



May we give them the roots to grow and the wings to fly

Easington C of E Primary School

Pupil Premium Strategy Statement 2021-2022

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	Easington C of E Primary School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	18% (National 20.8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr J Appleby
Pupil premium lead	Mr J Appleby
Governor / Trustee lead	Councillor A Surtees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31590 (26900FSM + 4690 PLAC)
Recovery premium funding allocation this academic year	£3190
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	£34780



May we give them the roots to grow and the wings to fly

Part A: Pupil premium strategy plan

Statement of intent

At Easington C of E Primary School, we prioritise the raising of attainment for our children from disadvantaged backgrounds, while being knowledgeable of our context and the barriers our families face. Decisions are made using recognised research from EEF to ensure usefulness and impact.

The key principles of this strategy are :

- *Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.*
- *Having individualised approaches to address barriers to learning at an early stage through intervention.*
- *Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.*
- *To close the attainment gap between disadvantaged children and their peers.*
- *To use evidence-informed approach to the strategies we use to support disadvantaged children.*

In addition to the specific funded opportunities listed, quality first teaching, effective use of assessment and data and a range of bespoke interventions will ensure all of our children are effectively supported to make good progress from their individual starting points.

Challenges

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

Challenge number	Detail of challenge
1	Low engagement in reading/phonics
2	Limited access to wider cultural experiences
3	Absence and punctuality. Low attendance rates for some pupil premium children impacts on their learning. This means they are constantly having to catch up to their peers.
4	Children with poor social emotional skills including resilience and self-esteem – emotional resilience for some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.



May we give them the roots to grow and the wings to fly

5	Need for catch up due to disrupted education due to COVID 19
---	--

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
<p>At the end of year 1 and 2 to maintain and continue to reduce the gap between disadvantaged and peers nationally in phonics.</p> <p>At end of KS1 to continue to reduce the gap between disadvantaged pupils and others in reading.</p>	<ul style="list-style-type: none"> • Maintain and reduce current attainment gap in phonics Screen check. • The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils nationally. • Maintain current performance of disadvantaged pupils in line with 'others' nationally • The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils nationally.
<p>All children to experience a range of enrichment experiences to support curriculum and enhance cultural capital e.g Music tuition, outdoor learning, visits out of school, visitors into school, before/after school clubs, residential visits,</p>	<ul style="list-style-type: none"> • All children have accessed a range of enrichment experiences.
<p>Attendance and absence including those deemed to be persistent absences Attendance and punctuality for disadvantaged pupils improves</p>	<ul style="list-style-type: none"> • Overall attendance of disadvantaged pupils inline NA • Gap between attendance for disadvantaged v others does not widen • Persistent absence remains broadly in line with national average. Gap between disadvantaged and others closes <p><i>In 2020-21 disadvantaged attendance was 96.2% compared with others 96.9%.</i></p>
<p>Improve emotional/ social skills including resilience and self esteem for all pupils.</p>	<ul style="list-style-type: none"> • Observations of children in outdoor sessions and in wider school environment will demonstrate pupils' positive attitudes to learning, good behaviours, resilience and self esteem • Children demonstrate increased resilience • Reduction in incidents for those children who are receiving emotional well-being interventions
<p>Impact of school Closures during Covid19 on attainment and progress of core subjects.</p> <p>Disadvantaged children recover lost learning</p>	<p>Despite lockdown periods, Disadvantaged children perform in line with national in end of year assessments across all year groups.</p>



May we give them the roots to grow and the wings to fly

from periods of lockdown and reduce the gap between disadvantaged and others in school and nationally in KS1/ KS2 SATS (Reading, writing and Maths).	Disadvantaged children perform in line with national in KS2 SATS.
--	---

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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for staff to ensure high quality teaching of new phonics programme (Sounds Write)</i>	Sounds Write is a DFE accredited systematic phonics programme.	1
<i>Purchase of new phonics programme Sounds Write reading books.</i>	EEF evidence link below https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased Teaching Assistant hours to ensure small group work for targeted groups</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1 4 5
<i>Outdoor education for all children to develop social, emotional</i>	EEF Evidence	2 4



May we give them the roots to grow and the wings to fly

<p>development including resilience and self esteem for all children. Outdoor learning in the field to enhance the curriculum for all year groups.</p>	<p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/outdoor-adventurelearning/</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/digital-technology/</p> <p>EVIDENCE FOR USE OF SPECIFIC READING SUBSCRIPTIONS TO SUPPORT SCHOOL BASED PHONICS TEACHING – (Lexia/Sound Write)</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/phonics/</p>	
<p>Targeted small group Intervention writing/maths</p>	<p>EEF - Making the best use of teaching assistants guidance EEF KS1,KS2 Maths and literacy guidance</p>	<p>5</p>
<p>Funding of online Subscription resources to support learning for all children in core learning areas. This will offer challenge and support to enhance each child's learning experience. This will support learning from home and in school and focus on engaging parents in supporting pupils at home</p>	<p>EEF Evidence</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/</p>	<p>2 5</p>

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast/After school club access available free of charge to</p>		



May we give them the roots to grow and the wings to fly

<i>disadvantaged families</i>		
<i>Access to curriculum enrichment experiences including visits, residential, music tuition, school milk free of charge to disadvantaged families.</i>	<p>EEF Evidence https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/arts-participation/ https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/arts-participation/</p> <p>Department of Education – My Activity Passport guidance</p> <p>EEF Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<i>Specific resources for SEND</i>	<p>EEF Evidence https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/digital-technology/</p>	

Total budgeted cost: £ 35000



May we give them the roots to grow and the wings to fly

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2020-21

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

	Aims	Outcomes
A	Continued good outcomes for Pupil Premium pupils within Early Years	Based on 2020-2021 teacher assessments in summer term. 2/4 (50%) PP children achieved GLD. Other children all made expected progress from on entry starting points in the Autumn Term.
B	Pupils with social, emotional and mental health needs are well supported in school and make at least expected progress.	Lesson observations/Learning walks/Head teacher weekly monitoring and staff feedback indicates that emotional resilience is improving despite current climate. Outcome to remain to ensure this continues. All pupils identified have made at least expected progress from their starting points.
C	To improve the quality of writing for pupils in receipt of Pupil Premium to bring them closer to the expected standard in writing or to achieve the expected standard in writing.	Based on Teacher Assessment in summer term. From Y1 to Y6 (16 PP children): 1/16 achieved Higher Standard in writing (6%) 7/16 achieved At Standard in writing (44%) 8/16 achieved Below Standard in writing (50%) Out of the 8 children who did not achieve At Standard in writing, 2 of those joined our school in the Summer Term. The other 6 children all made expected progress from their starting points at the beginning of the Autumn Term
D	Gap in reading scores between PP pupils and other children diminishes with a digital phonics and reading program – Lexia. This should also improve reading comprehension levels	Based on Teacher Assessment in summer term. From Y1 to Y6 (16 PP children): 2/16 achieved Higher Standard in writing (12%) 8/16 achieved At Standard in writing (50%) 6/16 achieved Below Standard in writing (38%) Out of the 6 children who did not achieve At Standard in reading, 1 of those joined our school in the Summer Term. The other 5 children all made



May we give them the roots to grow and the wings to fly

		expected progress from their starting points at the beginning of the Autumn Term
E	Ensure equality of opportunity for all in terms of the wider aspects of school life including trips and extra-curricular activities	Subsidy enabled all pupils to take part in virtual visits and visitor events resulting in them demonstrating increased resilience, independence and improved self-confidence. Subsidy enabled some PP pupils to attend breakfast club and after school clubs. Feedback from pupils and parents has been very positive regarding these clubs.
F	Children eligible for PP will develop a love of reading and will have increased opportunities to read regularly	New reading scheme has been instrumental in providing high quality texts and stories for children to read. Children were also made members of the local library, however due to restrictions; this was difficult to engage with. Head Teacher weekly monitoring indicates PP children do enjoy reading and have engaged well with reading at home.

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