

Egglescliffe CE Primary School Pupil Premium Strategy Statement

At Egglescliffe C.E Primary school, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

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	Egglescliffe CE Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	20 children 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emma Robertson
Pupil premium lead	Emma Robertson
Governor / Trustee lead	Alan Judge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,061
Recovery premium funding allocation this academic year	£1620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

There are many barriers to learning for our children at Eggescliffe. Our main aim is to identify and remove these barriers in order to make a difference to every child's education in terms of attainment, progress, achievement and well-being so that they can perform as well as their non-disadvantaged peers. Therefore we use Pupil Premium funding to support pupils learning and progress in the classroom through a number of strategies. Another key barrier we aim to remove for many of our disadvantaged pupils is ensuring that there are no financial or social barriers to their full participation in school life. In order to achieve this, part of our Pupil Premium funding is spent to ensure our children have the best possible opportunities to be successful, fulfil their potential and to experience meaningful, memorable and enriching experiences.

In addition to this, **individual** Barriers to Learning are identified for all children who receive Pupil Premium funding and their progress is meticulously tracked throughout the school year. In-school monitoring evidences that the strategies and activities detailed below in the Pupil Premium Overview have clearly had and will continue to have a positive impact on pupil outcomes and their life experiences. As such, we would seek to sustain these in the future.

The key principles of our strategy plan are:

- To provide quality first teaching in order to continue improving the attainment and successes of all children and to close the gap between groups.
- To continue to maintain our high attendance figures.
- To continue to support the work of: Mental Health First Aider, Nurture Group and Prayer Space (inclusion and resilience practice) to enable her to work closely with vulnerable, disadvantaged children and their families.
- To continue to provide enriching experiences including day trips, residential visits and events in school which children would not otherwise access.
- To promote the well-being of our children and to ensure that they are fully supported and prepared to achieve their potential.

Challenges

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

Challenge number	Detail of challenge
1	The recent Covid pandemic has impacted significantly on our disadvantaged pupils. Not only in respect of their learning and progress, but also in relation to their relationships, concentration levels and emotional wellbeing.
2	Many of our disadvantaged pupils display significant barriers to learning; not least those relating to family circumstance and lack of parental support with education.

3	Our disadvantaged pupil's levels upon entry to school, are significantly lower than expected of non-disadvantaged pupils and in particular in relation to Speech and Language and Communication.
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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
Through providing Quality First Teaching, we aim to target our teaching to meet the specific needs of our disadvantaged pupils; in order that they better able to meet age-related expectations.	End of year data analysis, will evidence that a large proportion of our disadvantaged pupils will have closed the gaps in their learning and will have made expected progress or better.
Through focussed interventions and catch-up programmes, we aim to target specific gaps in learning in order that our disadvantaged pupils can access the curriculum alongside their non-disadvantaged peers.	Pupils will have been correctly identified for targeted support that has enabled them to access their age-related curriculum in line with their peers.
Through offering bespoke provision from a range of identified agencies and support programmes, we aim to hone in on individual barriers to learning; thus enabling our disadvantaged pupils to access learning, make progress and better equip them for life in the future.	Our identified disadvantaged pupils and families will have been signposted to appropriate services and agencies, in order that they be provided with the relevant tools to break down their barriers to learning.
Through tailoring the work of our Mental Health First aider, Nurture Lead and Prayer Space Lead, we aim to build stronger, nurturing relationships with our vulnerable families in order to understand, support and promote positive mental health and emotional wellbeing with our pupil and families.	The relationships between the school and our vulnerable families will be much improved through the pastoral support of our Mental Health First Aider, Nurture Lead and Prayer Space Lead and other key personnel.

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: £12,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
To appoint 0.5fte teachers to provide catch-up programmes	Research indicates that focussed catch-up provision impacts positively on pupil's progress	1

that will target lost learning during the pandemic	and attainment over time; allowing them to achieve in line with their peers.	
To provide detailed training for Key Stage Two staff for the teaching of phonics; in order that they are fully equipped to offer a clearly supportive programme to those pupils requiring further support with their phonic knowledge in KS2.	Monitoring and assessments carried out evidence that a proportion of pupils in Key Stage Two, do not have the basic phonic knowledge available to them to be able to access the curriculum appropriately and achieve in line with National Expectations.	1,2 and 3
To offer quality Speech and Language CPD for all staff in order to upskill them and improve their knowledge on how to support our disadvantaged pupils who may have issues with speech and language.	This CPD is offered by leading practitioners in the field of Speech and Language; thus offering the best information, strategies and methodology to staff in relation to this. Miss Robinson (SLT) will be organising and leading this throughout school.	3

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

Budgeted cost: £ 8,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide regular focussed, detailed, monitored interventions that target specific gaps in learning for groups of pupils	Targeted intervention, which specifically meets the needs of the children and is led by highly trained staff. Tracking and data capture shows the positive impact in school.	1,2 and 3
To provide targeted groups of pupils in Year Five and Year Six with additional 'catch-up' sessions for English and Maths in order to close the gaps in lost learning due to the pandemic. Sessions to be led by additional teaching staff.	Research indicates that focussed catch-up provision impacts positively on pupil's progress and attainment over time; allowing them to achieve in line with their peers.	1

To plan effective focussed daily phonics interventions into timetables across Key Stage Two. Additional CPD has been provided to upskill teachers in this respect. (Key Stage One pupils already access this on a regular basis)	Assessments and monitoring carried out evidence that a number of our Key Stage Two pupils are underachieving in reading and writing due to a lack of phonic knowledge and phonetic awareness.	1 and 2
To incorporate additional opportunities across the week for the 'teaching of reading' to be explicitly taught across all Key Stages. Additional CPD has been provided to upskill teachers in this respect.	Assessments and monitoring carried out evidence that a number of our Key Stage Two pupils do not have the higher order skills of comparing and contrasting, drawing conclusions, self-questioning, problem solving and relating background knowledge in texts.	1 and 2
In Early Years we have adopted the enquiry approach to develop inquisition to develop auditory skills and knowledge development. Experiential learning is planned directly to enhance opportunities and outcomes.	Levels upon entry to school for many of our pupils are significantly below what would be expected. This is a consequence of a range of factors; including family circumstance, lack of parental engagement and deprivation.	2 and 3

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

Budgeted cost: £ 3,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create a relevant 'Emotional Wellbeing and Mental Health Strategy' and Action Plan, that is bespoke to the needs of our pupils and that promotes positive emotional wellbeing and mental health for all staff and pupils.	Local evidence gathering has evidenced that a significant proportion of our community are experiencing issues with mental health and emotional wellbeing and this inevitably, is having a detrimental impact on some of our pupils.	1
To fully engage in our bespoke 'Nurture' programme as a whole school; building, its core principles into our behaviour policy and whole school approach.	Research evidences that the 'Nurture' programme...'helps adults prepare children for life's emotional difficulties.	1

To embed the change for Life Club, broadening horizons and giving wider opportunities to the children	Children are given the skills in order to broaden their horizons for their future	
To offer a range of funded experiences for our disadvantaged pupils to engage with that will afford them the opportunity to take part in activities they may otherwise be unable to; such as nurture club, after school clubs, visits, outdoor education residential opportunities, taking part in sporting events and music tuition.	Many of our disadvantaged families do not have the financial capability nor opportunity to provide their children with the range of experiences that would enable them to learn about the wider world and its implication on their future lives. Through providing these opportunities we are ensuring no child is disadvantaged.	1 and 2

Total budgeted cost: £12049

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.

As a result of the Coronavirus pandemic over the past twelve months, some of our Pupil Premium Strategy planned provision had to be adapted and sometimes curtailed; however pupils did benefit from any adaptations made and our provision did ensure that our pupils made progress in all respects. Teaching of course, had to be tailored to accommodate this, with a view to enabling pupils to catch-up more quickly through targeted, focussed interventions by teachers, teaching assistants and additional staff. Indeed the catch-up provision put in place when school's re-opened in March did have a significant impact on development and progress of those targeted. End of year pupil progress meetings were carried out and internal data analysed. This indicated, that since returning to school many pupils had made good progress and were catching up with lost learning. Inevitably however, due to the disruption of school being closed for significant amounts of time, pupils have not had the opportunity to make accelerated progress towards their Covid Catch-up targets set in September 2020.

We are confident however, that given the circumstances of the past twelve months, we offered our pupils the best opportunities possible to achieve, develop their self-esteem and improve their emotional wellbeing.

Externally provided programmes

Programme	Provider
Mental Health First Aiders	Durham and Newcastle Diocesan Learning Trust
Enquiry Approach	Early Excellence
Change for Life	Change for Life

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Only 3 pupils were eligible for this funding in the last academic year. We offered a similar provision to that outlined above. Please see Pupil Premium Strategy 2020-2021 for details of such.

What was the impact of that spending on service pupil premium eligible pupils?

Those pupils identified benefitted from this funding in respect of wellbeing, opportunities offered and academic progress made.