

Pupil premium strategy statement

Eastnor Parochial Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	8.4% 9/107
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	N Driscoll
Pupil premium lead	N Driscoll
Governor / Trustee lead	N Shields

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6970
Recovery premium funding allocation this academic year	TBC
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£6970

Part A: Pupil premium strategy plan

Statement of intent

At Eastnor Parochial Primary School our aim is to use the Pupil Premium and Recovery Premium Funding allocation to improve outcomes for all disadvantaged pupils and to support them to thrive and flourish. We embed the Christian value of love across school life and we strive to ensure every child, irrespective of their background, should be given the opportunity to achieve and succeed.

We recognise the importance and value of quality first teaching experiences and our strategy aims to ensure that the grant allows increased access to high quality learning experiences which are teacher led in the classroom. This includes same day interventions to address gaps and misconceptions and access to additional teacher or teaching assistant time.

Our strategy places high priority on speech and language development and on reading. As important vehicles for learning it is crucial that these skills are developed so that all pupils can access the wider curriculum. Early intervention is key and our strategy allows pupils access to well matched intervention and support. This includes from external professionals when it is appropriate.

Our strategy takes account of the impact of pupils' social and emotional wellbeing on their academic outcomes and as a result supports each child with mental health and well-being support.

We also believe it is critical that children from disadvantaged backgrounds have the opportunity to take part in a wide range of enriching experiences inside and outside the classroom to

How we will achieve these objectives:

- Early intervention in all classes to address misconceptions or gaps in learning across all subjects.
- All teachers to plan opportunities to make learning stick so pupils 'know, remember and do more'.
- Trained EYFS/KS1 support staff to deliver proven interventions in Phonics, Early Reading and Early Writing so all pupils remain on track to achieve age related expectations.
- Trained KS2 support staff to deliver proven interventions to accelerate progress in Reading for any pupils in the lowest 20%.
- Thrive trained staff to support behavioural, emotional and socially needs both individually and in groups.
- Pay for trips, extra-curricular activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in their classrooms ·
- To give all disadvantaged child the opportunity to learn a musical instrument

Challenges

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

Challenge number	Detail of challenge
1	Gaps and misconceptions from prior learning/timely catch up required
2	Additional SEND needs
3	Increased Social and Emotional Needs
4	Enriched extra-curricular experiences/opportunities to increase social mobility.

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
<ul style="list-style-type: none"> Reading continues to have a very high profile across school. Pupils are able to make appropriate book choices to both challenge themselves and build reading stamina and foster a love of reading. Reading ability is not a barrier for children to access the wider curriculum. 	<ul style="list-style-type: none"> Attainment data shows that disadvantaged pupils working at all levels have made expected progress in reading in tracked data. Pupils demonstrate that they are choosing appropriate books and can discuss their wider reading habits.
<ul style="list-style-type: none"> Children with SEND to receive specialist support/assessments from outside agencies to ensure support given is well matched and targeted. Children with SEND to receive timely interventions and catch –up sessions. 	<ul style="list-style-type: none"> All pupils with SEND to be assessed promptly. Proven interventions to be in place to help close the gap. SEND children to make good, measurable, progress. SEND to be prepared for the move to High school at the end of year 6.
<ul style="list-style-type: none"> To achieve and sustain improved wellbeing for all pupils and families in our school, particularly our disadvantaged pupils. 	<ul style="list-style-type: none"> All disadvantaged children have access to specialist Thrive sessions with licensed trainer when necessary High levels of support for parents from family support and the wider pastoral team

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training- all staff to have full Little Wandle phonics training	EEF research shows phonic approaches have been consistently found to support children mastering the basis of reading	1 & 2

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics, Reading, spelling and writing interventions e.g. TRUGS, Little Wandle	EEF points to 'extensive evidence' that phonics is a key component of reading development	1 & 2
Reading- purchasing books closely linked to phases and phonic interventions.	EEF research shows phonic approaches have been consistently found to support children mastering the basis of reading EEF evidence suggests Reading Comprehension strategies can impact by +6 months	1 & 2

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Licensed Thrive Training for EYFS/KS1 staff	EEF: Programmes to Practices Identifying effective, evidence-based social and emotional learning strategies for teachers and schools: Evidence review January 2020	3
Enrichment – visits and residential Enrichment – musical instrument	<p>Pupils fully participating in trips contributes towards development of social skills and independence. All children to be included to ensure equal opportunities for all.</p> <p>Children provided with experiences beyond the classroom to enhance their learning. Evidence suggests that outdoor education can impact by +4 months.</p> <p>All children have the right to learn an instrument. EEF evidence suggests that arts participation can impact by + 2months.</p>	4

Total budgeted cost: £ 7000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The government has indicated that disruption to learning during the Covid-19 pandemic “has had a greater impact on disadvantaged pupils”. In 2022, the gap between disadvantaged pupils and non- disadvantaged pupils has become wider.

At Eastnor it was critical that all pupils received equal opportunities during this time and by the time. Internal data for the PP children in our school at the end of 2021/2022 is as follows:

Subject	EXS or above PP
Reading	78
Writing	78
Maths	67

All experiences and visits were paid for PP children including class 4 Residential trips.

All PP were encouraged to take part in extra –curricular opportunities. School funded these sessions when a cost would have been incurred.

Thrive sessions implemented to support PP children when appropriate.

All relevant staff trained to deliver Little Wandle phonics and Early Reading catch up sessions.

All relevant staff trained by Maths Coordinator to deliver effective maths interventions in KS1 and KS2.

Whole school Thrive training delivered by our school’s licenced Thrive practitioners.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rock Stars	TT Rock Stars

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.