



Pupil Premium Strategy Statement

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	East Stour Primary School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	October 2020 census 146 (35.4%) September 2021 169 (41.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	29th September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Z Fletcher
Pupil premium lead	Z Fletcher
Governor / Trustee lead	G Huyton

Funding overview

Detail	Amount
2021-2022 financial year £197,820 2022-23 financial year Est. £227,305 (165 children+ additional 2LAC and 2 Service) 2021-22 Academic year 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)	£209,259

Recovery premium funding allocation this academic year £145 per eligible pupil x 146	£21,170
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£230,429

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	Year 1 phonics screening results meet the target and PP children achieve in line with non-PP. The difference in attainment for reaching ARE in Reading, Writing and Maths is lower between PP and non PP children. More able PP pupils are able to gain greater depth / above ARE within Reading, Writing and Maths.
Pupils access a wide range of interventions to meet their needs, including speech and language.	Personalised plans in place in SEN files and implemented across the school. NELI programme implemented in EYFS and number of these individuals reaching ELG is equal to or greater than those not participating. Children are provided with targeted academic support from a range of sources including academic learning mentors, tutors and interventions. As their needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.
Increased parental engagement and support of the school and their child's learning, including behaviour for learning.	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. Behaviour incidents are reduced in school due to behaviour support in the home. FLO reports and meeting minutes evidence the impact of their support provided. BSW meetings demonstrate the impact of actions on parental engagement and children's learning.
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	Pupil surveys reflect enjoyment in school and improved attitudes to learning. PP pupil numbers participating in clubs and tournaments increases and narrows the difference between PP and non-pp. Yearly maps demonstrate the wide range of enrichment activities taking place. Subject leaders can verbalise the enrichment activities within their subject.

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: £ 51,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher training on characteristics of Deprivation, including embedding a whole school Literacy programme- Pathways to Write in September 2021. Ongoing training on use and embedding vocabulary across the curriculum (for example identifying tier 2 and 3 vocabulary and using language through colour) alongside strategies to support PP children in school.</p>	<p>The correlation between socio economic background, vocabulary and conduct (Sutton Trust, 2010)</p> <p>Good literacy skills crucial to closing the attainment gap (EEF, 2017)</p> <p>EEF- IMPROVING LITERACY IN KEY STAGE 2 Guidance Report-Recommendation to develop pupils' language capability to support their reading and writing</p> <p>Mark Rowland- updated practical guide to the pupil premium</p> <p>Waldfoegel and Washbrook (2010) Vocabulary at aged five:There is a 27% gap between the lowest income quintile and the highest.</p>	<p>1,4</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>EEF- Embedding Formative Assessment Research</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes.</p>	<p>1,4</p>
<p>Early Career Teacher support from experienced teacher (ELT- Extended Leadership team member) Term 1 and 2</p>	<p>DfE- Early Career Framework</p>	<p>1,2,4</p>
<p>Deployment of staff to create and improve curriculum resources, curriculum support and website support. Additional material improvement across the curriculum including progression documents and yearly maps. Monitoring of curriculum takes place. ICT support across the school. Term 1 only.</p>	<p>Ofsted Guidance</p>	<p>1,4</p>

Characteristics of Deprivation staff meetings seasonally to train staff on approaches and strategies to support children from a disadvantaged socioeconomic background	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.	All
Teaching Assistant and Midday supervisor training for supporting disadvantaged pupils, in TA meetings, MDS training sessions and through WhizzKid training.	DfES – supporting the attainment of disadvantaged pupils	1,2
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.	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. Mary Myatt- gallimaufry to coherence. Logical, sequenced progression to support attainment.	1,2
ECT mentor release time, class supervision and time for SLT member and Middle leaders to hold ECT meetings. 5 x ECTS. 39 weeks. Retention and training of these teachers leading to development of quality first teaching.	Early Career CPD Exploratory Research	1
Teacher and SLT to attend EEF metacognition training with the view to sharing to all staff	Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report.	1,2

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

Budgeted cost: £ 53,217.5

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT used to set challenging targets for individual pupils. Seasonal PPRs to track attainment and progress, and identify next steps / actions for individuals / groups..	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,2

<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>Seasonal Pupil Progress Meetings</p> <p>Tracking of data and analysis of different groups of pupils.</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>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>The EEF guide to <i>Making best use of Teaching Assistants</i></p> <p>DfES – supporting the attainment of disadvantaged pupils</p>	2
<p>Academic Learning Mentor delivers specific Literacy tutoring in KS1 (x 1 whole year, x 1 part year)</p>	<p>EEF- Selecting interventions- evidence insights</p>	2
<p>Small group tutoring sessions delivered by teaching assistants, retired teachers or external providers- Funded by School Led Tutoring Grant. School pays 25%. 101 pupils.</p> <p>Resources for these tutoring sessions. 3 x Laptops for tutors, stationary, exercise books, intervention programmes and resources.</p>	<p>One-to-one tuition evidence summary</p> <p>Small group tuition evidence summary</p>	2
<p>Purchase web based programs to be used in school at home. Remote learning resources such as text books or paper based workpacks prepared.</p> <p>This includes revision books, textbooks and home learning resources.</p>	<p>EEF toolkit – parental engagement</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	3,5
<p>NELI project implemented in EYFS. Cover time for training and resources.</p>	<p>EEF – oral language interventions consistently show positive impact on learning.</p>	1

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

Budgeted cost: £ 125,950

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.	EEF toolkit – parental engagement 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	EFF Report on the Impact of school closures on the attainment gap EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	3,5
Resources for house challenges- inter school challenges and events such as talent shows, big paints and competitions encouraging all to participate.	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.	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)	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.	2
Helping Hands available to support behaviour for learning across the school x 3, supporting children’s resilience, tolerance, skills to access learning. Promoting understanding of values and appropriate behaviour in school and life.	Improving behaviour in schools evidence review	2
Human Givens therapy -Inga	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.	2
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	EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. EF – sports participation increases educational engagement and attainment. Ofsted research (2019) places emphasis on improving enrichment and cultural capital, particularly for disadvantaged pupils.	4

Total budgeted cost: £ 230,940.5 (*£511 more than total funding amount*)

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.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show pupil progress –please see progress and attainment reports as monitored by governors.

The recovery curriculum was implemented including mindfulness, growth mindset, Thrive, mental health and wellbeing. Zones of Regulation was introduced as a whole school approach to self regulation. The Helping Hands team worked to ensure that all identified children are supported to increase wellbeing and engagement in class.

The school successfully achieved the Sandwell Charter Mark for Well-being.

Following government guidance, policies and procedures have been written to ensure that the school use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations. Children have been given access to high quality remote education resources using SeeSaw and online provision such as Reading Eggs. Printed resources for pupils who do not have suitable online access. Zoom meetings and access to teacher lessons and support were fully embedded over the remote learning periods.

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 begun to be shared with staff in training sessions.

The Embedding Formative Assessment (EFA) project has begun led by two members of staff. This will continue.

Two academic learning mentors were employed full time and improved attainment for our PP pupils particularly in years 1, 4 and 6- this is difficult to measure comparatively to previous years but the evidence suggests the engagement in learning was increased.

Targeted academic support was also provided through reteaching and pre-teaching through a 'WhizzKids' trial. 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.

Online provision such as Reading Eggs, 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. Many of these resources have been recommended for use in schools by the government.

Our four FLOS have supported parents and carers throughout lockdown with weekly 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. Impact is evident from the FLO records showing an increase in pupil engagement and records of communication and child support in or out of school demonstrates this. Family support has proved to be essential throughout the academic year and remains a high priority.

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 and nurture, pupil's progress was made in targets on IEPs.

Pupils were fully engaging in a range of trips and experiences- although not as extensive as the previous year due to the pandemic. Pupil premium children engaged in cultural capital and many PE activities although this was not as large as we hoped for due to lack of parental engagement in the provision. We organised swimming for the year 5s and 6s at a local school despite the difficulties the pandemic presented developing pupil's swimming skills. The year 6 residential took place at the end of the academic year 20-21 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.

