

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	102
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	August 2024
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	£11,975
Recovery premium funding allocation this academic year	£2000*
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>	£13,975

Part A: Pupil premium strategy plan

Statement of intent

At Eastnor Parochial Primary School our aim is to use the Pupil Premium Funding allocation to improve outcomes for all disadvantaged pupils and to support them to thrive and flourish, including those pupils who are already high attainers. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed in this statement, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point of need;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our strategy also 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.

How we will achieve these objectives:

- 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 children the opportunity to learn a musical instrument

*Recovery premium has been pooled at MAT level to support CPD initiatives and training for teaching & leaning, safeguarding and early years. The money is funding some of the central team resources supporting these areas on a one-off basis. This is the final year of the Recovery Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that disadvantaged pupils achieve in line with their peers or better in Maths, Reading, Writing and Grammar. Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics, early writing and early Maths skills than their peers. This negatively impacts their development
2	To ensure children with additional SEND are given timely support to ensure their needs are met
3	To ensure that the social, emotional and behavioural needs of disadvantaged pupils are met, in order to support their well-being and their ability to learn.
4	To ensure that disadvantaged pupils have the same aspirations as their peers, by providing enriching experiences for them to explore and understand the world around them
5	To ensure that children attend school every day

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"> Pupils make at least expected progress across the curriculum. Improved reading, writing, grammar and maths attainment among disadvantaged pupils 	<ul style="list-style-type: none"> Pupils know more, remember more and can do more across the curriculum. Pupils achieve in line with peers and national expectations, or better. KS2 Reading, Writing, Grammar and Maths outcomes show 100% of disadvantaged pupils meet the expected standard.
<ul style="list-style-type: none"> School SEND Coordinator to access support from specialist outside agencies so specific needs for individual pupils can be met. 	<ul style="list-style-type: none"> SENDCo and Class teachers receive direction from outside agencies to improve the outcomes for all pupils when it is required.
<ul style="list-style-type: none"> Pupils are supported to regulate their emotions and access their learning. 	<ul style="list-style-type: none"> Staff to engage with pupils to support their emotional well-being and mental health. Two members of staff trained in the Thrive Approach to support

	<p>children’s social and emotional needs.</p> <ul style="list-style-type: none"> • Sustained high levels of well-being demonstrated by qualitative data from pupil voice, pupil and parent/ carer surveys and teaching observations
<ul style="list-style-type: none"> • Pupils access the wider curriculum. 	<ul style="list-style-type: none"> • Opportunities are provided for pupils to access the wider curriculum, e.g., Forest School, clubs, music lessons, community projects etc. • High levels of participation in enrichment activities, particularly among disadvantaged pupils.
<ul style="list-style-type: none"> • Pupils attending school very day in order to maximise their wellbeing and academic achievement. 	<ul style="list-style-type: none"> • Individual pupil’s attendance is at least 97%. • Support provided where needed to ensure high attendance

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide all pupils with Quality First Teaching.</p> <p>Classes provided with TA support.</p> <p>Pupils provided with effective feedback.</p>	<p>Improve outcomes across the curriculum.</p> <p>Outcomes of formative assessment, progress in books, summative assessments.</p> <p>Regular discussions with pupils. Interventions put in place swiftly if a pupil starts to fall behind, including pre and post teaching. <i>EEF guide to Pupil Premium – tiered approach: teaching is the top priority</i>, including CPD.</p>	1, 2 & 4

	Sutton Trust: Quality First Teaching has direct impact on pupil outcomes	
Continue to develop retrieval practice activities. Budget: £1,000	Pupils know, learn and remember more ensuring that they are ready for the next stage in their learning.	1 & 2
Additional phonics sessions (LW catch up) targeted at disadvantaged pupils who require further phonics support. Additional reading interventions in place for pupils in KS2 (Dyslexia Gold). Individual assessments for Dyslexia, where appropriate Budget: £2000	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 'Phonics has a positive impact overall (+5 months) with extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.' EEF	1 & 2
Provide pupil subscriptions to enhance pupil's home learning and consolidation of key aspects of learning: <ul style="list-style-type: none"> • Accelerated Reader • Times table Rock Stars Budget: £1,000	Students are 38% faster at answering times tables questions after using TTRS than before.' Shine Trust	1 & 2

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Programme Subscription	EEF points to ‘extensive evidence’ that phonics and reading is a key component of reading development	1 & 2
Reading- purchasing additional 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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Update Training/Wellbeing training</p> <p>Subscription to the Thrive online portal to support the work of the trained Thrive Practitioner.</p>	<p>EEF: Programmes to Practices Identifying effective, evidence-based social and emotional learning strategies for teachers and schools: Evidence review January 2020</p>	<p>2, 4</p>
<p>Enrichment – visits and residentials</p> <p>Enrichment – musical instrument</p>	<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>	<p>4</p>

Total budgeted cost: £ 12,000

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. Statutory data and internal data for the PP children in our school at the end of 2022/2023 is as follows:

Subject	EXS or above PP at end of KS2 (Statutory Data)
Reading	100
Writing	100
SPAG	100
Maths	100

Subject	EXS or above PP (Internal Progress Data)
Reading	78
Writing	78
Maths	78

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.

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

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.

SENDco closely monitoring progress of pupil progress. Specialist outside agency support sought when appropriate.

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
Mastering Number	NCETM / SHaW Maths Hub
Times Table Rock Stars	TT Rock Stars
Accelerated Reader	Accelerated Reader Renaissance
Thrive Approach	The Thrive Approach