

# Pupil Premium Strategy Statement: 2022 - 2023



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	320 (+11 Nursery) = 331
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 of 3 years (2022 – 2025)
Date this statement was published	December 2022
Dates on which it will be reviewed	April 2023 December 2023
Statement authorised by	Governing Body
Pupil premium leads	Barbara Graham (Headteacher)
Governor / Trustee lead	Pauline Hughes

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£109 415
Recovery premium funding allocation this academic year	£14 486
Pupil premium (and recovery premium) funding carried forward from previous years.	£0
<b>Total budget for this academic year</b>	<b>£123 901</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### **What are your ultimate objectives for your disadvantaged pupils?**

At Earlsmead Primary School we believe that all children should be able to achieve to their full potential and that education is a lever towards social mobility and equality. Pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential and our ultimate goal is to narrow the gap between advantaged and disadvantaged pupils in terms of health, education, cultural capital and attendance. To support this, we seek to offer them access to a variety of exciting opportunities and a rich and varied curriculum.

### **How does your current pupil premium strategy plan work towards achieving these objectives?**

- Earlsmead Primary School uses research from the Education Endowment Foundation (EEF) and Sutton Trust to support decision making on pupil premium spending for the highest impact.
- Impact is reviewed at least termly via pupil progress meetings, monitoring and data reporting. Impact is also reviewed via pupil voice opportunities.
- Earlsmead Primary adopts a longer-term approach to Pupil Premium planning via a 3-year strategy as recommended by the Department for Education (DfE) and EEF.
- To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:
  1. **Quality of Teaching** i.e. consistently good or better teaching, broad and coherent curriculum, staff training and development.
  2. **Targeted Support** i.e. interventions, booster clubs, SEN support, pastoral support via a **Learning Mentor, financial support for vulnerable families.**
  3. **Wider Strategies** i.e. effective transitions, parental engagement, attendance rewards, restorative justice behaviour principles, wrap around care including breakfast club and after school clubs.

### **What are the key principles of your strategy plan?**

Through the following key principles we believe that we can maximise the impact of our funding:

#### **1. High Expectations**

Providing a culture where staff believe in all children and make no excuses for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

## **2. High Profile**

Narrowing the attainment gap is a priority in this school. We adopt a whole school approach with all staff involved in identifying pupils' needs and barriers to their learning. Pupil premium progress is tracked termly and reviewed by class teachers, the Senior Leadership Team and Governors.

## **3. Early Intervention**

We recognise that high quality early years provision with a strong emphasis on developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage early in life. Similarly, mobile pupils (those who join us within a school year) are assessed quickly so that needs and appropriate interventions can be addressed.

## **4. Inclusive Provision**

We acknowledge that pupil premium children are not always socially disadvantaged or at risk of under achievement. Likewise, there are many pupils that we would consider to be vulnerable, such as 'working poor' families, that are not in receipt of pupil premium funding. Our interventions seek to ensure that all pupils have their needs met.

## **5. High Quality Teaching and Learning**

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We give high priority to performance management systems, monitoring and professional development for all staff. We will continue to ensure that all pupils receive good or better teaching through consistent application of key elements including:

- Planning
- Marking, Feedback and Assessment
- Differentiation
- A Broad and Coherent Curriculum

## **6. Emphasis on Key Skills**

We will concentrate our spending on achieving the highest possible standards in core subjects. This may be in the form of direct teaching and interventions, booster groups, learning support or external experiences and trips to apply learning. It may also be through indirect strategies including improving attendance, behaviour or access to resources and family support.

## Challenges

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

Challenge number	Detail of Challenge
1	<b>COVID-19:</b> Levels of engagement in remote/on school education varied during the pandemic. As a result there are some pupils who need to catch up so that they are working at age-related expectations. Some of our younger pupils particularly, need further catch up in speaking and listening and behaviour/readiness for learning.
2	<b>Attendance:</b> Overall attendance for 2021 – 2022 was low at 92.7%, however attendance is still being impacted by COVID illnesses. Nationally, the attendance for the year to date as of 01/11/22 was 93.8%. Earlsmead’s target for 2022 – 2023 is 96%+, however many of our disadvantaged pupils are impacted by low attendance.
3	<b>Mobility:</b> Earlsmead has a history of high mobility. A clear understanding of prior learning and behavioural needs are essential to ensure that provision meets needs.
4	<b>Additional Barriers:</b> <ul style="list-style-type: none"> <li>• 57% of our pupils are boys which can bring additional challenges around achievement and engagement with literacy.</li> <li>• 64% of our pupils have English as an Additional Language.</li> <li>• 4% of our pupils have an EHCP with a total of 9% on the SEN register – however, we have noted a significant increase in SEN needs across the school (particularly in the younger year groups) which are in process.</li> </ul>
5	<b>Communication and Interaction:</b> Disadvantaged pupils, particularly our younger pupils, have lower than typical starting points. This gap has widened as a result of the pandemic, particularly in the areas of speaking/listening, social interaction and behaviour for learning.
6	<b>Cultural Capital:</b> While only 23% of our community are PP eligible, a significant portion struggle economically. This can impact engagement levels and the ‘hidden curriculum’.

## 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
1. To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics.	<ul style="list-style-type: none"> <li>• 80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths.</li> <li>• Targeted interventions and support for at risk pupils, beginning in Autumn 1.</li> <li>• Interventions and Quality First</li> </ul>

	Teaching reviewed termly through pupil progress meetings for every class.
2. Develop a strong phonics and reading systems for a cohesive, whole school approach to literacy.	<ul style="list-style-type: none"> <li>• One whole school synthetic phonics programme in place.</li> <li>• Targeted interventions for the lowest attaining 20% of pupils.</li> <li>• Phonics pass in line with national average (76% 2021 – 2022).</li> </ul>
3. To reduce the effect of the local socioeconomic gaps through participation in cultural capital and extra-curricular activities.	<ul style="list-style-type: none"> <li>• 70%+ of KS1 – KS2 pupils to participate in at least one club per term.</li> <li>• Reintroduce residential and class trips/workshops with financial support for disadvantaged pupils.</li> </ul>
4. For all pupils to attend school regularly.	<ul style="list-style-type: none"> <li>• 96%+ attendance.</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.

### A) Teaching

Budgeted cost: **£ 9 192**

- Phonics (Scheme, Resources, Training, SIP Monitoring): £6 000
- White Rose (Subscription, Training, Resources): £1 000
- CPD (23%): £2 192

Activity	Evidence that supports this approach	Challenge numbers addressed
Systematic synthetic phonics and reading scheme.	<ul style="list-style-type: none"> <li>• High impact for very low cost based on very extensive evidence.</li> <li>• +5 months progress over course of a year. (EEF Teaching and Learning Toolkit) (DfE Reading Framework)</li> </ul>	1, 4, 5
Maths Mastery whole school approach via White Rose.	<ul style="list-style-type: none"> <li>• High impact for very low cost.</li> <li>• +5 months progress over course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 3
Streamed CPD for all teaching	<ul style="list-style-type: none"> <li>• 40% additional gains in learning with highly effective teachers.</li> </ul>	1, 3, 4, 5, 6

staff according to role and experience.	(Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011)	
Termly tracking and planning for disadvantaged pupils with every class teacher via Pupil Progress Meetings.	<ul style="list-style-type: none"> <li>Disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers.</li> </ul> (Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011)	1, 4, 5

## B) Targeted Academic Support

Budgeted cost: £ 98 997

- Support Staff (23%): £98 997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff in every class.	<ul style="list-style-type: none"> <li>Moderate impact for moderate cost based on moderate evidence.</li> <li>+4 months progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 3, 4
Small group interventions in RWM, specifically lowest 20%.	<ul style="list-style-type: none"> <li>Moderate impact for low cost based on moderate evidence.</li> <li>+4 months progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 3, 4, 5
1:1 Peer Reading with secondary students.	<ul style="list-style-type: none"> <li>Moderate impact for very low cost based on limited evidence.</li> <li>+4 months of progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 5, 6
Disadvantaged/SEND individual targets set and tracked via Edukey.	<ul style="list-style-type: none"> <li>Moderate impact for low cost based on moderate evidence.</li> <li>+4 months progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 3, 4, 5
Introduction of electronic assessment system to track progress of disadvantaged pupils in all subjects.	<ul style="list-style-type: none"> <li>Moderate impact for low cost based on moderate evidence.</li> <li>+4 months progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 4, 5

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

Budgeted cost: **£ 21 170**

- Residential: £1 000
- Class Trips/Workshops/Sporting Events: £2 000
- Attendance: £4 000
- Transport: £7 000
- Extended School: £6 220
- CPOMs: £950

Activity	Evidence that supports this approach	Challenge numbers addressed
Subsidised residential, sporting events, class trips and/or workshops at least once per term.	<ul style="list-style-type: none"> <li>• Unclear impact for moderate cost based on insufficient evidence. (EEF Teaching and Learning Toolkit)</li> <li>• Strongly supported by parents. (<a href="https://www.oxfordhomeschooling.co.uk/blog/parents-opinions-on-school-trips/">https://www.oxfordhomeschooling.co.uk/blog/parents-opinions-on-school-trips/</a>)</li> </ul>	5, 6
Attendance rewards and sanctions; ACE & Breakfast Club.	<ul style="list-style-type: none"> <li>• Moderate impact for very low cost.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	2
CPOMS used to track and monitor behaviour.	<ul style="list-style-type: none"> <li>• Moderate impact for low cost.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 4
Engagement with typically hard to reach families via technology e.g. Zoom, Meets, Class Dojo.	<ul style="list-style-type: none"> <li>• Moderate impact for very low cost.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 2, 3, 4
Targeted emotional health support via Learning Mentor, Art Therapist.	<ul style="list-style-type: none"> <li>• Moderate impact for very low cost.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit)</li> </ul>	1, 2, 3, 4, 5

**Total budgeted cost: £129 359**

*(NB. This is £5 458 over the designated budget which will be drawn from other areas of school funds).*

## Part B: Review of Outcomes in the Previous Academic Year

### Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year. Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Internal assessment data has also been used to compile this review. The DfE strongly discourages comparing 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

A new Headteacher took over the school from May 2022, after the previous substantive Head left in December 2021. Ongoing COVID measures restricted progress in some objectives (see below).

#### For Reference:

Year Group	No. of PP
R	2
1	8
2	10
3	8
4	17
5	16
6	13

#### **Headline Outcomes:**

- A 4 month gap in leadership has resulted in degraded outcomes and inconsistencies of approach. There was significant mobility within teaching staff throughout the year with several classes having multiple teachers over the course of the year. This also impacted on the quality of teaching and assessment.
- PP children have attained lower than 'All' in Reading, Writing and, most significantly, Maths. Year 1 (a class with over 34 pupils last academic year) has been most severely impacted – which has resulted in the class being split into two smaller classes this academic year.
- Pupil Premium progress at the end of KS2 is higher than National PP averages in Reading, Writing and Maths.
- Persistent Absence was a major concern across the school, particularly for PP children.
- The attainment and progress of disadvantaged pupils remain a key priority and feature predominantly on the School Development Plan 2022 – 2023.



**Objective 1:** 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 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.

**Success Criteria:** Pupils eligible for pupil premium make as much progress as all pupils, in EYFS in Reading, Writing and Maths.

**Evidence and Impact:**

Due to disruption of staffing Reception (2021 – 2022) and ongoing COVID measures, progress against this objective was limited. However, additional events and communication included:

- Class Events where parents are invited, such as a Tea Party in Nursery.
- Stay and Play sessions in Reception.
- Dojo communication.
- Online parent/teacher meetings.

Attainment of GLD at the end of Reception:

All	Disadvantaged	National Average
61%	50% (2 pupils)	65%

**Objective 2:** 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.

**Success Criteria:** Measured in all year groups by teacher assessments and successful moderation practices established across the school.

**Evidence and Impact:**

See progress data below (Objective 3).

- PP pupils attained consistently lower than 'All' pupils in Reading, Writing (and most significantly) Maths.
- Year 2 and Year 6 showed the highest PP results due to experience of staff and higher stability of staffing.

Attainment at Age Related Expectation:

	Reading			Writing			Maths		
	All	PP	SEN	All	PP	SEN	All	PP	SEN
<b>Year 1</b>	10%	0%	0%	27%	17%	0%	40%	17%	0%
<b>Year 2</b>	70%	56%	0%	70%	44%	0%	70%	67%	0%
<b>Year 3</b>	58%	43%	50%	52%	43%	50%	36%	14%	50%
<b>Year 4</b>	49%	31%	0%	44%	25%	0%	45%	19%	0%
<b>Year 5</b>	50%	33%	50%	59%	40%	0%	57%	33%	0%
<b>Year 6</b>	73%	58%	44%	73%	50%	44%	73%	50%	44%

Year 4 Multiplication Check:

	All	PP (15)	SEN (4)
Score of 20+/25	76%	53%	50%

**Objective 3:** 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.

**Success Criteria:** PP students to achieve or exceed 3+ basics, in line with national average for all pupils.

**Evidence and Impact:**

See attainment outcomes above (Objective 2).

Progress outcomes for PP compared to non-PP:

	Reading		Writing		Maths	
	PP	N/PP	PP	N/PP	PP	N/PP
<b>Year 1</b>	1.83	1.61	2.08	2.11	2.17	2.45
<b>Year 2</b>	2.83	3.8	2.61	3.83	3.67	3.24
<b>Year 3</b>	3.36	3.68	2.86	2.98	2.86	2.76
<b>Year 4</b>	3	3.39	3.47	3.89	3.4	3.78
<b>Year 5</b>	4.53	3.39	3.63	3.09	3.4	3.37
<b>Year 6</b> (12 pupils)	-0.17	-0.79	4.94	-0.71	0.78	-1.09

*NB 3.0 is 'expected' progress; 3.0+ is 'accelerated' progress.*

Progress outcomes for SEN compared to non-SEN:

	Reading		Writing		Maths	
	SEN	N/SEN	SEN	N/SEN	SEN	N/SEN
<b>Year 1</b>	2	1.63	2	2.12	2	2.42
<b>Year 2</b>	2	3.52	2	3.47	2	3.37
<b>Year 3</b>	3.25	3.63	3.75	2.9	3.5	2.73
<b>Year 4</b>	3	3.29	4	3.76	3	3.68
<b>Year 5</b>	4	3.78	4.5	3.22	2	3.45
<b>Year 6</b> (12 pupils)	-2.15	-1.84	4.73	-2.07	0.58	-1.49

*NB 3.0 is 'expected' progress; 3.0+ is 'accelerated' progress.*

Year 6 PP Progress outcomes compared to National Averages:

Reading		Writing		Maths	
EPS PP	NA	EPS PP	NA	EPS PP	NA
-0.17	-0.79	4.94	-0.71	0.78	-1.09

<b>Objective 4:</b> Increased attendance rates of PP children across school and a reduced gap between PP and non-PP relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.		
<b>Success Criteria:</b> 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.		
<b>Evidence and Impact:</b>		
2021 – 2022 Attendance data:		
	PP	N/PP
Attendance	91.43	94.71
Persistent Absence	31.18	18.37
<p>Persistent absence was significantly higher for PP than non-PP. Attendance has been prioritised on the 2022 – 2023 School Development Plan.</p> <p>See Attainment and Progress Data above.</p> <p>Art Therapy was introduced in Summer, 2022. 80% of the pupils participating in the programme were PP and 75% of them showed clinical improvement via the Health of the Nation Outcome Scales (HoNOSCA) at the end of the academic year.</p>		

<b>Objective 5:</b> PP parents will engage more positively with the school and will be better equipped to support their children at home with their learning.		
<b>Success Criteria:</b> Improve 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.		
<b>Evidence and Impact:</b>		
<ul style="list-style-type: none"> <li>• The school continued to be impacted by COVID-19 with reduced openness for parent events. However, several events were able to be organised with restrictions, including: <ul style="list-style-type: none"> <li>○ Parent Coffee Mornings.</li> <li>○ Stay and Plays in EYFS.</li> <li>○ Parent Teacher Meetings via Zoom/Team Meets.</li> <li>○ Class Events, such as a Tea Party in Nursery &amp; Year 6 Production.</li> <li>○ Summer Fair – open and outdoors, very well attended.</li> <li>○ Sports Week – open and outdoors, very well attended.</li> </ul> </li> <li>• Summer term 2022 parent survey showed that: <ul style="list-style-type: none"> <li>○ 96% of parents agree that their children are happy at this school.</li> <li>○ 96% of parents agree that their children feel safe at this school.</li> <li>○ 91% of parents agree that their child does well at this school.</li> </ul> </li> </ul>		