

Eatock Primary School

Pupil Premium Strategy 2022-25



Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Eatock Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022 Reviewed January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Ann Flannery Headteacher
Pupil Premium Lead	Ann Flannery Headteacher
Governor / Trustee lead	Linda Thomas, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,425
Recovery premium funding allocation this academic year	£8,120
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	£1,164,899

Pupil Premium Strategy Plan

Statement of intent

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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In our strategy, we consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs also, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Where parental engagement is a barrier, we will support parents to engage with their child's learning via parent workshops, modeling support for home reading, communicating clearly the curriculum focus for their child, share curriculum targets and discuss how best parents can support their child to achieve their targets. We will target hard to reach parents.

Our strategy is also integral to wider school plans for education recovery, including in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged and supported in the work that they're set
- act early to intervene at the point need is identified e.g. involve other agencies

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (Performance Management priority for all teachers)

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement in supporting their child's learning.
2	Punctuality and attendance of some disadvantaged pupils.
3	Underdeveloped oral language and communication skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	<p>Internal and external assessments indicate that maths and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in 2022-23, 80% of our disadvantaged pupils arrive below age-related expectations in Communication and Language, 80% are below age related expectation in PSE, 60% below in Physical development and 100% below in Literacy and Maths.</p>
6	<p>Our assessments and observations indicate that the education and well-being of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths at the end of Key Stage 2.</p>
7	Our assessments (including pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some of our disadvantaged pupils, notably due to parental barriers and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

8	The attendance of a number of disadvantaged pupils is below the school target of 95+%.
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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
High parental engagement and support for their child's learning.	Teachers will target and support parents who are not engaging. Teachers will ensure parents attend target setting meeting. HT and SLT will take responsibility where teacher is not making progress. Parental support and engagement with their child's learning will accelerate progress and have a positive impact on attainment.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil conferencing and ongoing formative assessment.
Improved reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will demonstrate more than 85% of disadvantaged pupils met the expected standard.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths and writing outcomes in 2024/25 demonstrate that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a sustained lack of any reporting of bullying • continued participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain high levels of attendance for all pupils, particularly our disadvantaged pupils. Pupils will be punctual every day and have high attendance.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 95+%, and the lack of an attendance gap between disadvantaged pupils and their non-disadvantaged peer • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Actions in this academic year 2023-24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted teaching to address gaps in learning.	Progress and attainment outcomes.	5
Support parents to engage with their child's learning and development. Homework club.	Parents will support their child to complete homework. Parents will attend meetings with teachers e.g. Target setting meeting. Pupils will be making at least good progress (against the school's AWOL document) evidenced via data, book scrutiny and pupil conferencing.	1
Embedding actions across the school curriculum which can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Use of sentence stems in all classes.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions High focus on opportunities across the curriculum for oracy	3
Appointment of whole school phonics lead (Sept. 2022) to oversee the implementation of the new phonics scheme across all Key Stages.	Research evidence supports strong leadership ensures high standards.	4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Super Sonic Phonic Friends)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.	4
CPD for all staff on the purchased SSP programme (Super Sonic Phonic Friends)	All staff are well trained to deliver the chosen SSP programme.	

Enhancement of maths and writing teaching and curriculum planning in line with DfE 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).	Use the DfE non-statutory guidance in conjunction with the National Centre for Excellence in the Teaching of Mathematics and writing moderation guidance.	5
Increase opportunities for the teaching of writing skills.	The curriculum will have opportunities for the teaching of writing. Modelled writing skills by the teacher have a positive impact on pupils' progress in writing.	5
Improve the quality of social and emotional learning across all KS. Approaches will be embedded into lessons and CPD will be funded where appropriate.	Evidence associating childhood social and emotional skills with improved outcomes at school and in later life is strong.	8
Teacher CPD on effective strategies e.g. metacognition, over-rehearsal, revisiting and consolidation of previous learning. Additional targeted CPD.	Wide range of educational evidence on the effectiveness of these approaches.	3,4,5,6

Targeted academic support

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	3,4

Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics and reading support. Regular additional reading opportunities in the school day.	Phonics approaches have a strong evidence base indicating a positive impact on pupils' reading skills, 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:	4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring the school's behaviour and anti-bullying policies are applied. Pupils have input into these policies via the School Council.</p> <p>Ensure staff have high commitment to maintaining the high standards and expectations for behaviour.</p> <p>Sustain the school's Outstanding judgement for behaviour.</p>	Targeted interventions and universal approaches can have positive overall effects:	7
<p>Apply strategies that encourage high attendance e.g weekly class attendance award, termly 100% attendance award, HT to monitor and follow up where attendance is below 95+%.</p> <p>All staff adhere to the school's Attendance policy.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Apply the school's Trips and Visitor programme	Evidence of the importance of enrichment in many studies.	All

Total budgeted cost: £62,565

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal assessments during 2022-23 suggested that the performance of disadvantaged pupils has significantly improved since the COVID pandemic due to targeted teaching and school curriculum refinement.

The high attendance percentage was sustained by the vast majority of disadvantaged pupils during 2022-23.

Bolton Data Pack September 2023

Awaiting

Progress of the disadvantaged at the end of KS2:

Percentage of PPG children achieving the Nation Standard July 2023

Reading- 80%

Writing- 80%

Maths – 90%

Spelling, punctuation and grammar- 100%

Externally provided programmes

Programme	Provider
Volunteers Reader Scheme	Beanstalk
National Tutoring Programme	DfE

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around developing oracy, communication and language.
- A mental health lead has been trained to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. Focus of school council meetings.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. Staff underwent training on how to raise the attainment of disadvantaged pupils.

The progress of the disadvantaged pupils is a priority on teacher performance management and pupil progress meetings.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.