



## Eardisley CE Primary School Pupil Premium Strategy Statement

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.

### School overview

Detail	Data
School name	Eardisley CE Primary School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	13% (14 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	22/11/21
Date on which it will be reviewed	22/22/22
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	£ 20016 (to 22/11/21)
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£22016</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### OUR AIMS

In order to raise the in-school attainment of both disadvantaged pupils and their peers within a values-based ethos of support, nurture and high expectations we seek to:

1. Accelerate progress to close gaps in learning
2. Enable every child to make progress that is good or better
3. Ensure that the majority of children leave Eardisley CE Primary School with attainment at, or above, the national average.

### 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. We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil (or groups of pupils) that the school has legitimately identified as being socially disadvantaged. We recognise that the Covid 19 pandemic has had an unprecedented impact on schools and that the full or partial closure of schools has caused severe disruption to learning for all pupils.

### 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

The following information details the key challenges to achievement that we have identified among our disadvantaged pupils. Very largely, the view is that at Eardisley CE Primary School, the remote learning undertaken at home during lockdown was, for the majority of children, successful in:

- maintaining regular practise of key skills in the core subjects (e.g. phonics, reading, writing, maths calculations)
- introducing some areas of new learning to ensure continued progression, in the core subjects and some other areas of the curriculum

Engagement of families with remote learning was very high across all year groups and the result of this engagement at home is clearly evident in the children's attainment on return to school. However, remote learning is not a perfect substitute for face to face learning in school with qualified and experienced staff. There are some areas which have 'suffered' as a result of lockdown, including:

- some children have found the learning of new objectives challenging without the face to face interventions of teaching staff

- some children have not engaged with remote learning and now have ‘gaps’ in their attainment compared to their peers
- some areas of the curriculum were not covered by remote teaching plans due to the difficulties of implementing them at home (e.g. Science investigations).

For SOME children, the following areas for catch-up have been identified:

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

Challenge number	Detail of challenge
1. Reading	Lack of essential practise of reading, leading to lack of fluency compared to peers who have read more widely during lockdown.
2. Writing	Lack of essential practise of writing skills, leading to lack of fluency and stamina in writing.
3 Wider Curriculum	Some gaps in knowledge due to units of work which have not been taught meaning that children are less likely to make connections between concepts and themes across the curriculum. All children have missed out on enriching curriculum experiences e.g. trips, visitors.
4. Adverse Childhood Experiences	Early Adverse Childhood Experiences for some PPG children which impacts on social and emotional development and ability to access the curriculum.
5. Rural Isolation and Financial Hardship	Some families live in rural isolation which limits the experiences and support on offer to families. Some families request help from school to fund school trips, activities and for extracurricular activities to enable their children to have access to a broad and balanced curriculum.
6. Attendance	Low attendance affects a significant minority of pupils.

## 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
<b>Core subjects:</b> Maths outcomes across the school continue to improve and gaps do not widen because of Covid.	100% of pupils to achieve a good level of development or higher in the Early Years.

<p>Children develop greater stamina and independence in their writing. Children develop reading fluency.</p>	<p>Pupils in KS1 achieve national age-related expectation or higher.</p> <p>Pupils in KS2 achieve national age-related expectation or higher.</p> <p>All PPG to achieve pass rate in the national phonics check at the end of year 1 (or Year 2 for those who did not take the test in June 2021) in 2021</p>
<p><b>Accelerated Progress:</b> PPG children with SEN develop strategies and independent learning behaviours to make accelerated progress</p>	<p>60% to make accelerated progress 4 points + in a year.</p>
<p><b>Effective AfL:</b> Analyses of assessments are used to identify gaps and inform future planning. Effective feedback is given to pupils to enable them to identify areas for development and make improvements.</p>	<p>Termly data analysis will indicate there is evidence of accelerated progress in core learning, closing gaps in R/W/M.</p>
<p><b>Wellbeing:</b> To offer appropriate pastoral support for those pupils/families with social, emotional and health needs so they can enjoy a fuller access to all aspects of the curriculum</p>	<p>100% of the 6 pupils PPG children identified as having social, emotional or mental health issues will achieve age-related expectations and progress targets.</p>
<p><b>Attendance:</b> Improved attendance among our PPG pupils</p>	<p>100% of PPG pupils to achieve at least 96% attendance target for 2022.</p>
<p><b>Access to Wider Curriculum:</b> Improve the range of experiences on offer for our PPG children beyond the classroom</p>	<p>Providing finance for activities that provide access to a broad curriculum for groups and individuals All KS2 join the Children's University</p> <p>Focus group for Sport and PE extra provision.</p> <p>Priority for attendance at school clubs. Support with funding to take part in school visits and residential.</p>

## 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI Language Intervention and training for class teacher, SENCO and Teaching Assistant</i>	NFER language research	22
<i>Support and training for Teaching Assistants in use and delivery of the Bug Club phonics scheme</i>	Assessment, training and advice from specialists.	53

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted teaching support for children in Year 6 to achieve age-related expectations at end of Key Stage 2 Short term and long term interventions and actions culminate in at least good progress and/or attainment by the end of the child's primary schooling. Supporting great teaching In ALL classes, all subjects</i>	EEF: Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. Improving the quality of teaching— both the planning and implementation—is almost always supported by high-quality professional development. The National Foundation for Educational Research (NFER) has published research into the practice of schools that are successful in raising the attainment of disadvantaged pupils. This research identified seven 'building blocks of success' common to the most effective schools. The approaches employed by these schools include a whole-school approach to quality first teaching,	7 in Year 6 and 14 across the school.

<p><i>will be planned with increasing consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced. Within our Covid protocols for sharing resources, manipulatives will be accessed regularly in Maths to support understanding. All teachers to provide high quality, regular modelling of writing to develop independent strategies. Appraisal meetings to identify development needs of teachers and support staff and schedule of CPD to be put in place. Appraisal system and monitoring will be rigorous to ensure any previous CPD/areas for development are followed up and supported. Effective monitoring by subject leaders will lead to Structured interventions with class teacher for focused booster work in reading, writing and maths.</i></p>	<p>which sets high aspirations for all pupils. Small group interventions with experienced teachers or TAs, focussed on overcoming gaps in learning. Accelerate progress to close gaps in learning. Ensure that the majority of children leave Eardisley CE Primary School with attainment at, or above, the national average.</p>	
<p><i>Individual targeted support for children with EBD Additional teaching and learning opportunities provided by teachers, TAs or external agencies</i></p>	<p>EEF: Generally, the use of TAs to deliver high quality interventions, which complement the work of the teacher, is a ‘best bet’ and could be a powerful way of mitigating any impacts of time away from school and see positive gains for pupils.</p>	<p>3</p>

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

**Budgeted cost: £**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhance motivation and ensure attendance at school is at least 96%</p> <p>Assessment, training and advice from specialists such as speech therapy, educational psychologists, Educational Welfare Officers etc</p>	<p>There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. Providing additional out-of-class support after lessons can help to close gaps and/or deepen understanding.</p> <p>Assessment, training and advice from specialists such as speech therapy, educational psychologists, Educational Welfare Officers etc</p>	<p>6</p>
<p>Financial Assistance Funding for:</p> <ul style="list-style-type: none"> <li>• Curriculum visits</li> <li>• Extra-curricular activities, including Music lessons.</li> <li>• After school clubs</li> </ul>	<p>Pupil take-up of club, tuition and visit offers.</p> <p>Short term and long term interventions and actions culminate in at least good progress and/or attainment by the end of the child's primary schooling.</p>	<p>14</p>

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Pupils leaving Eardisley CE Primary School in June 2021 who were in receipt of Pupil Premium Funding made the age-related expectations in reading, writing and maths as identified by teacher assessment, thereby ensuring they were well positioned to meet the demands of the next stage of their education.

### 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*

<b>Programme</b>	<b>Provider</b>
Bug Club Phonics and Reading Scheme	Pearson Publishing
What was the impact of that spending on service pupil premium eligible 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 (date)

Chair of Governors: Philip Whittall