



# Pupil premium strategy statement – Easington CE Primary Academy

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	24
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	July 2023
Statement authorised by	G Pepper
Pupil premium lead	G Pepper
Governor / Trustee lead	J Speck

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235
Recovery premium funding allocation this academic year	£2,430
Pupil premium (and recovery premium*) funding carried forward from previous years.	£0
<b>Total budget for this academic year</b>	<b>£17,665</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Easington CE Primary Academy all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The numbers of children eligible for free school meals is small and in our plan we need to ensure that no child could be identified.

The population of disadvantaged children has been mobile over the period of the plan and therefore we necessarily need to respond to that changing need.

We have also identified that some of the disadvantaged children also have SEND and despite our best efforts some children have not achieved as highly as we would have anticipated and additional specific learning needs have now been identified.

- The overall aims of our pupil premium strategy are:
  - To raise the in-school attainment of both disadvantaged pupils and their peers
  - To raise the level of emotional resilience in learning for disadvantaged pupils
  - To support disadvantaged pupils where there are social and emotional issues and support these children to develop good self-regulation skills, independence and self esteem

## Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Well-being Needs. The social and emotional well-being of the children has been impacted during lockdown, the effects of which are being seen in a lack of resilience and strategies to deal with emotional and educational challenge

2	<p>Attainment and Progress</p> <p>Children need support to make progress in reading, writing and maths bringing them closer to their attainment targets thus narrowing the gap.</p>
3	<p>Attendance</p> <p>Attendance rates have a significant impact on learning outcomes.</p>
4	<p>Knowledge and understanding of the wider world to raise aspiration</p> <p>Curriculum trips and music lessons to enhance the children's understanding of the wider\ curriculum linking to the wider world</p>
5	<p>Language Development</p> <p>As a result of narrowed social experiences, language and communication has suffered. Children need support from an early stage to develop a wide and varied vocabulary so they have the confidence to communicate in a range of different contexts.</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
<p>Children show resilience and stamina throughout the school day, both socially and academically.</p> <p>Children employ a range of WEB strategies learned from their lessons in PSHE and from interventions delivered by the WBO in order to become more independent and less reliant on adult support.</p>	<ul style="list-style-type: none"> <li>● Successful triangulation between the WBO, SENDco and SLT ensure that children are given the correct support; this support is monitored weekly.</li> <li>● Regular pupil and parent voice show the impact of work</li> <li>● WBO delivers weekly PSHE lessons alongside the class teacher to provide support and CPD</li> <li>● CPOMS records show actions arising from interventions and parental engagement.</li> </ul>
<p>The gap between disadvantaged children and their peers in reading, writing and maths has narrowed.</p>	<ul style="list-style-type: none"> <li>● Data tracking proves that the % of disadvantaged children at expected standard and above has improved in reading, writing and maths.</li> <li>● Interventions from baseline show progress in reading, writing and maths</li> <li>● Phonics data shows that disadvantaged children have made good progress in reading and % of children at EXP standard has improved.</li> <li>● Book looks show that there is an improvement in the quality and quantity</li> </ul>

	of children's writing across the curriculum.
Attendance tracking shows that the % of PA children has reduced.	<ul style="list-style-type: none"> <li>● Attendance officer follows a graduated approach to monitor and improve attendance ensuring a rigorous accountability</li> <li>● PA parental meetings takes place every half term by the full time Attendance Officer/SLT</li> <li>● EWO deployed where attendance is not improving rapidly enough</li> <li>● CPOMS/Integris and internal record-keeping informs the actions taken to improve attendance</li> <li>● Strong communication system to support and inform parents of their child's attendance</li> </ul>
The quality of spoken language has improved across the school.	<ul style="list-style-type: none"> <li>● Spoken language and dialogic delivery given a high profile in lessons</li> <li>● Children who have completed the Poetry Basket show improvement in language skills</li> <li>● Close link to the SALT team ensures that children are given support which shows impact in clarity of speech.</li> <li>● Observations of lessons shows that the children are selecting, understanding and remembering subject-specific vocabulary</li> <li>● Observations of lessons across the curriculum show that all children are given the support (sentence stems) and opportunity to take part in high-quality discussions.</li> </ul>

## 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ behaviour and wellbeing lead.	Pupil voice, VCL and daily check ins indicate that the children carry a range of worries and emotional baggage that need to be supported to allow them to access their learning.	1
PP meetings to conduct gap analysis and identify individuals of small groups who require interventions.	EEF reports that on average, individualised instruction approaches have an impact of 4 months' additional progress. Recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. In our case MARK and Shine will provide the analysis and teaching sequence that can be followed by our skilled staff. This will cut down on the amount of time spent on the organisation and allow the time allocated to have the most impact.	2
CPD for Read, Write Inc sessions and Year 2 programme	Synthetic phonics approaches have higher impacts, on average, than analytic approaches. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	2
Talk for Writing CPD	On average, oral language approaches have a high impact on	5

	pupil outcomes of 6 months additional progress.	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics and Year 2 programme delivered by school team.	Most studies of phonics are of intensive support in small groups and one to one with the aim of supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support. There are currently 4 children who did not meet the standard at Year 1 in Year 2.	2
Poetry Basket	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.	5
Lexia	The EEF report states: Children who received the Lexia programme excelled in reading, making two months of additional progress in comparison with their peers in the control group. Also, children eligible for Free School Meals (FSM) who took participated in the programme made an additional three months of progress compared to children eligible for FSM who did not receive the intervention. They suggest that the Lexia programme could be used to support learners struggling with reading. However, crucially, they also indicate that the programme may be more effective for children eligible for	2

	FSM, which means it shows early signs of potential as an attainment gap closer.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded Music Tuition	There is evidence of the impact of music making on pro-social behaviour in children ... Collective music making supports co-operation, pro-social behaviour, belongingness, relationships, collaborative learning, solidarity, taking turns, teamwork and helping others. (Prof Susan Hallam : The Power of Music.)	4
Funded Educational Visits	Inclusion. To provide pupils with the same opportunities as others.	4
Full time attendance officer to be responsible for: tracking attendance to identify PA pupils each half term. implementing a rigorous and robust systematic approach informing parents, issuing plans and notices Monitoring and sharing attendance information of disadvantaged pupils as a group	Children need to access the full curriculum in order to make the best progress. EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable. Therefore, the school tracks attendance on a daily basis and acts quickly and effectively on attendance issues	3

**Total budgeted cost: £17,665.**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Although not formally reported, our school data and statutory outcomes for 2021-2022 were broadly in line with those pre Covid and the 2019 performance data. Through our standardised testing arrangements for reading and maths we are able to confirm that this year there was an improvement in the scaled score of children who are eligible for pupil premium across Years 1-6. In addition, comparisons between PP children and all children showed a narrowed gap between the scaled scores.

The Well-being team worked hard to support the children. Their caseloads increased and much time was spent dealing with the social and emotional impact of an extended period of no school and the rebuilding of behaviour expectations. The vast majority of these pupils were PPG. During the lockdown period in Spring 2021 the focus was on supporting both internally and remotely the well being of the PPG children and their families. There was a high priority placed on checking with each vulnerable family each week and targeting additional support. On return to school parents and children reported that they felt supported by the school and in particular the mental health and well-being.