

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Earlsmead Primary
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	25.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Norma Marshall
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83 355.00
Recovery premium funding allocation this academic year	£8 911.00
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	£92 266.00

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum.
2	Special educational needs and low ability of many of our PP pupils
3	Negative impact on progress caused by disruption to learning. Attainment and progress at the end of KS1 for pupils is below the national average in Reading, Writing and Maths for pupils who are eligible for the pupil premium
4	Attainment at the end of KS2 is below the national average in Reading and Writing for pupils who are eligible for the pupil premium and SEND
5	Attendance rate for PP pupils is not in line with national average
	Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences. Lacking cultural capital and low aspirations for future destinations.

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
The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language	Pupils eligible for pupil premium make as much progress as all pupils, in EYFS in

rich environment. Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.	Reading, Writing and Maths.
In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.	Measured in all year groups by teacher assessments and successful moderation practices established across the school.
Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.	PP students to achieve, or exceed, 3+ basics, in line with national average for all pupils.
Increased attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.	PA rate for PP will be in line, or lower than national averages. PP students will achieve, or exceed, attendance percentages in line with national averages. Increased parental engagement demonstrated through monitoring of Dojo. Attendance matters tracked consistently through Team Around the Family (TAF) meetings.
PP parents will engage more positively with the school and will be better equip to support their children at home with their learning	Improved parental engagement evidence by meeting logs. Increased engagement is evident in classroom observations, access to the curriculum and progress Parents feel more well informed and empowered to support their children

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: £ 46 488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching</p> <p><i>Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching</i></p> <p><i>Staff development and quality CPD to develop expert teachers</i></p> <p><i>Continue to develop the following teaching strategies in all classes within school:</i></p> <p><i>Feedback - to ensure that the feedback provided to all pupils is instant and effective.</i></p> <p><i>Continue to create opportunities to write for real purposes</i></p> <p><i>Phonics programme</i></p>	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>The school supports 1x ECT. Feedback (+8 months – EEF Toolkit) EEF Toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children.</p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound/letter relationships for spelling. Ensuring all staff have the necessary pedagogical skills and content knowledge to teach phonics in both Key Stage 1 and Key Stage 2, will support those children struggling with this aspect of literacy. (EEF)</p>	<p>1,2,3,4</p>
<p>To raise attainment through providing enriching experiences across the curriculum</p> <p><i>Subsidise trips</i></p> <p><i>Promotion of The Arts in</i></p>	<p>Pupils are equipped with the knowledge and cultural capital the need to live in modern Britain.</p>	<p>6</p>

<i>school</i> <i>Ensure that pupils receive high quality physical education provision</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27 968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Interventions	Identifying children's language needs early and providing them with targeted language support helps to ensure they have the fundamental foundations needed for good language and social and emotional development, as well as later literacy and numeracy skills. Research has found that children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills.	1
Targeted intervention/Booster groups	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of our effective Pupil Premium strategy. (EEF) The smaller group sizes will benefit the children with more intensive support and in depth learning in core subjects.	2,3
Close the vocabulary gap	Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	1,3,4

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

Budgeted cost: £17 810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified.</p> <p><i>Breakfast club provision</i> <i>Pastoral support around behaviour and social/emotional support from Inclusion Team</i> <i>Sports Provision</i> <i>Behaviour treat/reward</i> <i>One to one work with Inclusion Specialist and Pastoral Manager</i> <i>Social and Emotional intervention groups</i> <i>Lego Therapy sessions</i></p>	<p>Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit Sports Participation +2 months (EEF Toolkit)</p>	<p>2,3,4</p>
<p>Improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance</p> <p><i>Lunchtime support to be provided by learning mentor/pastoral manager for vulnerable pupils who need support.</i> <i>Free breakfast club for Year 6 leading up to SATs</i> <i>One to one work with Pastoral Manager</i> <i>Termly rag rated attendance letters</i> <i>Attendance to be on the agenda at Parents' Evenings</i> <i>First day calls</i> <i>Home visits</i> <i>Penalty fines for extended holidays</i> <i>Referrals to EWO for pupils at risk of becoming 'Persistent Absentees'</i> <i>Attendance treats/ weekly</i></p>	<p>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</p> <p>Overall attendance at EPS is high (around 96%), however there remains a gap between PP and non-PP attendance (PP 92.83%) and this is an area to continue to work on.</p> <p>Individual case studies shows impact of this provision on pupils impact can be measured through attendance data which is in line with national average and much lower than national average for persistent absence.</p>	<p>5</p>

<i>attendance rewards</i>		
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences</p> <p><i>PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding</i></p> <p><i>Ensure all PP pupils are able to engage and take part in residential and trips.</i></p>	<p>The Sutton Trust recommends that schools' pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</p>	6
<p><i>Parents feel more well informed and empowered to support their children</i></p> <p><i>Dojo APP</i></p> <p><i>Parental engagement programme in place Family Learning workshops</i></p> <p><i>Parents' Weeks</i></p> <p><i>Class assemblies</i></p> <p><i>Family theme week</i></p> <p><i>Coffee mornings</i></p>	<p>Parental engagement +2 months (EEF Toolkit)</p> <p>Parental engagement has massively improved through the Dojo APP-98% of parents are using the APP to engage with their child's learning.</p>	6

Total budgeted cost: £ 92 266.00