

# 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 2022 to 2203 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	203 including ... nursery children.
Proportion (%) of pupil premium eligible pupils	17 children - 8%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma Robertson
Pupil premium lead	Helen McCarthy Deputy Headteacher
Governor / Trustee lead	Alan Judge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<u>22,939</u> PP
Recovery premium funding allocation this academic year	£2,175
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	Many of our disadvantaged pupils display significant barriers to learning, not only in respect of their learning and progress, but also in relation to their relationships, concentration levels and emotional wellbeing.
2	Family circumstance and lack of parental support with education particularly affect disadvantaged pupils. Many families have low engagement levels when supporting their children with learning in and out of school.

3	Lower levels of attainment in writing and Maths for those eligible for Pupil Premium
4	Children with strong foundations start school in a position to progress. 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. This can have long term consequences in terms of educational attainment and adult outcomes including social and emotional wellbeing.

## 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, including CPD and support programmes, we aim to hone in on individual barriers to learning, including speech and communication, 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. Overall attendance improves in line with the school target of 96%. Number of children who are persistently absent is significantly reduced. Development gaps are addressed at the earliest opportunity, particularly focussing on the key early language and literacy skills.
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

Budgeted cost: £12,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult support (HLTA) to work with targeted groups of children on an identified area of learning in English and Maths.	Half-termly assessment data has shown a proportion of pupils eligible for PP are working below ARE in Y4 and Y6. Evidence from last year has shown that, following small group interventions, all children made accelerated progress and 50% achieved Greater Depth for Reading, Writing and Maths in Y6 statutory tests.	1, 2 and 3
To provide detailed grammar, punctuation and spelling training for all staff including TAs for order that they are fully equipped to offer a clearly supportive programme to those pupils requiring further support.	Monitoring and assessments carried out evidence that a proportion of pupils in Key Stage One and Two do not have grammar embedded and secured through the writing process to be able to achieve in line with National Expectations. Subject Lead to organise bespoke CPD to strengthen aspects of practice for all staff including TAs.	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.	4
To understand what children and young people are trying to communicate through their behaviour – to promote positive mental health, improve children’s ability to learn	The Thrive approach helps children regulate their own behaviour and learn about their emotions. It has been shown to improve attendance and achievement levels by helping children and young people to engage with education by securing a sense of belonging and an improved emotional resilience. Our Mental Health First Aider will lead on this following training.	1

## Targeted academic support

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 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. CPD training from Archimedes Maths Hub has been found to have a positive impact on teacher knowledge and confidence when teaching Maths.	1 and 3
To implement the grammar CPD so that pupils secure and embed grammar through the reading into writing process	Evidence shows that children who secure grammar through the context of a text are more secure when applying this in their own writing. Standalone, discreet lessons are found to be less beneficial.	1 and 3
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.	1, 2 and 4

## Wider strategies

Budgeted cost: £ 3,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement 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.</p>	<p>Local evidence gathering has evidenced that a 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.</p>	<p>1</p>
<p>To fully engage in and embed our bespoke 'Nurture' programme as a whole school; building its core principles into our behaviour policy and whole school approach, including lego therapy, bee keeping and gardening to give wider opportunities to the children</p>	<p>Research evidences that the 'Nurture' programme...'helps adults prepare children for life's emotional difficulties. Children are given the skills in order to broaden their horizons for their future</p>	<p>1</p>
<p>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.</p>	<p>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.</p>	<p>1 and 2</p>

## 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.

Achievement is at least good. Pupils attain highly and the majority attain at or above national expectations in KS1 and KS2. As a result, pupils are well prepared for their next stage of education. All pupils make good or better progress between EY, KS1 and KS2 in reading, writing and Maths relative to their starting points. Average point scores show accelerated progress in KS2. The gap between disadvantaged pupils is narrowing due to interventions which have been led by teachers to close the gap in attainment.

All children in receipt of pupil premium in Early Years reached a good level of development. In the KS1 national tests, 100% of children eligible for PP, achieved age related expectation in Reading, Writing and Maths. In KS2, all pupils made accelerated progress and 3 out of 4 pupils achieved ARE in Reading, writing and Maths. 50% achieved Greater Depth in all core areas.

Our internal assessments during 2021/22 indicate that the progress of disadvantaged pupils in core subjects was good in all year groups from their starting points. The number of disadvantaged children reaching ARE in Reading was 82%. In writing and Maths it was 71%.

Another area for development during this period was to further increase parental engagement of disadvantaged families to ensure families understand the importance of working with the school to support their child in every aspect of the curriculum. Overall attendance in 2021/22 was higher than in previous years. Children and their families were well supported and attendance and punctuality improved.

The well-being of all pupils including those in receipt of pupil premium was of paramount importance following the Covid pandemic. All were well supported through our bespoke emotional well-being and mental health offer which includes support from our Mental Health First Aider; access to Nurture Group, Prayer Space and mindfulness yoga. In addition, the school supported families well in accessing support such as medical and financial.

### Externally provided programmes

Programme	Provider
Mental Health First Aiders	Durham and Newcastle Diocesan Learning Trust
Enquiry Approach	Early Excellence
Thrive	Durham and Newcastle Diocesan Learning Trust
Archimedes Maths Hub	Carmel College
Prayer Space	Durham and Newcastle Diocesan Learning Trust

## Service pupil premium funding

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.
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.