



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

## Easington C of E Primary School Pupil Premium Strategy Statement 2023-2024

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	123
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	John Appleby



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Pupil premium lead	John Appleby
Governor / Trustee lead	Stacey Egan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,740
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> FSM children 27 x £1455 PLAC children 4 x £2530 Service children 1 x £335 <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>	£49,740



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## Part A: Pupil premium strategy plan

### Statement of intent

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***“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: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to continue to access high quality CPD linked to phonics and phonic intervention.	Sounds-Write is a DfE accredited systematic synthetic phonics programme EEF Evidence - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1 & 4
Development of Teachers' Pedagogy –	Evidence-based practice will lead to more effective teachers in classes. Retrieval practice such as low-stakes quizzing helps	1,2



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<p>particularly early-career teachers including consolidation of metacognition and retrieval practice.</p>	<p>ideas become embedded in long-term memory.</p>	
<p>To ensure quality teaching and learning so that all teaching is at least good with the majority being outstanding. Enhancement of our maths and English teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering early number). English leads given time to monitor and implement strategies. Staff will work with the Trust and other schools to improve outcomes in writing.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)  The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>3 &amp; 4</p>

### Targeted academic support

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils well supported through interventions by Teaching Assistants, in English and maths. Additional targeted</p>	<p>Previous years interventions and support have proved this effectiveness. Interventions carefully linked to classroom teaching and matched to</p>	<p>1</p>



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interventions, at other times in the school day, to bring pupils in line with ARE.	specific needs good evidence – informed guidance from EEF “Selecting interventions”.	
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
Development of a more bespoke maths curriculum to meet the needs of our pupils.	Mastery approach involves ensuring that all/most children are able to achieve objectives before moving on. Children need to have a bank of problem-solving strategies to draw on when faced with unfamiliar problems. Mastery learning   EEF (educationendowmentfoundation.org.uk)	1 & 3
Maths lead will be released to attend further trust-wide training and collaborate with other leaders across the trust, developing problem-solving.	<a href="https://www.educationendowmentfoundation.org.uk/EEF-Improving-Mathematics-in-Key-Stage-2-and-3-2022-Update.pdf">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</a> ( <a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a> )	1 & 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics. Phonics lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress.	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	1
Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement. External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress. Parental involvement with targets.	LA and Trust training delivered to SENCO and SEN support.	3,4,5,6



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

Budgeted cost: £ 12,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training (teachers and support staff) to support disadvantaged and vulnerable children (incl. Mental Health)	<a href="https://publishing.service.gov.uk">Department for Education (publishing.service.gov.uk)</a>	1,2,3
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
<p>Limited life experiences and opportunities of some pupils Quality Music provision.</p> <p>Fees paid for all Pupil Premium children who learn an instrument.</p> <p>To Identify barriers to learning and be reactive and respond to unexpected needs of Disadvantaged pupils and their wider families e.g. wider issues personal fund -uniform, food parcel, ICT, trips, after school clubs.</p> <p>Subsidising school trips and residential.</p> <p>Subsidising families who have more than 2 children attending school trips in the same month. Subsidising activities for PP children to enrich experiences</p>	<p>Overall, it is clear that social and emotional learning can have a positive impact not only on pupils' learning, but also attitudes to learning and social relationships. Lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning – additional 4 months progress</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>EEF Teaching and Learning Toolkit: Art Interventions - additional 3 months progress</p>	5 & 6



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<p>Author in school – opportunities to write and engage creatively</p> <p>There is a wide range of clubs offered for all age groups.</p>		
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**Total budgeted cost: £ 49,800**





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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Review of 21-22

#### Review of 22-23

**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.

2023 assessment data shows that 80% of PP children passed the phonics screen check (4/5 children). At the end of Key Stage 1 80% of PP children (4/5) achieved At Standard in reading, writing 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, before/after school clubs, residential visits.**

Throughout the year 21-22 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 – 48%

% of PP children who attended residential visits – (KS2) 86% of those offered a residential attended

% of PP children who played a musical instrument – 6%

Throughout the year 22-23 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 – 52%

% of PP children who attended residential visits – (KS2) 100% of those offered a residential attended

% of PP children who played a musical instrument – 3%

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

Attendance for PP children last year 21-22 was 96.1% compared to 94.2% whole school. Attendance for PP children was above National.

Attendance for PP children last year 22-23 was 93.75% compared to 95.3 % 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.

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

Investment in EWB training for staff has strengthen the provision in school as staff are now trained to deliver EWB workshops and interventions.

Identified children have accessed targeted EWB interventions with Steph Jones from Melrose Learning Trust (EWB Lead)



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**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 21-22 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%

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%

**KS1 Data 2022-2023**

Data for PP children in Y2 (3 children) was:

Reading – 33% of PP children achieved At Standard (1/3)

School Data for non-PP children – 59% achieved At Standard

National data – 68%

Writing – 0% of PP children achieved At Standard (0/3)

School Data for non-PP children – 53% achieved At Standard

National data – 60%

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

School Data for non-PP children – 76% achieved At Standard

National data – 70%

**KS1 Data 2022-2023**

Data for PP children in Y6 was:

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

School Data for non PP children – 88% achieved At Standard

National data for non PP – 73%



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Writing – 33% of PP children achieved At Standard (1/3)  
School Data for non PP children – 84% achieved At Standard  
National data – 71%

Maths – 33% of PP children achieved At Standard (1/3)  
School Data for non PP children – 84%  
National data – 73%

GPS – 66% of PP children achieved At Standard (2/3)  
School Data for non PP children – 88%  
National data – 72%