



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

Easington C of E Primary School

Pupil Premium Strategy Statement 2022-2023

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.

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	127
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	John Appleby



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Pupil premium lead	John Appleby
Governor / Trustee lead	Councillor Angela Surtees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,625
Recovery premium funding allocation this academic year	£3,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£47,265



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Part A: Pupil premium strategy plan

Statement of intent

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- 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.

“We have found overwhelming evidence that children’s life chances are most heavily predicated on their development in the first five years of life. It is family background, parental education, good parenting and the opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life.”

The Foundation Years: Preventing poor children becoming poor adults The report of the Independent Review on Poverty and Life Chances Frank Field December 2010

Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment, mainly affected by the pandemic, is below expected for children in Key Stage 1. We intend to challenge and support pupils, including the disadvantaged, to raise standards.
2	Narrow enrichments experiences



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3	Rises in the cost of living may place a strain on families and impact upon the mental health of pupils.
4	A high percentage of children this year have entered school below and well-below ARE

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
To raise attainment outcomes for pupils in KS1 in English, including Phonics and Maths	Pupil outcomes will be in line with National Averages for English, including Phonics, and Maths.
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	All children have accessed a range of enrichment experiences
Improved mental Health and wellbeing for pupils struggling.	Support from CAHM's and other agencies, working with families and pupils leading to improved mental health and wellbeing.
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas (including phonics development) to meet national expectations.	Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas (including phonics development) to meet national expectations.

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
All staff to access Sounds- Write training to ensure consistency in this approach across school	Sounds-Write is a DfE accredited systematic synthetic phonics programme EEF Evidence - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 & 4



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Targeted academic support

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils well supported through interventions by Teaching Assistants, in English and maths. Additional targeted interventions, at other times in the school day, to bring pupils in line with ARE.	Previous years interventions and support have proved this effectiveness. Interventions carefully linked to classroom teaching and matched to specific needs good evidence – informed guidance from EEF “Selecting interventions”.	1
Small group tutoring, in English and maths in EYFS, Year 1 and Year 2 providing intensive support for pupils learning.”	EEF Toolkit on “Small group tuition”	1 & 4

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential and other trip and in school extracurricular activities. Increased wellbeing in school and related to school by involvement in additional trips and activities.	EEF toolkit - “Arts participation” increased engagement will be translated into improved teaching and learning.	2 & 3
Children and parents to access emotional, wellbeing support from lead member of staff in school	EEF toolkit - Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3
Breakfast club and enrichment activities including accessing LEXIA and Homework Club before and after school	EEF toolkit - Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills.	1, 2 and 4

Total budgeted cost: £ [insert sum of 3 amounts stated above]



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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At the end of Year 1 and 2 to maintain and continue to reduce the gap between disadvantaged and peers nationally in phonics. At end of KS1 to continue to reduce the gap between disadvantaged pupils and others in reading.

2022 assessment data shows that 66% of PP children passed the phonics screen check (2/3 children). At the end of Key Stage 1 83% of PP children (5/6) achieved At Standard in reading, writing and maths. 17% of PP children in Year 2 (1 child) achieved Greater Depth in maths.

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.

Throughout the year PP children have taken part in all of the above and have had access to a broad curriculum with memorable experiences – please see below.

% of PP children who attended before and after school club –

% of PP children who attended residential visits –

% of PP children who played a musical instrument –

Attendance and absence including those deemed to be persistent absences Attendance and punctuality for disadvantaged pupils improves.

Attendance for PP children last year was 96.1% compared to 94.2% whole school. Attendance for PP children was above National.

Improve emotional/ social skills including resilience and self-esteem for all pupils.

Pupil voice and questionnaires show evidence that children feel happy and safe in school. Resilience award is given out once a week in Celebration Worship.

Investment into outdoor learning curriculum (Adventure Access) was especially important in improving resilience. Progress in a wide variety of skills including resilience, teamwork and independence.

Impact of school Closures during Covid19 on attainment and progress of core subjects.

Disadvantaged children recover lost learning from periods of lockdown and reduce the gap between disadvantaged and others in school and nationally in KS1/ KS2 SATS (Reading, writing and Maths).

End of Key Stage 1 data was in line with national for most areas. Data for PP children in Y2 was:

Reading – 83% of PP children achieved At Standard (5/6)

School Data for non PP children – 55%

National data – 74%

Writing – 83% of PP children achieved At Standard (5/6)

School Data for non PP children – 55%

National data – 74%

Maths – 83% of PP children achieved At Standard (5/6)

School Data for non PP children – 55%

National data – 74%

End of Key Stage 2 data was at least in line or above National. Data for PP children in Y6 was:

Reading – 100% of PP children achieved At Standard (3/3)

School Data for non PP children – 81%



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National data for non PP – 74%

Writing – 66% of PP children achieved At Standard (2/3)

School Data for non PP children – 85%

National data – 69%

Maths – 100% of PP children achieved At Standard (3/3)

School Data for non PP children – 100%

National data – 71%

GPS – 100% of PP children achieved At Standard (3/3)

School Data for non PP children – 92%

National data – 72%