

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	Esh C of E Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Andrew Park (Head Teacher)
Pupil premium lead	Andrew Park (Head Teacher)
Governor / Trustee lead	Jo Coxon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,260
Recovery premium funding allocation this academic year	£2030
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	£28,290

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil premium strategy is aimed at ensuring pupils, whatever, their background have opportunities to achieve. We aim to for all of our pupils to make good progress and achieve well, and our pupil premium funding is allocated in a way that supports disadvantaged pupils to ensure they have the the same opportunities as their peers.

School-wide interventions also benefit children who may need additional support but are not in receipt of the pupil premium grant.

Ensuring teaching is of a consistent high-quality is our prime focus for our pupil premium strategy. This includes making best use of evidence-based research through CPD, and allowing teachers to develop their own practice in a way that will benefit disadvantaged pupils and other children across the school.

Our pupil premium plan is linked to areas of priority within the school improvement plan.

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessment data based on observations, formative and summative assessments shows some children in school have low levels of literacy, in comparison to their peers. This is more prevalent amongst disadvantaged pupils.
2	Teaching is not yet outstanding in every classroom. Some teachers have had their early careers disrupted by Covid-19 pandemic and require further development. More use of an evidence-based approach is needed in school to ensure all teachers have the necessary skills to ensure children make the maximum progress.
3	Assessments indicate that some children need further targeted support in maths in order to match the progress of their peers.
4	Some disadvantaged pupils lack the cultural capital to succeed.

5	Social and emotional issues both ongoing and rising from the recent school closures. The number of children requiring more support for their emotional wellbeing has increased over the past two years.
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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
Quality of teaching is improved so there is an outstanding teacher in every classroom by the end of Year 3.	Internal assessments of progress, and external validation show outstanding teaching in every class. National assessment data in 2024 shows school performing above national average in KS1 and KS2 SATS.
Attainment gap is closed between disadvantaged pupils and their peers in literacy.	National attainment for children in 2024 at KS2 shows at least 50% of FSM working at or above expected level.
Attainment gap is closed between disadvantaged pupils and their peers in maths.	National attainment for children in 2024 at KS2 shows at least 50% of FSM working at or above expected level.
Improved life experiences and cultural capital for pupils.	Increase in attendance of enrichment activities by disadvantaged pupils.
Improved provision for children's wellbeing in school.	Pupil and parents surveys show that children are happy and safe in school. Staff are appropriately trained in managing children's wellbeing.

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: £34,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of metacognition strategies	Metacognition is identified one of the best value for money strategies available for schools. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	2
Development of Teachers' Pedagogy	Evidence-based practice will lead to more effective teachers in classes. Retrieval practice such as low-stakes quizzing helps ideas become embedded in long-term memory. Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk) Feedback EEF (educationendowmentfoundation.org.uk)	2
Development of mastery learning approach	Mastery approach involves ensuring that all/most children are able to achieve objectives before moving on. Mastery learning EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Catch-Up Literacy and Catch-Up Numeracy programmes.	<p>Both are targeted interventions supported by 1:1 TA. Evidence suggests that pupils taking part in Catch Up programmes with 1:1 provision make considerable gains in numeracy and reading skills.</p> <p>Catch Up Numeracy EEF (educationendowmentfoundation.org.uk)</p> <p>Catch Up Literacy EEF (educationendowmentfoundation.org.uk)</p>	1,3
1:1 Tuition through the National Tutoring Programme	<p>Short, regular sessions over a 10-week period, linked to regular school practice or using structured programmes appear to result in maximum impact.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3
Small group interventions for maths and English	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted emotional wellbeing support and staff training.	<p>Effective social and emotional learning can lead to gains of +4 months over a course of a year. Teachers need more support in how to develop these skills in teaching and learning.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	5

<p>Provision of breakfast and after-school club for disadvantaged children.</p>	<p>Ensuring children have a good breakfast on a morning helps them to concentrate throughout the day. They can also benefit from the social and educational aspects of the breakfast club environment.</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Extra-curricular enrichment opportunities.</p>	<p>Equipping children with the cultural capital that they need helps them to succeed in school. The National Curriculum recognises this as 'the essential knowledge that pupils need to be educated citizens. We know that not all of our pupils have as many opportunities to experience this from home.</p>	<p>4</p>

Total budgeted cost: £74,075

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.

Barriers to learning identified were that some pupil premium children do not meet national standards in reading, writing and maths in KS1. Targeted interventions were put in place to support these pupils, using additional adults and a range of programmes. It was hoped that the targeted interventions would help to reduce the gap between pupil premium and non-pupil premium children.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. In some year groups the gap has narrowed between pupil premium and non-pupil premium based on internal assessment data, but progress for all children was delayed compared to a typical school year.

We were able to use the pupil premium to support life experiences and subsidise enrichment activities in the summer term. This included a residential visit to Weardale Adventure Centre.

3 laptops were purchased for service children to be able to communicate with parents working away and support engagement in home learning during the pandemic.

Other key area of spending was around development of Early Career Teachers. This was partially completed, but some courses were delayed due to the pandemic, and other outside factors. The impact of this development is beginning to be seen in some cohorts, but continuing this will be a priority over the coming years.

Externally provided programmes

Programme	Provider
Third Space Learning 1:1 Tuition	Third Space Learning
Catch Up Numeracy	Catch Up

Catch Up Literacy	Catch Up
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Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Laptops for the 3 service children in school to ensure they could engage with remote learning and keep in contact with family members.
What was the impact of that spending on service pupil premium eligible pupils?	Children were able to engage with remote learning during lockdown therefore reducing the potential loss of learning during school partial-closures. Support children keeping in contact with family service members when working away.