

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	87
Proportion (%) of pupil premium eligible pupils	17%
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 2023
Date on which it will be reviewed	December 2024
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	£27200
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	£29,230

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 ensure 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 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.

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
Develop more effective feedback approaches in school.	<p>Giving feedback in relation to learning goals that helps children to progress and improve in their learning is considered one of the most effective ways to accelerate outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 2
<p>Development of Teachers' Pedagogy – particularly early-career teachers including consolidation of metacognition and retrieval practice.</p> <p>Teachers will be released to work with others across the trust and share good practice.</p>	<p>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.</p> <p>Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2
<p>Development of a more bespoke maths curriculum to meet the needs of our pupils.</p> <p>Maths lead will be released to attend further trust-wide</p>	<p>Mastery approach involves ensuring that all/most children are able to achieve objectives before moving on.</p> <p>Children need to have a bank of problem-solving strategies to draw on when faced with unfamiliar problems.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1, 3

training and collaborate with other leaders across the trust, developing problem-solving.	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1698763907	
Investment in more resources to support the concrete, pictorial, abstract approach in maths.	Manipulatives and representations can help children to engage with mathematical ideas. These should be used as scaffolds to be removed over time. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1698763907	1, 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
Nessy computer program to support reading and spelling.	Phonics interventions should be specifically matched to a child's current level of skill and Nessy adapts with the child to provide intervention at an appropriate level for each individual. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	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. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3

<p>Small group interventions for maths and English with a teaching assistant – funding to contribute to TA apprentice salary.</p>	<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>	<p>1,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted emotional wellbeing support and staff training. Additional support accessed through Melrose Learning Trust.</p>	<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>	<p>5</p>
<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: £29, 230

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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.

The data demonstrated that 50% of pupil-premium children achieved the national standard in reading and writing at KS2, but no pupil-premium children achieved the standard in maths.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that for reading and writing our school was close to the national average of 60% for reading and 58% for writing. At 59% in maths, there is further progress to be made in this area.

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 average attendance for children eligible for pupil premium was 95.5% compared to 96.4% for other children. Nationally, the estimated average attendance rate for 2022-23 was 92.5% so our children fair favourably to this statistic.

Based on all the information above, the performance of our disadvantaged pupils met expectations in literacy, 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 small group tuition and developing teachers pedagogy, particularly the use of metacognition and retrieval practice, to be particularly effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Nessy Reading and Spelling	Nessy Learning
Toe by Toe	Keda Publications
Plus 1	123 Learning
Power of 2	123 Learning
TT Rock Stars	Maths Circle