficulties supported with interventions New pupil visits. Package of support where needed. Bespoke packages of work e.g. CAMHS, BLIS children (behaviour) SALT (Speech and Language) | Children who take part in social and emotional interventions have fewer periods of isolation and explore calming techniques and social stories to equip them to deal with challenging situations. Early intervention to support services has proven to improve outcomes for children with challenging social and emotional issues.  | Social and emotional interventions are monitored and sessions recorded in learning journeys. Staff to raise Cause for Concerns and refer directly to the SENCo. All staff to follow the graduated approach. Ensure through regular Well Being meetings and CPOMs incident log that all children with emotional and social difficulties are being targeted for interventions, referrals and in class | SENCo/SLT | Monitor sessions andprogress termly. Monitor learning journeys.Monitor the isolation and exclusion log.Child interviews show good understanding of school rules and behaviour policy.Children enjoy school.Well being meetings to monitor attendance. CPOM reviews to monitor isolation, exclusions and cause for concern |
| Improved attendance and punctuality for PP children | Breakfast Clubs and after-school care. Subsidised placesfor targeted children.Attendance Monitoring | The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 (DfE, 2016) The links between attendance and achievement are strong Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years (National Strategies) lates are 1% or less. |  | HT/Office attendance lead | Weekly monitoring of attendance of identified pupils |
| Contribution to employment of Music specialist forteaching National Curriculum, sessions for G&T pupilsand after-school activities. | Targeted music provision offered to pupils.Wider music provision for all pupils . | Sutton Trust 2014 report, ‘Extra-Curricular Inequalities’ states: “Parents with professional occupations are 15%more likely than those with manual jobs to involve their children in extra-curricular activities.”The report also quotes that the ONSLiving Costs and Food Survey shows top earners are almost four times more likelythan bottom earners to have paid for outof-school enrichment classes. | Monitor and audit music events taken part in.Weekly music for allExtra-curricular classes for targeted individuals | Music Lead | Ongoing review |
| **Total budgeted cost** | **£11400** |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2022323** |
| We used a significant proportion of our pupil premium funding last year to ensure staff were given high-quality CPD opportunities to help narrow the gap between the highest and lowest attainers during covid. This has led to increased staff knowledge and skill. The use of the Great Teaching Toolkit supported this through the use of high quality materials/ time was also given to support staff in reflecting on effective practice. Interventions – particularly with regard to reading (including phonics) and language and communication and developing fluency in Maths were prioritised . Targeted support was given to those in need. This led to increased results particularly at GD in Key Stage 2 with 25% achieving this in Reading and 32% in Maths.After school clubs and residential trips were with a push on improving physical and mental health – including cooking club to teach pupils how to cook healthy, balanced family meals. 84% of PP pupils accessed an extra curricular club in 2022/23. We engaged with a number of external providers to ensure a broad club offer and to provide pupils with access to extra-curricular opportunities they would otherwise not have access to (eg Colebrook drama and Whitby Rugby Club) Involvement in local arts projects was also prioritised to ensure pupils understand their role in our town community.Clubs are free in order to provide opportunities for all pupils, irrespective of financial backgrounds. Additional classroom support in EYFS was again prioritised to ensure pupils make rapid progress, especially in their language and communication. The vast majority of pupils continued to enter East Whitby’s Early Years with skills typically below those expected of a child of 3 years old. GLD was 2% below national (including late arrivals with EAL) |

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| 1. **Additional detail**
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| In this section you can annex or refer to **additional** information which you have used to support the sections above. |