

# Pupil premium strategy statement Eastry C of E Primary

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Eastry C of E Primary
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Moss (Headteacher)
Pupil premium lead	Stacey Gillmore (Assistant Headteacher)
Governor / Trustee lead	Christine Cork

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,020

## Part A: Pupil premium strategy plan

### Statement of intent

- *While making decisions about how to use our Pupil Premium 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 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 behaviour for learning

## Challenges

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

Challenge number	Detail of challenge																																								
1	<p>Our assessments, 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, which has not recovered to pre pandemic levels. These issues particularly affect disadvantaged pupils and impact on their attainment.</p> <p>The school has seen an increase in teacher and parental referrals for support year on year. Many of these are for disadvantaged pupils.</p>																																								
2	<p>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.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> </tr> <tr> <th></th> <th>EASTRY</th> <th>KENT</th> <th>NATIONAL</th> <th>EASTRY</th> <th>KENT</th> <th>NATIONAL</th> <th>EASTRY</th> <th>KENT</th> <th>NATIONAL</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>77.8%</td> <td>75.2%</td> <td>74%</td> <td>64.3%</td> <td>73.3%</td> <td>72%</td> <td>64.3%</td> <td>71.1%</td> <td>73%</td> </tr> <tr> <td>FSM</td> <td>28.6%</td> <td>61%</td> <td></td> <td>28.6%</td> <td>57.3%</td> <td></td> <td>42.9%</td> <td>51.8%</td> <td></td> </tr> </tbody> </table>		Reading			Writing			Maths				EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	ALL	77.8%	75.2%	74%	64.3%	73.3%	72%	64.3%	71.1%	73%	FSM	28.6%	61%		28.6%	57.3%		42.9%	51.8%	
	Reading			Writing			Maths																																		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL																																
ALL	77.8%	75.2%	74%	64.3%	73.3%	72%	64.3%	71.1%	73%																																
FSM	28.6%	61%		28.6%	57.3%		42.9%	51.8%																																	
3	<p>Attendance data, attendance levels for parent's evenings, engagement as part, involvement in meet the teacher events, support with home reading and home learning activities indicate that there is a less than ideal level of <u>parental/ carer engagement</u> and input from a significant number of parents.</p>																																								

4	<p>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.</p> <p>2024 Term 1 and 2: 92.7% for disadvantaged pupils compared to 94.7% for non-disadvantaged</p> <p>Our assessments and observations indicate that this lower level of school attendance is negatively impacting our disadvantaged pupil's progress.</p>
5	<p>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 change in value placed on education by some families post-pandemic.</p>

## 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
<p>Improved and sustained wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative evidence from pupil, parent and teacher observations and surveys and voice.</li> <li>• Progress in boxall data</li> <li>• Percentage of pupils making at least expected progress will increase, with the gap between disadvantaged and non-disadvantaged pupils will decrease.</li> </ul>
<p>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.</p>	<p>Data capture demonstrates achievement and progress of disadvantaged children is similar to non-disadvantaged children both in school and nationally.</p> <p>Moderation between year groups and between local schools confirms assessment levels.</p>
<p>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</p>	<p>Parent voice indicates a greater ability to support children's learning and a feeling of partnership with the school.</p> <p>Parent involvement in learning increased and parent attendance at school events increases</p>

<p>To achieve and sustain improved attendance levels for all pupils, particularly our disadvantaged pupils, including those with SEN.</p>	<p>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 95% or better.</p>
<p>Consistently high levels of Quality First Teaching observed in every classroom used to support positive learning behaviours for all children.</p>	<ul style="list-style-type: none"> <li>• Teaching is good or better. All children can enjoy and access their learning</li> <li>• Decrease in low level classroom disruption and an observable increase in positive behaviour for learning.</li> <li>• Observations note use of high quality teaching repertoire of strategies, used flexibly to support individual needs</li> <li>• All pupils make at least expected progress from their starting points.</li> </ul>

## 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>Purchase of whole school assessment tool</p> <p>Training for staff and ongoing moderation opportunities to ensure consistent application</p> <p>Development of wider assessment methods and their consistent use including b-squared, PKS, portage and engagement model for precision tracking of progress</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><a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</a></p>	<p>2,4,5</p>
<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. 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><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2,5</p>

<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. Opportunities for English lead to target support and lead CDP as per action plan</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_-_Poster.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>EEF guidance is based on a range of the best available evidence</p>	2,5
<p>Attend KCC approved EEF training on Behaviours For Learning.</p> <p>Focus on High Quality Teaching For All. Ongoing training, Action plan, ongoing CPD for staff and follow up observations of impact.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>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.</p>	1,2,5
<p>Support the teaching of pupils with SEMH needs</p> <p>Trauma Informed Schools approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/social-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Training of staff to use the boxal profile to plan and refer children for targeted interventions</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	

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
<p>Targeted maths and English lessons for disadvantaged children who did not make at least expected progress</p>	<p>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: in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Booster maths and English lessons for Year 6 children who are not making expected levels of progress and attainment. A significant proportion of the pupils who receive tutoring will be disadvantaged, including</p>	<p>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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>1:1 and small group interventions to develop and support wellbeing and learning behaviour delivered and overseen by FLO and class teams</p>	<p>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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</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 provision to meet SEMH needs</p>	<p><a href="https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups">https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups</a></p> <p>Both targeted interventions and a universal approach can have positive overall effects.</p>	<p>1,4</p>
<p>Speech and Language link</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021).</p>	<p>2</p>
<p>Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p>	<p>Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.20.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' 1,2,3,4 5 learning outcomes. EEF, 2021. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.</p>	<p>2</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.</p> <p>Whole staff and targeted staff training on principles of trauma informed schools principles, nurture and improved SEMH, improved learning behaviours.</p>	<p><a href="https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups">https://www.nurtureuk.org/what-we-do/research-and-evidence/impact-and-evidence/eef-toolkit-and-nurture-groups</a></p> <p>Both targeted interventions and a universal approach can have positive overall effects.</p>	<p>1,4</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>FLO to target parental involvement and support. Ensure Attendance Policy followed and understood.</p> <p>Flo to conduct check ins and phone calls to support families of persistent absentees and persistent lates</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>3,4</p>
<p>Provision of Early Morning Club to support attendance alongside parental need.</p>	<p>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.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

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 2023-2024

23/24 review									
• EYFS									
•									
	EASTRY			KENT			NATIONAL		
ALL (27)	80%	67.8%	67.8%						
FSM	62.5%	48.7%							
• Phonics Year 1									
•									
	EASTRY			KENT			NATIONAL		
ALL (18)	83.3%	78.6%	80.2%						
FSM (3)	57.1%*	63.1%							
•									
• Phonics Year 2									
•									
	EASTRY			KENT			NATIONAL		
ALL (9)	33.3%	52.1%	54.6						
FSM (4)	50%	45.3%							
•									
• KS2 SATs- EXPECTED STANDARD									
•									
	• Reading			• Writing			• Maths		
	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL	EASTRY	KENT	NATIONAL
ALL	77.8%	75.2%	74%	64.3%	73.3%	72%	64.3%	71.1%	73%

FSM	28.6%	61.9%		28.6%	57.3%		42.9%	51.8%	
-----	-------	-------	--	-------	-------	--	-------	-------	--

Steps were taken to ensure that barriers to learning continued to be a focus. Typically, children receiving small group intervention made the expected progress in in the core subjects from their starting points

Attendance: 92%

End of year celebrations for Y6 were and Pupil Premium was spent wisely to ensure that all children could attend the planned trips and activities if desired creating lasting memories