

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ermine Street Church Academy
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	11.46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year due to the growth of our school and therefore changes in the number of PP children.
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ayellet McDonnell
Pupil premium lead	Ashley Martin
Governor / Trustee lead	Rebecca Britton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,475
Recovery premium funding allocation this academic year	£0
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	£32,475

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium (PP) is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children. The intention of PP funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates. PP grant can be used to support other pupils with identified needs, such as pupils who have or have had a social worker, or pupils who act as a carer. It can also be used for whole class approaches, for example high-quality teaching, which will also benefit non-disadvantaged pupils. In line with the EEF's recommended approach, academies should particularly prioritise high-quality teaching. Academies are not required to allocate PP grant to every approach on the menu, but any activity funded by PP grant must fall under one of the approaches listed.

At Ermine Street Church Academy, our intention is that all pupils, irrespective of background and challenges, have the best education and life chances through nurturing our children's values of Love, Community, Trust, Respect and Ambition. We therefore consider both academic and emotional/personal development as equally important; a child who is ready to learn and in the right place to engage with it fully will achieve so much more.

High-quality teaching combined with high-quality knowledge-rich curriculum and the underpinning of our Christian ethos underlines our whole school approach, as these have the greatest impact on closing the disadvantage attainment gap. This will ensure our pupils leave us with a rich understanding of the world around them, a sense of belonging and the knowledge to participate in meaningful conversations as they take their place in society.

Ermine street Church academy uses a tiered approach to PP spending, as this helps our school balance approaches to improving teaching, targeted academic support, and use wider strategies to improve outcomes for disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Reading - Literacy levels of disadvantaged pupils are significantly below national average on entry. This is more so after Covid – 19. Low levels in literacy have an impact across the curriculum, through extended writing tasks, SPAG and pupils' ability to communicate effectively, using subject specific vocabulary. Their vocabulary and cultural capital are also affected, due to lack of wider reading.
2	Social, emotional and general welfare support - many pupils have additional pastoral needs e.g. SEMH, uniform, support at home, breakfast etc. and require mentoring/counselling or additional support.
3	Engagement from parents.
4	Attendance and punctuality issues.
5	Teaching – time for staff to engage in meaningful CPD
6	Having a small number of Pupil Premium children who are spread throughout 13 classes makes targeted support more challenging.
7	Our Pupil Premium children are moving into the catchment at very short notice. They join us across the full range of age groups.

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
Narrow the attainment gap between Pupil Premium and non-Pupil Premium children.	• Implementation and further embedding of Complete Mathematics. • Implementation and further embedding of the English curriculum an pedagogical approaches based on Reading Reconsidered and The Writing Revolution. • Implementation and further embedding of Primary Knowledge Curriculum and evidence-based pedagogy across the school.

	- Support to be put in place such as pre-teaching; quick identification of concepts not understood and the addressing of those; additional resources and scaffolds to access and complete work. - Support early reading by using a synthetic phonics programme based on the science of reading (Sounds-Write).
Raise the attendance rate of upper KS2 Pupil Premium children.	Weekly attendance meeting to take place so that attendance is closely monitored and early intervention takes place when attendance fall below 95%
Enhance the resilience and emotional well-being of Pupil Premium children so that they are in a positive position to engage with their learning to a greater degree.	- Family Worker role in school to support Pupil Premium where intervention is required for SEMH. - Ensure all staff are trained in introduction to mental health and there is a robust framework of support available.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to access continuing professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils.	- Education Endowment Foundation Guide to Pupil Premium – tiered approach – Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all	1,2,5

- Subject Leadership - Reading - Writing - Maths - Teach Like a Champion - Assessment - Sounds Write Training	students and has a particularly positive effect on children eligible for the Pupil Premium. • Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	
High Quality Teaching through our progressive model, knowledge-rich curriculum.	• The Education Endowment Foundation (EEF) details significant progress made at primary level where mastery approach has been implemented, indicating mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science.	1,2,5
CPD for Teaching Assistants	• The EEF states that schools need to develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. The research has also shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.	1,6

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financing of Family Worker role. Family Worker working 1:1 with Pupil Premium children to improve their well-being where intervention is appropriate. Family	• Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice	2,3,4

Worker working with parents to improve the attendance of some Pupil Premium children.	These are key findings from guidance published by the Education Endowment Foundation (EEF) in partnership with the Early Intervention Foundation (EIF).	
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Supporting wider community need

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding wrap around care	- This strategy aims to improve attendance. - Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. - There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	2,4
Help funding extracurricular trips (e.g. residential)	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	4

Total budgeted cost: £

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 to 2024 academic year.

Provision	Cost	Rationale	Outcomes & Impact
Teachers to access continuing professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils. - Subject Leadership - Reading - Writing - Maths - Teach Like a Champion - Assessment - Sounds Write Training	£13,017	- Education Endowment Foundation Guide to Pupil Premium – tiered approach – Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. - Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	KS2 results – Reading improved with 85% at or above ARE, write Phonics screening has risen from 65% to 85%.
High Quality Teaching through our progressive model, knowledge-rich curriculum.		The Education Endowment Foundation (EEF) details significant progress made at primary level where mastery approach has been implemented, indicating mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science.	Pupil voice and book looks show pupils are retaining the knowledge more consistently in the foundation subjects.

CPD for Teaching Assistants		The EEF states that schools need to develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. The research has also shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.	TA are completing higher level qualifications, improving their skills and knowledge.
Financing of Family Worker role. Family Worker working 1:1 with Pupil Premium children to improve their well-being where intervention is appropriate. Family Worker working with parents to improve the attendance of some Pupil Premium children.	£15,958	- Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice - These are key findings from guidance published by the Education Endowment Foundation (EEF) in partnership with the Early Intervention Foundation (EIF).	Liaising with families, supporting vulnerable families, raising attendance.
Funding wrap around care	£3,500	- This strategy aims to improve attendance. - Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. - There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting	Enabled support for vulnerable families and assisted with raising attendance.

		behaviour and school attendance.	
Help funding extracurricular trips (e.g. residential)		Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	
Total	£32,475		

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
Sounds Write Phonics	Sounds Write
Complete Mathematics	LA SALLE EDUCATION