



Eardisley CE Primary School Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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.

School overview

Detail	Data
School name	Eardisley CE Primary School
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	15% (17 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date on which it will be reviewed	22/11/24
Statement authorised by	B E Knight
Pupil premium lead	BE Knight
Governor / Trustee lead	P Whittall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,356
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£25,356

Part A: Pupil premium strategy plan

Statement of intent

OUR PRINCIPLES

Consistent with our Values-based Education ethos and whole school curriculum, we celebrate the individuality of each child and ensure that teaching and learning opportunities meet the needs of all pupils. 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. We will 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, 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably 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 in the work that they're set
- act early to intervene at the point need is identified ·

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

ALLOCATION OF PUPIL PREMIUM FUNDS

At Eardisley CE Primary School, Pupil Premium funding will be allocated following an annual needs analysis which will identify priority classes, groups and individuals.

OUR PROVISION

This Pupil Premium statement describes the strategies we use and the provisions we make, using our Pupil Premium funding, to support children who belong to

vulnerable groups (including those who are socially disadvantaged). The range of provision we have in place includes:

1. TEACHING

Additional teaching and learning opportunities provided by teachers, TAs or external agencies. Activities which support the mental health and well-being of pupils.

2. TARGETED ACADEMIC SUPPORT

Specific 1:1 support as part of an individual programme of learning. Small group interventions with experienced teachers or TAs, focussed on overcoming gaps in learning, including those arising from disruption of learning due to Covid 19.

3. WIDER STRATEGIES

Assessment, training and advice from specialists such as speech therapy, educational psychologists, etc. Access to therapeutic interventions and advice. Providing finance for activities that provide access to a broad curriculum for groups and individuals.

Challenges

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

Challenge number	Detail of challenge
1. Reading	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
2. Maths	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This gap narrows as pupil progress through school but remains significant to the end of KS2.</p>
3. Wellbeing	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and</p>

	<p>to a greater extent than for other pupils. These findings are supported by national studies. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 23% of pupils (50% of whom are disadvantaged) currently require additional support with social and emotional needs, (25% of whom are disadvantaged) receiving small group interventions. 50% of our disadvantaged pupils have also suffered Early Adverse Childhood Experiences, which impacts on social and emotional development and ability to access the curriculum.</p>
4. Attendance	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Over the last year, 33% of our 'persistently absent' pupils are disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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	Evaluation
1. Improved reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.	
2. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.	
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student 	

	<p>and parent surveys and teacher observations</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	
<p>4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4%. • the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 3% lower than their peers 	

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: £5,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4
<p>Purchase of additional materials related to the DfE validated Systematic Synthetic Phonics programme to secure</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	1, 4

stronger phonics teaching for all pupils.	word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
Enhancement of our maths 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).	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2
ELSA Training for TA staff; Values-based Inner Curriculum training for all staff to improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3,4

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

Budgeted cost: **£14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups:	1, 2, 3, 4

	Small group tuition Teaching and Learning Toolkit EEF	
Additional math sessions targeted at disadvantaged pupils who require further support. This will be delivered through the mastery of number project in collaboration with our local maths hub.	Mastery of number approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2

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

Budgeted cost: **£5,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equine and music therapy for targeted disadvantaged pupils to develop their social and emotional skills.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3,4
Interactive whiteboard for Reception Class	The use of interactive whiteboard to enhance pupil motivation, memory and engagement.	1,2
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3, 4
SLA for Educational Welfare Officer to work with the school and individual families to support attendance.	Research shows the clear correlation between attendance, achievement and mental health.	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond	All

	quickly to needs that have not yet been identified.	
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Total budgeted cost: £25,780

Part B: 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 2022-23 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

100% pupils in KS1 Eardisley CE Primary School in June 2023 in receipt of Pupil Premium Funding made the age-related expectations in reading, writing and maths.

The individual pupil in KS2 Eardisley CE Primary School in June 2023 in receipt of Pupil Premium Funding did not make the age-related expectations in reading, and maths although had made significant personal progress and did make the expectation in writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the school was able to show improvement in attendance for 75% of our persistently absent children and was able to meet the emotional and mental health needs of our SEMH vulnerable pupils, resulting in them being able to achieve age-related expectations.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our individual tutoring and wider support strategies were effective. However, we want to ensure sustained and further impact and success and therefore we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Further information

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 feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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.

Further information (optional)

Provision for our PPG children forms an important part of our values-based curriculum in which needs and hopes of individuals (and their families) are identified and nurtured within a supportive and aspirational environment. This necessarily involves both responsive and proactive work to ensure that we build self confidence and self esteem alongside knowledge, skills and understanding over a broad and balanced curriculum. Spending from our budget is targeted towards individual need and also goes as a proportion of the cost towards:

- Transport for Swimming
- Free milk
- Help towards trip and visit costs
- Help towards buying school uniform
- Individual music tuition
- TA support in class/as intervention to address individual needs.

Approved: Eardisley CE Primary School Full Governors Body meeting 22.11.2023

Chair of Governors: Philip Whittall