# Pupil premium strategy statement Easebourne CE Primary School – 2022/23

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

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| Detail | Data |
| Number of pupils in school | 226 |
| Proportion (%) of pupil premium eligible pupils | 16.26% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22  2022/23  2023/24 |
| Date this statement was published | 17 December 2024 |
| Date on which it will be reviewed | 1st December 2023 |
| Statement authorised by | Caroline Hulbert |
| Pupil premium lead | Caroline Hulbert |
| Governor / Trustee lead | Vickie Hampshire |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £37,395 |
| Recovery premium funding allocation this academic year | £3,.45 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £11,145 |
| **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* | £51,585 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.  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 thatno 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.

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| Challenge number | Detail of challenge |
| 1 | *Lack of parental engagement to support reading and other forms of homework* |
| 2 | *Low attainment / poor progress – ACEs (Adverse Childhood Experiences)* |
| 3 | *Less cultural capital from home environment, no one to share experiences with* |
| 4 | *Low self-esteem / lack of resilience / lack of ambition* |
| 5 | *Attendance is often irregular for some disadvantaged children* |

## 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.

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| 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 | Fluency is improving over time. Children are supported as needed with phonic interventions, are heard to read regularly and have strategies to develop reading independently.  Little Wandle is being introduced across the school this academic year with KS2 rapid catch up beginning in the Spring Term to target those children from Year 3 upwards who are not yet reading fluently. |
| Improved attendance because children want to come to school | Children’s attendance % increases and progress will improve because they are in school more often.  Wrap around provision is provided to support attendance and punctuality as needed  Analysis of data pending – Jan 2023. |
| Children can learn at home independently where support is lacking or not in place at all.  Devices supplied to enable independent practice at home | Disadvantaged children have school devices on loan to enable indepe3ndent practice at home.  Children are engaging in programmes including Lexia, TTRS, Spelling shed, Times Tables Rockstars.  Children access homework, knowledge organisers and other curriculum resources via Google Classroom.  Log ins for Collins e-books available from Spring Term to support phonics at home |
| 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. |
| Children are able to enjoy and discuss shared experiences outside of their home environment | Children have opportunities for discussion via a well-structured coherent and progressive curriculum and through school council, RRS, Eco Warriors |
| Disadvantaged children make good progress year on year (gaps are reduced over time and targeted early on) | Monitoring shows quality first teaching with the principles of Rosenshine, metacognition and the 7Cs embedded.  Children make good progress and reach their potential. Work scrutiny would not identify PP as all able to succeed and excel.  1:1 tutoring using catch up funding to show positive progress in filling gaps in maths  An increased proportion of disadvantaged pupils will achieve ARE yearly and at the end of phase assessments |
| Children can make mistakes and learn from them without worrying | 7Cs are visible in our children’s actions and interactions.  SEMH support is appropriate, timely and useful in re-building low self-esteem and supporting children to become resilient. This is supported by staff and pupil voice |
| 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: £23,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support teachers to deliver high quality teaching across the curriculum, through CPD focused on Rosenshine’s Principles and Mastery | Using formative assessment  EEF +2  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>  (Curriculum / feedback +6)  Mastery learning – EEF +5  <https://www.teachertoolkit.co.uk/wp-content/uploads/2014/04/eef-eef-mastery-learning-28th-april-2014.pdf>  Metacognition +7  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition> | 1,3, 4,5 |
| Reading | Rich Texts in all subjects  Reading comprehension strategies (Whole Class Reading)  Daily modelled reading by Class Teachers  EEF +6 | 1,3, 4,5 |
| Phonics – Using Little Wandle scheme from Reception to Year 2. Using the Little Wandle ‘Catch up’ intervention in KS2 and the SEND intervention. | EEF +5.  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2, 3, 4,5 |
| Embed ‘Power of Reading’ scheme to improve writing outcomes across the school | Power of Reading from the CLPR (Centre for Literacy in Primary Education) supports schools raises the achievement of children by helping schools, such as ours, to teach literacy more effectively and placing quality children’s literature at the heart of all learning.  <https://clpe.org.uk/system/files/CLPE%20Impact%20Report%202014-19%20web%20FINAL_0.pdf> | 1,3, 4,5 |
| Use high quality resources and planning, such as Cornerstones and NCETM | Staff and pupil voice from last academic year suggests that pupils are learning more and remembering more across the curriculum. This was further evidenced in our Ofsted report.  This is in keeping with case studies from other schools who use Cornerstones <https://cornerstoneseducation.co.uk/case-studies/> | 1,3, 4,5 |

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

Budgeted cost: £11,203.67

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tutoring – Using Third Space Learning tuition as a targeted maths intervention. Using other in-person tutors 1:1. | EEF +5  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 1,2, 3, 4,5 |
| Lexia | After using Core5 for the school year, students were 2x more likely than non-users to be proficient readers.  Core5 was 64% more effective than comparable programs as measured by standardized assessment growth. | 1,2, 3, 4,5 |
| Mentoring  Expand the ELSA mentoring programme to support a wider number of children. | ELSA +2  EEF + 4  [EEF\_Social\_and\_Emotional\_Learning.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 1,3, 4,5 |
| Providing loan Chromebooks to all disadvantaged children who need it | Based on the experience of our school, children who have access to a device at home are able to participate in more elements of homework, thus embed their learning more fully. | 2 |

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

Budgeted cost: £ 9,413

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| 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 |
| Alternative Provision | EEF +4 | 1,3,4,5 |
| Provide forest school to all year groups | School evidence shows that forest school leads to improved self-esteem and cultural capital. This is in-keeping with wider research:  <https://forestschoolassociation.org/new-research-a-longitudinal-study> | 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: £47,878.27**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 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 2021/22 is still below that of non-disadvantaged pupils.  The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has narrowed in some areas this year. In Reading, 46% of disadvantaged pupils were working at expected standard across the school in 2020/2021, compared with 52% in 2021/2022. In Maths, 42% of disadvantaged pupils were working at expected standard across the school in 2020/2021, compared with 52% in 2021/2022. This is in part due to the success of our mastery approach to learning and investment in quality first teaching and CPD. The gap in Reading has narrowed, but slower than anticipated. Therefore, this year’s plan includes further funding for Little Wandle phonics, including ‘catch-up’ interventions for pupils in KS2 to accelerate the progress of disadvantaged pupils in all year groups.  However, in Writing, 54% of disadvantaged pupils were working at expected standard across the school in 2020/2021, compared with 45% in 2021/2022. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, as a similar pattern is seen in non-disadvantaged pupils and in other locality schools. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. This has resulted in a switch from No More Marking (Comparative Judgement) to Power of Reading as an all-encompassing English scheme which will further support pupils’ writing as well as their reading.  We have found that the effects of the pandemic are still being felt and this is impacting on the wellbeing of a larger number of disadvantaged pupils. 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 residentials 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.*

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| Programme | Provider |
| Accelerated Reader | Renaissance |
| Curriculum Prioritisation | DfE |
| Cornerstones Curriculum | Cornerstones |
| Comparative Judgement | No More Marking |
| Third Space Tuition | Third Space Learning |
| Lexia | Lexia Learning Systems LLC |

## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |