

# Pupil premium strategy statement

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
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 ( <b>3 year plans are recommended</b> )	2021 – 22 to 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£27, 285
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> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,285

# 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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further development of metacognition strategies. Investment in additional resources and training.	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. <a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning/">Metacognition and Self-regulated Learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	2
Development of Teachers' Pedagogy – particularly early-career teachers.	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. <a href="https://educationendowmentfoundation.org.uk/cognitive-science-approaches-in-the-classroom/">Cognitive science approaches in the classroom   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>  <a href="https://educationendowmentfoundation.org.uk/feedback/">Feedback   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	2
Development of mastery learning approach	Mastery approach involves ensuring that all/most children are able to achieve objectives before moving on.  <a href="https://educationendowmentfoundation.org.uk/mastery-learning/">Mastery learning   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia computer program to support reading and spelling.	FSM children using Lexia program typically make additional 2 months progress with reading compared to FSM children who don't use the program. Cost-effective approach as older pupils can use  <a href="https://www.educationendowmentfoundation.org.uk/lexia-reading-core5">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Small group tuition from experienced teachers after school using pupil premium and national tutoring program.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Small group interventions for maths and English with a teaching assistant – funding to contribute to TA apprentice salary.	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,3

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

Budgeted cost: £7285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted emotional wellbeing support and staff training. Additional support accessed through Melrose Learning Trust.	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.  <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	5
Provision of breakfast and after-school club	Ensuring children have a good breakfast on a morning helps them to concentrate throughout the day. They can also	All

for disadvantaged children.	benefit from the social and educational aspects of the breakfast club environment.  <a href="https://www.educationendowmentfoundation.org.uk">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a>	
Extra-curricular enrichment opportunities.	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.	4

**Total budgeted cost: £29, 285**

## 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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. There were no pupils eligible for free school meals in our Year 6 cohort for 2022.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated and have subsequently adapted these.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly.

In terms of percentages in each cohort, the number of children eligible for pupil premium is relatively small.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Lexia	Lexia Learning
Toe by Toe	Keda Publications
Plus 1	123 Learning
Power of 2	123 Learning
TT Rock Stars	Maths Circle