



# Pupil premium strategy statement 2021-22

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	Escomb Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Wendy Gill
Pupil premium lead	Wendy Gill
Governor / Trustee lead	Jennifer Tremewan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,625
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£47,540</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Escomb Primary School we have high expectations for all pupils and strive to ensure that our practice is inclusive and meets the needs of all learners.

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress from their starting points and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to close the disadvantage attainment gap by putting high-quality teaching at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will also benefit the non-disadvantaged pupils in our school and is implicit in the intended outcomes detailed below.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff have high expectations and take responsibility for disadvantaged pupils' outcomes raising expectations of what they can achieve
- Focus on high quality teaching and effective deployment of staff to support disadvantaged children.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate under-developed language skills and vocabulary gaps for our disadvantaged pupils. (On entry PP pupils communication & Language is below ARE)
2	Less engagement with supporting reading at home. Staff ensure opportunities in school to support and value reading are given.

3	Impact of school closure on pupil attainment; lockdown experiences for our children have differed significantly. Some children have accessed very little home learning whilst others have engaged well with our home learning offer.
4	Internal & external data shows that maths attainment and progress rates for disadvantaged at KS2 is below that of non-disadvantaged pupils.
5	Our observations and discussions with pupils and families have identified emotional well-being & resilience issues for pupils. This is affecting their ability to concentrate on academic activities particularly when working with others or if the work is challenging. This has led to an increase in referrals % are for vulnerable/disadvantaged pupils.
6	Our disadvantaged families struggle to afford or access activities such as those on offer at school. (residential & after school)
7	Low attendance rates for some children in receipt of PP impacts on their learning.

## 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
1	Improved literacy and language skills of disadvantaged pupils	<ul style="list-style-type: none"> <li>In school data will show narrowing of gap between disadvantaged and non-disadvantaged pupils.</li> <li>Improved outcomes for Communication &amp; language &amp; Reading at end of EYFS.</li> <li>Improved phonic screening results</li> </ul>
2	Increased opportunities for pupils to read in school. Increased engagement with parents to support home reading particularly across KS2.	<ul style="list-style-type: none"> <li>Reading scores will show improved progress.</li> <li>Pupils will have a love for reading.</li> </ul>
3	Improved levels of attainment in Reading, Writing and Maths (at least in line with non-disadvantaged)	<ul style="list-style-type: none"> <li>In school data will show a narrowing of the gap between disadvantaged and non-disadvantaged children in all areas.</li> <li>Intervention monitoring sheets will demonstrate progress for disadvantaged pupils from baseline points.</li> </ul>

4	Improved Maths outcomes at the end of KS2 for disadvantaged pupils.	KS2 maths outcomes will show that a higher proportion of disadvantaged pupils met the expected standard.
5	To improve and sustain emotional well-being and resilience for all pupils in our school, particularly disadvantaged, through support and intervention programmes targeting learning behaviours and resilience.	Pupils will demonstrate positive attitudes to learning and good behaviours. We will know this from lesson observations, pupil voice and parental feedback.
6	Our disadvantaged pupils will have the opportunity to attend high quality curricular & extra-curricular experiences that develop and improve expressive language and vocabulary, self-confidence and a range of other skills.	<ul style="list-style-type: none"> <li>• Registers for after school clubs will indicate high uptake by disadvantaged pupils</li> <li>• Our curriculum will be enriched with a variety of experiences including trips, visitors etc.</li> </ul>
7	Improved attendance for disadvantaged pupils.	Attendance figures for disadvantaged will improve on 2020-21 figures and be in line with attendance for non-disadvantaged in school and nationally.

## 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: £22,453**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement Nuffield Early Language Intervention with all Reception children across the year using a teaching assistant to deliver programme.</p> <p><i>Small gps weekly x 3 45 min sessions 1-1 x 2 sessions weekly (approx 1 day per week).</i></p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p><b>EEF toolkit: Communication and language approaches - additional 6 months progress</b> <b>NELI - additional 10 months progress</b></p>	1
<p>All staff to access Infusing Rich Vocabulary CPD</p>	<p>Dixon-Krauss (2001) identified that teachers can improve pupil vocabulary through helping pupils use new words in their speaking, listening, reading and writing. Quality shared experiences can be a catalyst for this, where new vocabulary can be discussed and applied.</p>	1
<p>Ensure consistency in approach to teaching of phonics across the school through Read Write Inc Development days x 2 for all staff delivering Read Write inc programme</p>	<p>Studies, evidence and reviews strongly support the view that a systematic approach to the teaching of phonics is beneficial.</p> <p>The Reading Framework – July 2021 Read Write Inc is validated by DfE as a complete systematic synthetic phonics programme. EEF Toolkit Phonics – additional 4 months progress.</p>	1 2
<p>Purchase phonic reading books (that are additional to RWInc materials) for EYFS to closely match phonic programme. Pupils will take these books home.</p>	<p>The Reading Framework – July 2021</p>	1 2 3

<p>CPD for staff on metacognition and strategies to implement in the classroom to support and enable pupils to know and remember more.</p>	<p>EEF Toolkit: Metacognition and self regulation approaches have high levels of impact on progress (7 months)</p>	<p>3 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Maths Leader time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Maths Hub training for staff</p> <p>Purchase Maths resources &amp; subscriptions</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612227/maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3 4</p>
<p>Employ supply teacher to support Maths in Year 6</p>	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p><b>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</b></p>	<p>4</p>
<p>Implement a structured approach to the delivery of PSHE curriculum to support emotional well-being and improve resilience.</p>	<p>EEF Social &amp; Emotional Learning</p> <p>Extensive evidence associating social &amp; emotional skills with improved outcomes at school and in adult life. Improved academic performance, attitudes, behaviours and relationships with peers are positively impacted.</p>	<p>3 5</p>

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

**Budgeted cost: £13,005**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Beanstalk Reading Volunteers programme to enthuse and engage upper KS2 readers	The Reading Framework July 2021	1 2 3
Engage with National Tutoring Programme to provide tutoring for pupils.	Tutoring support targeted at specific needs of pupils and knowledge gaps is effective in supporting pupils falling behind/ low attaining pupils. EEF Teaching & Learning Toolkit: Small group tuition – 4 months progress	3 4
Teaching Assistants to: <ul style="list-style-type: none"> <li>‘pre-teach’ so pupils can access learning.</li> </ul> Provide 1-1 reading sessions .	Education Endowment Foundation evidence suggests that TAs can have a positive impact on academic achievement. This is particularly true when they are utilised to deliver targeted support such as intervention groups. In school our interventions are planned by teachers and delivered by TAs.	2 3 4

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

**Budgeted cost: £20,389**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teaching assistants to deliver programmes 1-1 & small groups to support pupils emotional well-being.	Behaviour Interventions - EEF	5

Provide a range of enrichment activities in school and after school to support well-being.	Clarke (2020) identified a positive correlation between pupil wellbeing and academic achievement.	6
Personal Development lead and Inclusion lead to monitor and implement strategies to improve attendance figures.	EEF Teaching & Learning Toolkit: Parental engagement – 4 months progress. Parental engagement has positive impact.	7

**Total budgeted cost: £55,847**

## 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.

Due to COVID-19, there are no government performance measures to be published for 2020 to 2021. School internal data for 2020-21 will not be used to hold schools to account. Given this, other pupil assessments and evaluations have been undertaken during the 2020 to 2021 academic year, and these have been taken into account when evaluating our PP strategy.

Standardised assessments were completed in July 2021 and used alongside a wider evidence base to inform teacher assessments.

Results indicate that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum and lower than that of non-disadvantaged pupils.

Our evaluation of the reasons for this, points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. School closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access a high quality wider curriculum during lockdown. We continued to provide curriculum enrichments such as access to online theatre performances. We also held a weekly Friday challenge task that all children whether in school or at home could participate in. This had a positive impact on well-being and whole school belonging.

There was varied engagement with home learning during the spring term 2021 lockdown so on return staff worked on closing the gaps particularly in Reading, Writing and Maths. Data tells us that Maths is where the greatest gap exists in pupil knowledge and skills. Engagement with parents through on-line platforms and telephone consultations also confirmed this was an area that they found difficult during school closure.

Identified pupils receiving one to one tuition and targeted interventions across the summer term made good progress.

Although overall attendance in 2020/21 was lower than in the preceding years at 95.49%, it was higher than the national average (95.3%). Attendance for disadvantaged pupils was 93.03% lower than their peers at 95.81% higher. The gaps are larger in certain cohorts which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide emotional well-being support for all pupils, and targeted interventions where required. The

impact of these strategies had a positive impact and this was evident in pupil's attitudes and feedback and parental feedback too.

Following lockdown we introduced after school sessions for each class. The uptake for these was excellent including disadvantaged pupils. We also used curriculum enrichments to deliver programmes such as Play in a Day, mental health and well-being workshops for every class. Staff noted an increase in confidence for many children. We aim to build on this approach in 2021-22.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*