



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding- updated September 2023 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	East Stour Primary School
Number of pupils in school	399 (September 2023)
Proportion (%) of pupil premium eligible pupils	<b>October 2022 Census</b> 152 (37.2%) <b>September 2023</b> 155 (38.85%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Z Fletcher
Pupil premium lead	Z Fletcher
Governor / Trustee lead	F Waters

### Funding overview

Detail September 2021	Amount September 2022	Amount September 2023
Pupil Premium Funding	£231,960	£221,160
Recovery premium funding allocation this academic year £145 per eligible pupil x 1	£24,070	£22,040

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
<b>Total budget for the academic year</b>	£256,030	£243,200

## Part A: Pupil premium strategy plan

### Statement of intent

For all of our pupils (disadvantaged and not) we aim to enhance oral and written language skills and vocabulary to improve communication, engagement in learning and attainment. In addition, we will address SEMH concerns and behaviour through nurture, personal development and well-being alongside increasing parental engagement to support attendance, attitudes to learning and behaviour in school. We aim to close the gap in attainment in reading, writing maths between our disadvantaged and non-disadvantaged pupils through high quality classroom teaching and by ensuring children have access to high quality adult support through targeted intervention programmes. We expect all pupils (disadvantaged or not) to engage in all aspects of school life equally, and have access to a range of opportunities and enrichment.

This strategy plan is strongly linked to our SIP with an emphasis on vocabulary development, alongside embedding formative assessment in the classroom to develop our teachers and quality first teaching within the classroom. We benefit from employing one full time academic learning mentor to support disadvantaged pupils and we began to use 'Whizzkids' intervention club weekly with identified pupils last year. Our four FLOS will continue to support our families and our strong SEND team of staff will ensure specific, timely and effective interventions for our disadvantaged pupils who also have SEND.

### Challenges

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

Challenge number	Detail of challenge
1	Language acquisition and vocabulary use is poor, negatively impacting attainment across the curriculum.
2	There is an increased number of pupils with complex needs including SEND and behaviour, social and emotional challenges.
3	Parental engagement and support with learning and behaviour at home is more of a challenge for our disadvantaged pupils compared to non-disadvantaged. This is evident and particularly following the home learning during COVID lockdown, when compared with non-PP children.
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited

5	Disadvantaged pupils have lower attendance due to low importance of school for some parents.
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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
Improve the rate of attainment for PP pupils	<p>Year 1 phonics screening results meet the target and PP children achieve in line with non-PP.</p> <p>The difference in attainment for reaching ARE in Reading, Writing and Maths is lower between PP and non PP children.</p> <p>More able PP pupils are able to gain greater depth / above ARE within Reading, Writing and Maths.</p> <p>Pupil premium progress is better than overall in Writing and Maths and in line with overall in Reading</p>
Pupils access a wide range of interventions to meet their needs, including speech and language.	<p>Personalised plans in place in SEN files and implemented across the school.</p> <p>NELI programme implemented in EYFS and number of these individuals reaching ELG is equal to or greater than those not participating.</p> <p>Children are provided with targeted academic support from a range of sources including academic learning mentors, tutors and interventions.</p> <p>As their needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.</p>
Increased parental engagement and support of the school and their child's learning, including behaviour for learning.	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs through parental correspondence and surveys.</p> <p>Behaviour incidents are reduced in school due to behaviour support in the home.</p> <p>FLO reports and meeting minutes evidence the impact of their support provided.</p> <p>BSW meetings demonstrate the impact of actions on parental engagement and children's learning.</p>
Increase the rate of attendance / punctuality for targeted disadvantaged pupils	<p>Attendance of identified PP pupils increases and the gap between PP and non PP narrows.</p>
PP children enjoy the wide range of enrichment activities at East Stour	<p>Pupil surveys reflect enjoyment in school and improved attitudes to learning. To implement in a more robust manner</p> <p>PP pupil numbers participating in clubs and tournaments increases and narrows the difference between PP and non-pp.</p> <p>Yearly maps demonstrate the wide range of enrichment activities taking place.</p> <p>Subject leaders can verbalise the enrichment activities within their subject.</p>

### 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: £ 52,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher and staff training on pedagogical approaches including a focus on adaptive teaching and knowing more and remembering more.</p> <p>Ongoing training on strategies to support PP children in school.</p>	<p><a href="https://www.eef.org.uk/eef-Effective-Professional-Development-Guidance-Report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p><a href="https://www.eef.org.uk/EEF-Metacognition-and-self-regulated-learning.pdf">EEF Metacognition and self-regulated learning.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p><a href="https://www.eef.org.uk/TA-Guidance-Report-MakingBestUseOfTeachingAssistants-Printable-2021-11-02-162019_wsqd.pdf">TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p> <p><a href="#">EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</a></p> <p><a href="#">Sutton Trust – quality first teaching has direct impact on student outcomes.</a></p> <p><a href="#">Mark Rowland- updated practical guide to the pupil premium</a></p> <p><a href="#">Waldfoegel and Washbrook (2010) Vocabulary at aged five:There is a 27% gap between the lowest income quintile and the highest.</a></p>	1,4
<p>Equality and Diversity Lead employed part time hours - driving EAL including training, meetings and planning activities and threading throughout the school.</p>	<p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682202/Diversity_and_inclusion_strategy_2018_to_2025_-_GOV.UK.pdf">Diversity and inclusion strategy 2018 to 2025 - GOV.UK</a> (<a href="https://www.gov.uk">www.gov.uk</a>)</p>	2
<p>EKC Training Days and workshops for staff across the school. Cost and release time.</p>	<p><a href="#">Ofsted Guidance</a></p>	1-5
<p>Employment of a quality of education lead to create and improve curriculum resources and teaching support including in lessons. Additional material improvement across the curriculum including progression documents and yearly maps. Monitoring of curriculum takes place.</p>	<p><a href="#">Ofsted Guidance</a></p>	1,4

<p>Subject Leadership focused CPD on ensuring teaching and learning is sequenced, active, focused and explicit and time given to subject leaders to create action plans and implement these- including how to support SEND and PP pupils within the subject.</p>	<p><a href="#">Collaborative for Academic, Social, and Emotional Learning (CASEL), CASEL's research shows that programs that make a positive difference incorporate "SAFE" approaches and are sequenced, active, focused and explicit. In other words, programs that guide young people through a sequential series of engaging activities focused on the development of specific skills were shown to be most effective.</a></p> <p><a href="#">Mary Myatt- gallimaufry to coherence. Logical, sequenced progression to support attainment.</a></p>	<p>1,2</p>
<p>ECT mentor release time, class supervision and time for SLT member and Middle leaders to hold ECT meetings. Retention and training of these teachers leading to development of quality first teaching.</p>	<p><a href="#">Early Career CPD Exploratory Research</a></p>	<p>1</p>

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

Budgeted cost: £ 45,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FFT used to set challenging targets for individual pupils. Seasonal PPRs to track attainment and progress, and identify next steps / actions for individuals / groups.. Maths mastery being cascaded across the school. Whole school focus on Curriculum development and behaviour. SLT to evaluate the quality of teaching, learning, marking and feedback (regular monitoring) Seasonal summative Teacher Assessments carried out. Relevant Inclusion team assessments carried out. Learning walks and formal observations. Teacher and TA appraisal targets linked to SIP. Monitoring of interventions - carried out by Inclusion Team</p>	<p><a href="#">EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</a></p>	<p>1,2</p>
<p>Whizzkids Interventions re-teaching and pre-teaching for small groups of children and TA training for delivery Every week hour sessions up to 10 staff plus training and resources</p>	<p><a href="#">The EEF guide to Making best use of Teaching Assistants</a></p> <p><a href="#">DfES – supporting the attainment of disadvantaged pupils</a></p>	<p>2</p>

<p>Small group tutoring sessions -50%Funded by School Led Tutoring Grant.</p> <p>Resources for these tutoring sessions. 3 x Laptops for tutors, stationary, exercise books, intervention programmes and resources.</p>	<p><a href="#">One-to-one tuition evidence summary</a></p> <p><a href="#">Small group tuition evidence summary</a></p>	2
<p>Resources such as text books or paper based workpacks prepared and sent home for families to use with identified children.</p> <p>This includes revision books, textbooks and home learning resources.</p>	<p><a href="#">EEF toolkit – parental engagement</a></p> <p><a href="#">EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</a></p>	3,5
<p>Speech and Language project implemented in EYFS. Cover time for training and resources.</p>	<p><a href="#">EEF – oral language interventions consistently show positive impact on learning.</a></p>	1

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

Budgeted cost: £ 145,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Three 30 hours FLOs across school- phone calls to parents, support, parent workshops, home visits, signposting for support, TAF, CIN, CP meetings, attendance monitoring and follow up.</p>	<p><a href="#">EEF toolkit – parental engagement</a></p> <p>Previous Parent Surveys</p>	3
<p>FLOs to support pupil attendance, well-being and learning. FLOs and the attendance office contact SLOs for advice and make referrals as appropriate.</p> <p>Attendance discussed at fortnightly Behaviour Safety and Welfare meetings (SLT), with actions set and monitored</p>	<p><a href="#">EEF Report on the Impact of school closures on the attainment gap</a></p> <p><a href="#">EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</a></p>	3,5
<p>Resources for house challenges- inter school challenges and events such as talent shows, big paints and competitions encouraging all to participate.</p>	<p><a href="#">EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</a></p>	4
<p>SEND team delivers bespoke pastoral interventions for individuals as identified on personalised plans for example,lego and clay therapy. Nurture provision for identified children. (JS and AC)</p>	<p><a href="#">EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</a></p>	2

<p>Behavioural Support practitioner available to support behaviour for learning across the school through school dog in particular, supporting children’s resilience, tolerance, skills to access learning. Promoting understanding of values and appropriate behaviour in school and life.</p>	<p><a href="#">Improving behaviour in schools evidence review</a></p>	<p>2</p>
<p>Human Givens therapy -Inga</p>	<p><a href="#">EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</a></p>	<p>2</p>
<p>Professional companies bought in to perform plays / workshops eg music and history workshops etc Continue to improve the range of after school activities and visits for eligible pupils to inspire Trips and residential visits subsidised Travel Sports events promoted to PP are encouraged to attend- phone calls home by FLOS and individual invites Pupil premium children, at discretion, have after school club and/or breakfast club subsidised or paid for.</p>	<p><a href="#">EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</a> <a href="#">EF – sports participation increases educational engagement and attainment.</a> <a href="#">Ofsted research (2019) places emphasis on improving enrichment and cultural capital, particularly for disadvantaged pupils.</a></p>	<p>4</p>

**Total budgeted cost: £ 243,200**

**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.

## Outcomes

Pupil Premium children achieve significantly well.

- Close to double the proportion of FSM children achieved expected in R/W/M at the end of KS2 compared to Kent's outcomes (76.9% compared to 39.1%)
- In KS1 reading FSM children achieved 72.2% compared to 50.7% in Kent. In writing 66.7% compared to 41.1%. In Maths 77.8% compared to 54.1%.
- The proportion of FSM children passing year 1 phonics is 70% compared to Kent FSM of 59.4%.
- Progress scores are significantly above LA and National-

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	27	13928	468533
Progress score in reading (confidence interval)	3.1 (0.7 to 5.5)	0.1	0.4
Progress score in writing (confidence interval)	2.8 (0.5 to 5.1)	0.4	0.4
Progress score in maths (confidence interval)	2.9 (0.6 to 5.2)	-0.4	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	74%	67%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	11%	11%	10%

## Teaching (for example, CPD, recruitment and retention)

Two members of staff leading on the Characteristics of Deprivation Training (COD) and continuing to follow the strategic implementation plan including the increased focus on vocabulary across the school and a shared ownership towards pupil premium strategies. Information has been shared with staff in training sessions and implemented across the school. It is highly evident that these strategies are in place and having an impact.

The Embedding Formative Assessment (EFA) project has been fully implemented and staff and has had a high impact on quality first teaching demonstrated by the leads monitoring this across the school.

Embedding Pathways to Write alongside Pathways to Read has been very successful and outcomes for KS1 and KS2 pupils are good . The percentage of FSM reaching expected in Reading, Writing and Maths at the end of year 6 was significantly above Kent and National figures! Staff have also expressed in PPRS the impact it has had on pupil learning. Writing attainment in cohorts has also increased in all year groups from 2022- 2023.

Training has been planned cyclically for TAs. Whizzkids staff have also had training sessions and support where resources and good practice have been shared.

Online provision such as Times Table Rockstars, Purple Mash and SpellingShed were available for our pupils to use at home. The Oak Academy is signposted and recommended. For example: Prodigy, Quest and I See Maths. Reading Eggs has been bought for specific pupils who have benefitted most from it. Many of these resources have been recommended for use in schools by the government.

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



The targeted academic tutoring sessions have had significant impact- with these pupils showing accelerated progress and good outcomes in KS1 and 2. This has contributed to an extremely successful outcome of 71% combined result as a school compared to 59% National. This will continue.

PPRs evidence clear identification of pupils requiring extra support and the provision that is put into place for them. This includes the use of Mop Up sessions and in class focus groups, alongside further interventions including tutoring, academic learning mentos and Whizzkids as detailed below. [Here is the whole school data overview.](#)

A full time, consistent academic learning mentor has been employed supporting KS1 and this has had an impact demonstrated in the KS1 outcomes for FSM children. Phonics we achieved 81% compared to National 78.9%. PP children have achieved significantly higher compared to KEntl - R 72 compared to 51, W 67 compared to 41 and M 78 compared to 54.

Targeted academic support was provided through reteaching and pre-teaching through a 'WhizzKids' after school club on a Monday. This led to increased specific individual engagement in lessons evidenced through observations and pupil voice.

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

Our four FLOS have supported parents and carers hugely with phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. The FLOS have attended multi agency and safeguarding team meetings to support many families. There has been face to face support for our most in need families continued over lockdown-supporting families and pupils in a thorough and consistent manner to support both home and in-school learning. Family support has proved to be essential throughout the academic year and remains a high priority. Our safeguarding system CPOMS evidences the many ways our FLOs have supported our families.

Personal plans have enabled pupils with SEND to access provision enabling them to access learning and progress. Due to speech and language interventions alongside pastoral interventions, counselling (Human Givens) and nurture, pupil's progress was made in targets on IEPs. The Helping Hands team worked to ensure that all identified children are supported to increase wellbeing and engagement in class.

Pupils were fully engaging in a range of trips and experiences. Pupil premium children engaged in cultural capital and PE tournaments and competitions both within school and between schools. We organised swimming for the year 4s 5s and 6s- increasing this provision as a priority following the pandemic impact. The year 6 residential was also a success. Workshops and external visitors enriched the curriculum and experiences were used as a learning tool to engage children in learning. Children had reduced contributions to trips and PP children have been highlighted and prioritised when offering places for clubs and enrichment activities. Breakfast and after school places have been funded to increase attendance for children. Overall-92.84 % PP- 90.63% Non PP- 94.57%