

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged pupils.

Following the strategy review Nov 2022 additional support has been included in red

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	169
Proportion (%) of pupil premium eligible pupils	28%
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 it was last reviewed	September 2022
Date it will next be reviewed	September 2023
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 <u>this</u>, 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 <u>achievement and the</u> progress of disadvantaged children is similar to non disadvantaged children both in school and nationally. <u>Over time this will improve the achievement for disadvantaged pupils</u> 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

<p>Continued development of parental engagement including targeting attendance for key families.</p> <p>Family support through workshops, adult Education courses, class dojo, newsletter and website</p>	<p>Parental engagement has a positive impact on learning and well being of children with an average of 4 months additional progress.</p> <p>_EEF (educationendowmentfoundation.org.uk) teaching and learning toolkit.</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.</p> <p>Staff costs, staff CPD and ongoing planning/ preparation time.</p> <p>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>	1,4

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.</p> <p>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>	1,4

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 2021 to 2022 academic year.

Pupil premium data

Summary of impact of activity 2021-22

Teaching

- Trial and purchase of whole school assessment tool- staff investigation of available systems. Purchase and training on use of SONAR.
- Enhancement of maths teaching- see subject leader impact report
- Enhancement of English teaching- see subject leader impact report
- EEF project -training completed. Action plan written. Collaboration with KCC advisor.
- Improve quality of SEL- as above. Staff training and collaboration. Trial of SEL project in term 6 showed positive results and gave positive feedback.

Targeted academic support.

- Targeted maths and English- 13 children targeted. 7 PP
- Additional phonics- lowest 20% targeted and followed RWInc intervention lessons.
- Booster maths lessons Yr 6- 11 children invited. 3 PP. 5 children reached expected. 9 children expected or greater progress.
- 1:1 and small group interventions with FLO- 20 x1:1 interventions including Drawing and Talking, Putting on the breaks, Drawing the ideal self and turn taking games. Also, a weekly art group to support social skills in a calm environment.
- Achievement for All – following pandemic this organisation discontinued. Staff have continued to use the coaching techniques when interacting with parents.
- Continued and sustained development of nurture group- 3 out of 7 children PP. Positive feedback from parents.
- Development of lunchtime club- 13 children invited to attend. 3 PP.
- 1:1 counselling for target PP child. Positive feedback from child and guardian. Support into secondary school.

Wider strategies

- Nurture school training- staff meetings, TA meetings, whole school INSET day. Nurture ideology threaded through School Development Plan. Termly resilience questionnaires

completed and follow up and support provided for highlighted children. Key classes show significant improvement across the year.

- Improving school attendance- Termly whole school monitoring. Support provided for key parents. Involvement of Local Authority Attendance officer with a key family.
- Provision of early morning club- Well attended resource. Key families are invited to join free of charge. 8 PP children attend.

summary

School attendance Term 5

PP	Whole school
90.7%	94.9%

Context- 2 PP part time timetable and below 80%

5 PP below 80%. 2 key families supported by school , LA and outside agencies.

School Attendance in TERM 6								
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Attendance	90.6%	93.1%	91.7%	92.3%	91.9%	90.9%	92.1%	91.8%
Authorised	8.2%	3.6%	3.4%	4.6%	5.9%	5.1%	4.8%	5.1%
Unauthorised	1.1%	3.3%	4.9%	3.1%	2.3%	4.0%	3.1%	3.1%
Persistent Absences	25.9%	28.0%	29.6%	27.8%	26.7%	33.3%	21.4%	27.5%
AEA	1.5%	1.3%	0.0%	1.0%	2.0%	1.1%	13.8%	3.1%
Present	89.2%	91.8%	91.7%	91.2%	89.9%	89.8%	78.3%	88.6%
Lates/U's	0.4%	1.0%	2.2%	2.6%	2.1%	0.7%	0.3%	1.3%

Standards and achievements

Data from national assessments

EYFS

	EASTRY	KENT	NATIONAL
ALL (28)	69.2%	65.4%	65.2%
FSM	100%	46.5%	

- EYFS data slightly higher than national and Kent picture
- FSM data well above Kent and national data

- Phonics Year 1

	EASTRY	KENT	NATIONAL
ALL (24)	80.0%	74.6%	75%
FSM (3)	33.3%*	56.7%	

- 1 SEND , part time timetable
- FSM below Kent and national- context 3 children. 1 SEND part time timetable knew no sounds on joining, progress made

- Phonics Year 2

	EASTRY	KENT	NATIONAL
ALL (5)	20.0%	41.2%	75%
FSM (3)	33.3%*	56.7%	

- Score progress made by all children
- 4 children receiving no phonics based approach to reading

- KS1 SATs- EXPECTED STANDARD

	• Reading			• Writing			• Maths		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL
ALL	57.1%	67.0%	66.9%	53.6%	57.9%	57.6%	71.4%	68.4%	67.7%
FSM	62.5%	48.0%		62.5%	37.7%		62.5%	49.4%	

- Maths above Kent and national average, writing just below (1 child) Kent and national average
- FSM above Kent and national average
- Reading- focus on phonics at beginning of the year due to covid gaps

- KS1 SATs- GREATER DEPTH STANDARD

	• Reading			• Writing			• Maths		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL
ALL	25%	17.8%	18.0%	17.9%	7.5%	8.0%	21.4%	14.1%	15.1%
FSM	12%	7.1%		0%	2.2%		0%	5.1%	

- All areas above Kent and national average for greater depth
- FSM above Kent and national average for reading

- FSM below national average for writing and maths (context less than 1 child)

- **KS2 SATs- EXPECTED STANDARD**

	• Reading			• Writing			• Maths		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL
ALL	67.9%	73.9%	74%	53.8%	72.7%	69%	42.9%	69.8%	71%
FSM	50%	58.8%		50%	56.5%		0%	51.8%	
PP	67%			33%			17%		

- **KS2 SATs- GREATER DEPTH**

	• Reading			• Writing			• Maths		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL
ALL	14.3%	27.6%	27.8%	0%	15%	12.8%	3.6%	21.5%	22.4%
FSM	0%	15.9%		0%	5.9%		0%	9.8%	

- **KS2 SATs- progress measures**

	• Reading			• Writing			• Maths		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL
ALL	-0.6	-0.7	0	-1.7	0.1	0	-4.6	-0.8	0
FSM	-1.4	-2.0		1.8	-1.1		-4.4	-2.3	

Progress of FSM for Reading and writing is above Kent and national averages
 Progress of All children is above Kent and broadly in line with National average

Attainment across the board is lower than national average

Progress in maths is lower (but improved for FSM from 2019)

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)

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.