

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	Eastry CE Primary
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sarah Moss (Headteacher)
Pupil premium lead	Kate Plant (Assistant Headteacher)
Governor / Trustee lead	Chris Russell Lucy Erasmus

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65145
Recovery premium funding allocation this academic year	£5636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,781

Part A: Pupil premium strategy plan

Statement of intent

- *While making decisions about how to use our Pupil Premium Fund (and the Covid Recovery Fund) it has been important to consider the context of our school, the challenges that our vulnerable children face and what it is that is within our gift as a school to address.*

‘ The gap is stubborn because its causes are entrenched and complex and most lie beyond the control of school and educators’. Sir Kevin Collins.

It is our intention that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of their learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. This includes those children who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, such as those who are supported by a social worker, who are under a guardianship order or who may be young carers.

Our fundamental aim for all our children is to provide a rich, varied and exciting curriculum with a broad range of stimulating learning experiences. We aim to nurture our children’s talents and abilities, providing opportunities for each child to reach their potential and be happy, confident, resilient and enthusiastic learners. High quality teaching- proven to have the greatest impact on closing the disadvantage attainment gap - is at the heart of our approach, alongside a commitment to provide a nurturing environment which supports wellbeing and develops the whole child. This approach will benefit all the children in our school.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected by the pandemic, including non-disadvantaged children.

This strategy will work alongside our School Development Plan and the action plans of our English and Maths subject leaders.

It is useful to note that Eastry CE Primary School sits within the band of the 50% most deprived areas in the country. Our LSOA index of multiple deprivation is 16,323 out of 32,844. With 1 being the most deprived.

In our school we have identified 5 key areas that hinder the potential of our vulnerable children:

1. *Poor social, emotional and mental health*
2. *Lower attainment and lower rates of progress than non pupil premium children in school and nationally*
3. *Poor parental engagement and aspiration*
4. *Lower attendance rates compared to non pupil premium children*
5. *Poor behaviours for learning*

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, including termly resilience questionnaire, and Boxall profiles, observations, pupil voice and discussions with families have identified social and emotional issues for many pupils, as well as a lowering in self esteem and resilience and raised anxiety. This seems to be linked to lack of social interaction and enrichment opportunities during school closures due to the Covid-19 pandemic. These issues particularly affect disadvantaged pupils and impact on their attainment. The school has seen an increase in teacher and parental referrals for support over the past 2 years. Many of these are for disadvantaged pupils.
2	Internal assessments and comparison to national data indicates that reading, writing and maths attainment among disadvantaged children is significantly below that of non-disadvantaged pupils. Last year's Year 6 attainment data indicated that an average of 30% PP children achieved expected levels of attainment compared with an average of 68% of non-pupil premium children across the year.
3	Attendance data, attendance levels for parent's evenings, engagement as part of Achievement for All programme, involvement in meet the teacher events, support with home reading and home work activities indicate that there is a less than ideal level of <u>parental/ carer engagement</u> and input from a significant number of parents.
4	Attendance data over the past 3 years indicates that attendance among disadvantaged pupils is lower than non- disadvantaged pupils and that persistent absenteeism is higher. Term 6 2020-21 PP attendance= 93.61%, SEN= 89%, All children= 96% Our assessments and observations indicate that this lower level of school attendance is negatively impacting our disadvantaged pupil's progress.

5	Observation, pupil and teacher voice and lower rates of progress and attainment indicate that our disadvantaged pupils have less well-developed behaviours for learning than our more advantaged pupils. This impacts on behaviour, rates of progress and attainment, as well as well-being, resilience, the ability to collaborate and the ability to make good choices. The lack of embedded behaviour for learning may have been influenced by the disruption to schooling during the Covid lockdown period where pupils needed to access their learning in alternative ways such as online rather than in a classroom environment.
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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
Improved and sustained wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative evidence from pupil, parent and teacher observations and surveys and voice. • A decrease in the number of children referred for talking therapies and wellbeing check-ins • Percentage of pupils making at least expected progress will increase, with this, the gap between disadvantaged and non disadvantaged pupils will decrease.
Disadvantaged pupils will have similar attainment to non-disadvantaged pupils in school and nationally in reading, writing and maths. Accelerated progress across KS1 and KS2 for all disadvantaged pupils including high attaining pupils and pupils with SEN.	Data capture demonstrates achievement and the progress of disadvantaged children is similar to non disadvantaged children both in school and nationally. Over time this will improve the achievement for disadvantaged pupils Moderation between year groups and between local schools confirms assessment levels.
Parents and carers of disadvantaged children work more closely in partnership with school which in turn will lead to increased levels of aspiration and increased attainment and wellbeing	Parent voice indicates a greater ability to support children's learning and a feeling of partnership with the school. Parent involvement in learning increased and parent attendance at school events increases
To achieve and sustain improved attendance levels for all pupils, particularly our disadvantaged pupils, including those with SEN.	Reduced numbers of persistent absentees among pupils eligible for pupil premium. Overall attendance level of disadvantaged pupils improves inline with all pupils and

	whole school attendance will improve to 97% or better.
Consistently high levels of Quality First Teaching observed in every classroom used to support positive learning behaviours for all children.	<ul style="list-style-type: none"> • Teaching is good or better. All children can enjoy and access their learning • Decrease in low level classroom disruption and an observable increase in positive behaviour for learning. • Observations note use of high quality teaching repertoire of strategies, used flexibly to support individual needs • All pupils make at least expected progress from their starting points.

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: £30,381

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trial and purchase of whole school assessment tool to replace 21 Steps.</p> <p>Training for staff and ongoing moderation opportunities to ensure consistent application</p>	<p>An accurate and agreed system of assessment to track pupil progress and attainment and that is in line with our school curriculum will allow greater accuracy and confidence of data analysis. This will facilitate more targeted and structured teaching and learning.</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	2,4,5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Funding for teacher release time for CPD, peer to peer observation and collaboration/ support.</p> <p>Opportunities for maths lead to target support and lead CDP as per action plan</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2,5
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance</p> <p>Funding for teacher release time for CPD, peer to peer observation and collaboration/ support.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance - Poster.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>EEF guidance is based on a range of the best available evidence</p>	2,5

Opportunities for English lead to target support and lead CDP as per action plan		
Attend KCC approved EEF training on Behaviours For Learning. Focus on High Quality Teaching For All. Ongoing training, Action plan, ongoing CPD for staff and follow up observations of impact.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF guidance is based on a range of the best available evidence. This guidance focuses on improving the quality of teaching and learning and ensuring pupils are full members of the school community with access to a rich and positive school experience. High Quality First Teaching has been demonstrated to impact positively on progress for all children.	1,2,5
Improve the quality of social and emotional learning (SEL) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1,2

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

Budgeted cost: £23,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted maths and English lessons for disadvantaged children who did not make at least expected progress term 4-6 (2020-21)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Additional phonics lessons targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Kingsnorth English Hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Booster maths and English lessons for Year 6 children who are not making expected levels of progress and pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
1:1 and small group interventions to develop and support wellbeing and learning behaviour delivered and overseen by FLO	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Continued use and embedding of Achievement	Achievement For All has a demonstrated track record of high quality CPD for teachers and school leaders to engage proactively with parents to improve outcomes	1,2,3,4

<p>for All strategies and support. Targeting selected disadvantaged pupils in each year group and aiming to increase and improve parental involvement which will impact on pupil attainment/ attendance/ wellbeing.</p>	<p>for pupils. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/achievement-for-all</p>	
<p>Continued and sustained development of our nurture group with the aim of providing small group, high quality input for disadvantaged children who are struggling to engage in the main classroom. Staff costs, staff CPD and ongoing planning/ preparation time. Development of lunchtime club based on nurture principles.</p>	<p>https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups</p> <p>Both targeted interventions and a universal approach can have positive overall effects.</p>	<p>1,4</p>

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

Budgeted cost: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FLO and SENCo attend training led by Nurture Schools. Whole staff and targeted staff training on principles of nurture and improved</p>	<p>https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups</p> <p>Both targeted interventions and a universal approach can have positive overall effects.</p>	<p>1,4</p>

SEMH, improved learning behaviours.		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>FLO/ SENCo to target parental involvement and support. Ensure Attendance Policy followed and understood.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3,4
Provision of Early Morning Club to support attendance alongside parental need.	Evidence has demonstrated that where a place at Early Morning Club has been offered some late attenders are able to access the whole school day.	4

Total budgeted cost: £70,781

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments term 6 2020/21 demonstrate that the disruption caused by the Covid-19 pandemic impacted on the progress and attainment of all children and particularly on the progress and attainment of our disadvantaged children. Despite high levels of support in terms of remote learning opportunities, and 1:1 virtual teaching sessions provided, alongside our resolution to maintain a high quality curriculum, our disadvantaged children were unable to benefit from our pupil premium funded improvements to the degree that we had intended.

% expected progress or above	Reading		Writing		Maths	
	pp		pp		pp	
Year 1	100	95	88	80	38	70
Year 2	0	80	0	80	0	87
Year 3	75	95	25	95	50	100
Year 4	22	18	0	12	33	47
Year 5	33	67	50	56	17	39
Year 6	50	81	50	75	60	69

Attendance (includes illness, shielding and impact of Covid lockdown)

	Whole school	PP
Term 4	95.5%	91.1%
Term 5	95.7%	94.12%

Employment of new FLO January 2021 has ensured partnership with parents around attendance.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for disadvantaged pupils. We are continuing to provide wellbeing support for all pupils, including targeted interventions where required.

2/5 vulnerable children who accesses nurture group were PP. Positive feedback from parents and Boxall Profile scores.

Employment of new FLO Jan 2021 has ensured that Head Start action plan has continued with use of resilience questionnaire and follow ups check ins, Drawing and Talking intervention and Early Help referrals.

Playground buddies trained and in action during Term 4 in Year 5 bubble.

Strategies to increase parental engagement continued alongside Covid related interruptions.

Achievement For All process continued and developed alongside Covid situation. Staff training and Structured Conversations carried out.

Autumn= 90% parental engagement.

Spring= 80% parental engagement
 Summer= 80% parental engagement

100% parents who did engage gave positive feedback of the opportunity.

Please see 2020-21 Pupil Premium Strategy and analysis document for further information.

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
Achievement For All	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/193254/DFE-RR176.pdf

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)

Our pupil Premium strategy will be supplemented by activities that are not being funded by pupil premium or recovery premium, but that are central to overcoming the challenges identifies. This includes:

- *Participation in the SEND Behaviour For Learning training paid for by KCC*
- *Participation in the Nurture Schools Programme paid for by KCC*

Although the training is provided for our school, all subsequent whole school or individual CDP and actions will be paid for from pupil premium funding or from the school budget.