



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding- updated September 2022- 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	400 (September 2022)
Proportion (%) of pupil premium eligible pupils	<b>October 2020 census</b> 146 (35.4%) <b>September 2021</b> 169 (41.4%) <b>October 2021 Census</b> 162 (39.5%) <b>September 2022</b> 152 (37.2%)
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	29th September 2021 Updated September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Z Fletcher
Pupil premium lead	Z Fletcher
Governor / Trustee lead	F Waters

## Funding overview

Detail September 2021	Detail September 2022	Amount September 2021	Amount September 2022
<b>2021-2022 financial year</b> £197,820 <b>2022-23 financial year</b> Est. £227,305 (165 children+ additional 2LAC and 2 Service) <b>2021-22 Academic year</b> 114549 7 months of 21-22 94710 5 months of 22-23 = £201,414 ( reservation of 16364 x12 = 196,370 for academic year based on monthly payments in budget this financial year)	<b>Academic and Financial Year</b> <b>September 2022 to August 2023</b>	£209,259	£227,140 estimated
Recovery premium funding allocation this academic year £145 per eligible pupil x 146		£21,170	£21,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)		£0	£0
<b>Total budget for this academic year</b>		£230,429	£248,310

## 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.

### 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	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.
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: £ 50,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training on Reading, embedding a whole school Literacy programme- Pathways to Read in September 2022 alongside the Pathways to Write from previous year. Ongoing training on strategies to support PP children in school.	<p><a href="#">The correlation between socio economic background, vocabulary and conduct (Sutton Trust, 2010)</a></p> <p><a href="#">Good literacy skills crucial to closing the attainment gap (EEF, 2017)</a></p> <p><a href="#">EEF- IMPROVING LITERACY IN KEY STAGE 2 Guidance Report-Recommendation to develop pupils' language capability to support their reading and writing</a></p> <p><a href="#">EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.</a></p>	1,4

	<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>	
<p>Embedding Formative Assessment project- EEF project training all teachers</p> <p>Use of formative assessment across the school to identify particular areas to ensure that new material being covered builds on secure foundations (£3000 match funded by KCC/EEF)</p>	<p><a href="#">EEF- Embedding Formative Assessment Research</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>	1,4
<p>Early Career Teacher support from SLT member</p>	<p><a href="#">DfE- Early Career Framework</a></p>	1,2,4
<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>WhizzKid and academic learning mentor training for teaching assistants and mentors on pedagogical approaches, teaching strategies and increasing attainment.</p>	<p><a href="#">DfES – supporting the attainment of disadvantaged pupils</a></p>	1,2
<p>Subject Leadership focused CPD on ensuring teaching and learning is SAFE- 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>	1,2

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.	<a href="#">Early Career CPD Exploratory Research</a>	1

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

Budgeted cost: £ 55,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>FFT used to set challenging targets for individual pupils.</p> <p>Seasonal PPRs to track attainment and progress, and identify next steps / actions for individuals / groups..</p> <p>Maths mastery being cascaded across the school.</p> <p>Whole school focus on Curriculum development and behaviour.</p> <p>SLT to evaluate the quality of teaching, learning, marking and feedback (regular monitoring)</p> <p>Seasonal summative Teacher Assessments carried out.</p> <p>Relevant Inclusion team assessments carried out.</p> <p>Learning walks and formal observations.</p> <p>Teacher and TA appraisal targets linked to SIP.</p> <p>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>	1,2
<p>Whizzkids Interventions re-teaching and pre-teaching for small groups of children and TA training for delivery</p> <p>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>	2
<p>Academic Learning Mentor delivers specific Literacy tutoring in KS1 (60% funded by DFE) and in KS2</p>	<p><a href="#">EEF- Selecting interventions- evidence insights</a></p>	2
<p>Small group tutoring sessions -60%Funded by School Led Tutoring Grant. School pays 40%. (In Ks1 and in year 5 and 6)</p>	<p><a href="#">One-to-one tuition evidence summary</a></p> <p><a href="#">Small group tuition evidence summary</a></p>	2

Resources for these tutoring sessions. 3 x Laptops for tutors, stationary, exercise books, intervention programmes and resources.		
Resources such as text books or paper based workpacks prepared and sent home for families to use with identified children.  This includes revision books, textbooks and home learning resources.	<a href="#">EEF toolkit – parental engagement</a> <a href="#">EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</a>	3,5
NELI project implemented in EYFS. Cover time for training and resources.	<a href="#">EEF – oral language interventions consistently show positive impact on learning.</a>	1

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

Budgeted cost: £ 140,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Four FLOs across school- phone calls to parents, support, parent workshops, home visits, signposting for support, TAF, CIN, CP meetings, attendance monitoring and follow up.	<a href="#">EEF toolkit – parental engagement</a> Previous Parent Surveys	3
FLOs to support pupil attendance, well-being and learning. FLOs and the attendance office contact SLOs for advice and make referrals as appropriate. Attendance discussed at fortnightly Behaviour Safety and Welfare meetings (SLT), with actions set and monitored	<a href="#">EEF Report on the Impact of school closures on the attainment gap</a>  <a href="#">EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</a>	3,5
Resources for house challenges- inter school challenges and events such as talent shows, big paints and competitions encouraging all to participate.	<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>	4
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)	<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>	2

<p>Helping Hands available to support behaviour for learning across the school x 2, 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: £ 246,482**

## **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.



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

Two members of staff attended the Characteristics of Deprivation Training (COD) and created an 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. Please see [governor monitoring report](#) and the [staff voice questionnaires](#). Zero parents responded to the PP questionnaire so this will be incentivised this year.

The Embedding Formative Assessment (EFA) project has begun led by two members of staff and has had a high impact on quality first teaching demonstrated by the leads monitoring this across the school.

Embedding Pathways to Write has been very successful and writing progress was greater than Reading and Maths overall. PP pupils in particular have had higher points progress than overall demonstrating the impact that this has had. 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 2021- 2022.

Training has been planned cyclically for TAs and ALMs have regular training and support with a member of SLT. 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)**

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 mentors 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. In KS1 FSM children achieved well compared to Kent- in line for Reading and above Kent for Writing and Maths reaching expected. ALM records also evidence the impact had. In KS2 the ALM employed unfortunately left. A new ALM has been employed who began in June 22.

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.

There were also specific tuition sessions arranged after school for identified individuals and this has demonstrated an impact, especially in key stage 1. Before school tutoring sessions were unsuccessful due to poor attendance so this was adapted within year to promote attendance from those children who need it most. A [tutoring progress monitoring sheet](#) evidences the impact. Next year, two tutors have been carefully selected as those providing the most impact to continue with our school.

NELI was not implemented in the academic year 21-22 due to long term staff absence. Therefore for the upcoming academic year this has been delegated to a different member of staff.

### **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. [Pupil premium Champions](#) were also implemented ensuring identified more vulnerable children were supported.

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 took place at the end of the academic year 21-22 instead of the beginning. 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- see [here](#). Breakfast and after school places have been funded to increase attendance for children- please see [here](#) for records.