

Pupil premium strategy statement Easebourne CE Primary School – 2024/25

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	203
Proportion (%) of pupil premium eligible pupils	12% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026- 2027
Date this statement was published	4/12/24
Date on which it will be reviewed	1/12/25
Statement authorised by	Simon Trahern
Pupil premium lead	Simon Trahern
Governor lead	Vickie Hampshire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,870
Recovery premium funding allocation this academic year	£2102.50
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>	£16,545
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>	£63,415

Part A: Pupil premium strategy plan

Statement of intent

We will deliver a broad, ambitious curriculum to all pupils, where all subjects are taught in a cohesive and sequenced way. Our curriculum provides children with wider knowledge and skills which are built upon each year. Where possible, this links to our locality in a meaningful way to help children develop context alongside their learning.

High quality teaching enables all children, especially our disadvantaged, to make good progress. Leaders will support teachers through research-driven, continued professional development to ensure high quality teaching in all year groups.

Reading is a fundamental life skill which is essential to success across the curriculum. Our ambition is for all children to be able to read fluently so that this does not become a barrier to learning. Teaching of reading skills will be inherent in all year groups, with support provided for those who need to make accelerated progress. Autumn 2024 data shows 50% of disadvantaged children are below national for their reading. Older key stage 2 boys are especially vulnerable.

Children will be offered a wide range of extra-curricular experiences throughout their time at EPS, to explore different interests and develop their dreams. All disadvantaged children will have equal access to these opportunities.

Technology is becoming increasingly important for children to further their learning, both at school and at home and we will ensure that no disadvantaged child will suffer from digital poverty.

Our strategy is based on an evidence-based approach, is tiered and manageable.

Progress against our objectives will be evaluated on a termly basis.

Challenges

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

Challenge number	Detail of challenge
1	<i>Lack of parental engagement to support reading</i>
2	<i>Assessment shows PP children performing lower than their peers in English and Maths</i>
3	<i>Less cultural capital from home environment, no one to share experiences with</i>
4	<i>Low self-esteem / lack of resilience / lack of ambition</i>

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
Improve teaching quality in all subjects	Sticky learning evident through pupil voice / work scrutiny in all subjects. Disadvantaged children known more, do more and remember more
Children can read fluently by the time they leave at the end of KS2	<p>Pupils read age-appropriate texts with accuracy, fluency, and expression.</p> <p>Pupils demonstrate a positive attitude towards reading, engaging with a variety of texts for pleasure and information.</p> <p>By the end of key stage, the number of disadvantaged children meeting expected outcomes is at least in line with national.</p>
Improved attendance for all disadvantaged children.	<p>Increase overall attendance rates for disadvantaged pupils to at least 95% by the end of the academic year.</p> <p>Reduce the percentage of disadvantaged pupils classified as persistently absent (below 90% attendance) by 50% within one academic year.</p> <p>Develop and implement individual attendance support plans for all of disadvantaged pupils identified as at risk of poor attendance within the first term.</p> <p>Establish a robust monitoring system to evaluate the effectiveness of attendance interventions for disadvantaged pupils.</p>

Children explore and experiment with a wide range of different experiences to establish what they like, what they are good at and what they enjoy outside of regular classroom learning – developing self-esteem & resilience	Our disadvantaged children have access to and equipment for Forest School, school trips, clubs and music lessons Children are offered at least three school trips a year and disadvantaged pupils are supported to attend.
Disadvantaged children make good progress year on year (gaps are reduced over time and targeted early on)	Aim to reduce the attainment gap between disadvantaged pupils and their non-disadvantaged peers by 10% each academic year. Increase the engagement levels of disadvantaged pupils in learning activities, Increase parental involvement in supporting learning at home, aiming for at least 75% of families of disadvantaged pupils to attend school events or workshops each term.
Improve learning behaviour and critical thinking.	Teachers trained on developing critical thinking skills in classes Children show evidence of improved thinking skills and resilience in learning. Outcomes in core subjects improve over time with accelerated progress for disadvantaged children.
SEMH (Social, Emotional and Mental Health) needs are met	Disadvantaged children in need of additional support for SEMH may be offered Play therapy or ELSA (Emotional Literacy Support Assistant)

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: £8779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a pedagogical approach that promotes critical thinking.	<p>Research indicates that disadvantaged pupils often face a "critical thinking gap" compared to their more advantaged peers, which can exacerbate the attainment gap. Explicitly teaching critical thinking skills early on can help address this disparity.</p> <p>Improving critical thinking growth for disadvantaged groups within elementary school science: A randomized controlled trial using the Science Writing Heuristic approach - Hand - 2018 - Science Education - Wiley Online Library</p> <p>The EEF funded a trial of the 'Thinking, Doing, Talking Science' showed that the approach had a particularly positive effect on disadvantaged pupils, suggesting that fostering critical thinking through engaging and challenging science lessons can help close the attainment gap</p> <p>Philosophy for Children - first trial EEF Philosophy for Children - second trial EEF</p> <p>A study published in the International Journal of Educational Research examined how critical thinking is embedded across primary school curricula in European schools. The study found that explicit teaching of critical thinking skills, such as questioning, reasoning, and peer discussions, can significantly enhance children's ability to think critically from a young age. This research highlights the importance of integrating critical thinking into various subjects rather than treating it as a standalone skill. The study also emphasized that young children benefit from engaging in hypothetical reasoning and group conversations that challenge their thought processes</p> <p>Fostering Critical Thinking across the Primary School's Curriculum in the European Schools System</p> <p>According to the EEF Toolkit, metacognitive strategies can add an average of seven months' progress to a pupil's learning outcomes when implemented effectively. These approaches are particularly beneficial for disadvantaged pupils as they help bridge the gap between lower- and higher-attaining students by encouraging independent thought and problem-solving.</p> <p>EEF Implementation Guidance Report 2019.pdf</p>	2,4

<p>Reading – review reading stock for key stage 2 to ensure good range of age-appropriate books for lower readers to improve fluency.</p> <p>Refresh library and promote reading for pleasure.</p> <p>Plan for opportunities for parents to share in reading with their child/ren</p>	<p>Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.</p> <p>If readers can decode words accurately but have to employ an excessive proportion of their cognitive resources to do so, they have fewer of those resources available for comprehension. However, when readers are accurate and automatic, they can decode with minimal use of their cognitive resources, thus allowing them to channel their effort towards comprehending and making sense of what they have read.</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'.¹⁸ Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading.</p> <p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p>	<p>1, 4</p>
<p>SEMH</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	<p>3,4,5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
--	---	--

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

Budgeted cost: £36 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of clicker to support Individual pupils writing	EEF research into the use of technology to improve learning Using Digital Technology to Improve Learning EEF	2,4
Additional classroom support for pupils	DFE research in to the impact of TAs and the support they provide with learning of all pupils and behaviour. Use of teaching assistants in schools - research report	2,4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	Play Therapy	1,3,4,5
Wrap around provision	Supporting attendance and punctuality	1,3,4,5
Clubs	Improved self-esteem / cultural capital / developing friendships	1,3,4,5
Music Lessons	Improved self-esteem / cultural capital	1,3,4,5
Subsidised trips	Improved self-esteem / cultural capital / developing friendships	1,3,4,5

Total budgeted cost: £49 979

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2023/24 is still below that of non-disadvantaged pupils.

The data supports a focus on securing higher standard for disadvantaged pupils and continued focus on writing across the school.

Our observations show that mentoring and ELSA have a positive impact on children's emotional wellbeing, increasing their enjoyment of school and helping them to be in the right frame of mind to learn. Therefore, we have increased our mentoring offering this year so that more children can benefit. Similarly, we have increased our budget for trips and residential so that disadvantaged pupils can continue to experience a wider range of extra-curricular opportunities.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Curriculum Prioritisation	DfE
Clicker	