

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 2023 to 2024 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	216 (Including Nursery).
Proportion (%) of pupil premium eligible pupils	18 children - 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Emma Robertson
Pupil premium lead	Helen McCarthy Deputy Headteacher
Governor / Trustee lead	Simon Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,438
Recovery premium funding allocation this academic year	
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 support the work of the Emotional Wellbeing Lead 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 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 Reading, Writing and Maths, for those eligible for Pupil Premium in Year 5 and Year 6.

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.
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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. Improvement in attainment at the end of KS1 and KS2: Quality First Teaching has led to accelerated progress and improved outcomes at the end of KS1 and KS2.	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 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. Development gaps are addressed at the earliest opportunity, particularly focussing on the key early language and literacy skills. Pupils' spoken language will be strengthened so that they can communicate ideas, ask questions and engage effectively with others across the curriculum and in social situations.
Improvement in attendance for our disadvantaged children.	Overall attendance improves in line with the school target of 96%. Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed and the % of disadvantaged pupils who are persistent absentees has decreased and is at least in line with the national picture.
Through tailoring the work of our Emotional Wellbeing and Nurture 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. Our Mental Health and Emotional Wellbeing Lead is available to start a conversation and provide time for reflection. If further support is required, a bespoke	The relationships between the school and our vulnerable families will be much improved through the pastoral support of our Mental Health and Emotional Wellbeing Lead and other key personnel. Identifying any issues or changes in behaviour as early as possible reduces any possible impact on our children's social, emotional and academic growth. Pupil voice, monitoring of teaching and learning and feedback from reviews, demonstrate that children are

programme of support is offered or families are signposted to provision from outside agencies	engaging positively in school life and the opportunities offered to them. All pupils are given the opportunity to be flourish.
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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 (including CPD)

Budgeted cost: £15,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support to work with targeted groups of children on an identified area of learning in Reading, Writing and Maths.	Assessment data has shown a proportion of pupils eligible for PP are working below ARE in Reading, Writing and Maths in Y5 Teacher assessment from previous years has shown that, following small group interventions, children make accelerated progress.	1, 2 and 3
To provide high quality grammar and spelling (inc phonics) training for all staff including TAs in order that they are fully equipped to offer a clearly supportive programme to those pupils requiring further support.	Monitoring and assessment evidence has highlighted that a proportion of pupils in Key Stage Two do not have spelling and grammar secured to be able to achieve in line with A.R.E. Subject Lead to lead to source bespoke CPD to strengthen aspects of practice for all staff including TAs. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF)	1, 2 and 3
CPD for teachers and TAs focused on oral language approaches. (Targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. To further strengthen the pupils' love of reading. Core strategies to encourage sustained, voluntary reading	Children's and Young People's Reading (2015) and National Literacy Trust (2016) research shows that reading for pleasure has a positive impact on children's attainment in reading assessments. Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. Research has found children who read often at the age of ten perform better than their peers in tests of spelling, vocabulary and even mathematics when tested at the age of sixteen. They also have more positive attitudes towards reading than their peers.	3 and 4

<p>To further develop the work of our Mental Health and Wellbeing Lead to promote positive mental health and improve children's ability to learn.</p> <p>To support staff to understand what children and young people are trying to communicate through their behaviour</p>	<p>Children are navigating a variety of pressures which according to research is why 50% of mental health issues are established by the age of 14 (MHFA, 2023).</p>	<p>1</p>
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Targeted academic support

Budgeted cost: £8734

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide regular focussed, detailed, monitored interventions that target specific gaps in learning for groups of pupils. To include phonics and spelling.</p>	<p>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.</p> <p>Moderate impact for moderate cost - Sutton Trust – EEF Teaching and Learning Toolkit)</p>	<p>1, 2 and 3</p>
<p>To provide targeted groups of pupils in Year Five and Year Six with additional 'catch-up' sessions for English and Maths. Sessions to be led by teaching staff.</p>	<p>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.</p> <p>CPD training from Archimedes Maths Hub has been found to have a positive impact on teacher knowledge and confidence when teaching Maths.</p>	<p>1 and 3</p>
<p>To implement the grammar CPD so that pupils secure and embed grammar through the reading into writing process</p>	<p>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.</p>	<p>1 and 3</p>
<p>Early identification of children with Speech, Language and Communication needs. In Early Years we have adopted the enquiry approach to develop inquisition to develop auditory skills and knowledge development. NELI intervention in EY. Participation in the Elklan Trial with York University to become a communication friendly setting.</p>	<p>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</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression (EEF)</p>	<p>1, 2 and 4</p>

Wider strategies

1. Budgeted cost: £6359

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement the Children’s Mental Health and Wellbeing Policy and actions that are that are bespoke to the needs of our pupils and that promote positive emotional wellbeing and mental health:</p> <ul style="list-style-type: none"> • Positive wellbeing workshops – creative arts • Referral scheme from parents/teachers • Mindful Mondays – lunchtime support • Sensory support • Develop Forest School provision 	<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 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>
<p>To build a culture that promotes the benefits of high attendance. Clear school attendance policy. Regularly monitor and analyse attendance and absence data to identify pupils that require support with their attendance and put effective strategies in place. Build strong relationships with families, listen to and understand barriers to attendance, and work with families to remove them.</p>	<p>The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. (DfE)</p>	<p>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 2022 to 2023 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. In addition to these interventions, school-based tuition sessions were held after school which targeted those children below A.R.E, including those in receipt of P.P to close the attainment gap.

Of the small number of children in receipt of pupil premium in Early Years, 100% reached a good level of development. In KS1, there were no pupils eligible for Pupil Premium. In KS2, all pupils made at least expected progress and 100% achieved at least ARE in Maths and Writing. 33% achieved Greater Depth in Reading and Writing. Teacher assessment showed that 66% (2/3 pupils) achieved ARE in Reading.

Our internal assessments during 2022/23 indicate that the progress of disadvantaged pupils in core subjects was at least good in all year groups from their starting points. The number of disadvantaged children reaching ARE in Reading was 77%. In writing 72% and Maths it was 78%.

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 2022/23 was higher than the previous year at 95.26% (up from 94.49 at this time last year. Children and their families were well supported and attendance and punctuality improved. Attendance of pupils in receipt of PP is 93.71%. Up from 92.86% in the previous year.

The well-being of all pupils including those in receipt of pupil premium continued to be of paramount importance following the Covid pandemic. All were well supported through our emotional well-being and mental health offer which included bespoke support from the schools highly experienced Mental Health and Well-being Lead; access to Nurture Group; Prayer Space and extra-curricular activities. In addition, the school supported families well in accessing medical and financial.

61% of PP pupils attended an afterschool club.

Externally provided programmes

Programme	Provider
Mental Health First Aiders	Durham and Newcastle Diocesan Learning Trust
Thrive	Durham and Newcastle Diocesan Learning Trust
Archimedes Maths Hub	Carmel College
Prayer Space	Durham and Newcastle Diocesan Learning Trust
NELI	Department for Education with Pearson
Elklan	York University

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	