

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Eythorne Elvington Community Primary School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Neil Garvey (Headteacher)
Pupil premium lead	As above
Governor / Trustee lead	Dominic Meehan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,975 (October census)
Recovery premium funding allocation this academic year	£2066 (first payment – this financial year) £2066 (next financial year) £1771.88 (school led tutoring 67% this financial year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,878

Part A: Pupil premium strategy plan

Statement of intent

Our intention, as a school, is the EVERY pupil – irrespective of their background or challenges they may face away from school – is given the same opportunities to be able to make good or better progress and achieve at least age expected in all areas of the curriculum. This focus of our Pupil Premium Strategy, with this in mind, is to put in place necessary initiatives and interventions to allow this the best possible chance of happening.

Being a small school (110 pupils on roll as of the time of writing this report NOV 2021) we are able to know all of our pupils well – their strengths and weaknesses and their family background also. We are able to use this information effectively to ensure that the necessary steps put in place for children are bespoke and relevant to the needs of each child. We are very much aware that not all pupil premium are “low achievers”, “lack aspiration”, “lack support from home” – at the same time, we are aware that for some this will apply.

Our entire focus on this is geared around high quality teaching. As a school we ensure we do not narrow the curriculum in anyway, however, this pupil premium strategy will focus on the core subject areas and in particular reading and phonics. This approach is proven through research carried out across the UK, to have the greatest impact on closing the disadvantage attainment gap. We believe that by focussing on ensuring age-expected reading levels are secured quickly to allow pupils to access all learning opportunities.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected and this includes both disadvantaged and non-disadvantaged pupils. Again, we will use the benefits of being a small school to ensure that we put in place effective interventions related to pupils individual needs and address any identified gaps quickly and effectively.

Challenges

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

Challenge number	Detail of challenge
1	Teaching staff observations and assessments indicate that disadvantaged pupils have under-developed oral language skills and use of age appropriate vocabulary compared with their peers.
2	Teaching staff observations and assessments suggest that disadvantaged pupils have greater difficulties with phonics compared to their peers
3	Teaching staff observations and assessments suggest that disadvantaged pupils have lower attainment in reading compared to that of their peers
4	Attendance data shows that those pupils with below expected average attendance are more often disadvantaged compared to non-disadvantaged
5	Through discussions with pupils it is evident that many disadvantaged pupils have less life experiences compared to their peers

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
Improved oral and language skills for pupils – particularly disadvantaged pupils	Through triangulation monitoring – pupil voice, lesson observations, book scrutiny, data analysis – there should be evidence that there have been significant improvements for all pupils, particularly disadvantaged by the ways of their oral and language skills by 2024/25.
Improved phonics attainment across EYFS and Key Stage One – particularly for disadvantaged pupils	Key Stage One phonics assessment in 2024/25 to ensure at least 90% of disadvantaged pupils pass.
Improved Reading attainment at all ages – particularly for disadvantaged pupils	KS2 outcomes for 2024/25 in Reading to show at least 90% of disadvantaged pupils at age expected standard for reading and a further 25% or more at greater depth.
To achieve and sustain improved attendance for all pupils – particularly disadvantaged pupils.	Sustained high attendance so that by 2024/25 it can be demonstrated by: <ul style="list-style-type: none"> - Whole school average attendance above 96% - Disadvantaged pupils attendance above 96% Minimal gap between disadvantaged and non-disadvantaged
To ensure all pupils are exposed to a wide range of life experiences and opportunities whilst at EE – particularly disadvantaged pupils.	All disadvantaged pupils to be able to access 100% of the learning opportunities and educational visits on offer to the school. At least 75% of pupils accessing extra-curricular activities.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching in Key Stage One	Following the disrupted two years of education children have had – particularly in Years 1 and 2 where they have as yet to complete a full year of education – we decided to employ a temporary part time teacher in Year One. This allowed us to create to small classes in Key Stage One with the Years 1 and 2 being separate for almost all of the week so as to be able to receive high quality teaching particularly in the core subject areas.	1, 2 and 3
Additional support staff in classes	Additional support staff brought in to ensure that within each class we are able to break down the cohort into small focus groups to ensure all children are making progress. These support staff will also carry out much needed interventions in speaking skills, phonics and reading.	1,2 and 3
Purchase of a DfE validated Synthetic Phonics Programme	Will help towards our vision of ensuring we have a consistent whole school approach to Phonics across EYFS and Key Stage One and into interventions in Key Stage Two.	2
Purchase Accelerated Reader	Key Stage Two reading scheme to ensure all children are reading books at the right level to move their children on and also to be used as a means to establish individual gaps and areas to work on. Scheme such as this also raises the profile of reading particularly across those less-engaged readers.	3
Purchase Now Press Play	Whole school interactive experience scheme brought in to ensure that all children – including disadvantaged – are given full range of life experiences that they can draw on in other areas of the curriculum	5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional oracy sessions	Additional TAs brought in to release other TAs to deliver targeted oracy interventions	1

	working alongside the SENDCo and any other outside agencies.	
<i>Additional Phonics Interventions</i>	Using teaching staff to deliver two sessions of phonics per day to ensure all gaps are addressed and children are meeting age expected for phonics. Following Little Wandle scheme and resources to help support one-to-one and small group sessions in addition to this.	2,3
<i>Additional Reading Sessions</i>	Using teaching staff to deliver focus whole class reading sessions three times a week. In addition to this, TAs used to provide one-to-one and small group reading support for all ages include breakfast booster and after school sessions for those disadvantaged pupils in order to ensure they are getting near age expected for reading.	3
Engaging with National Tutoring Programme to provide blend of tuition, mentoring and school led tuition for pupils	These tutoring sessions will be aimed at identifying and addressing specific needs and knowledge gaps through one to one sessions.	1,2,3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra-curricular clubs</i>	Using teaching staff to stay beyond their hours and using out of school specialist coaching and teaching to deliver quality extra-curricular sessions. These will look to cover those experiences and opportunities that many disadvantaged pupils don't get compared to their peers.	5
<i>Funding support</i>	Some funding support for those disadvantaged families who may financially struggle to meet costs of experiences we look to provide children through educational visits etc.	5
<i>Embedding principles of good practice set out in DFE's Improving Attendance advice</i>	Training and release time for staff to develop and implement new procedures engaging with families of children with poor attendance to reduce these levels of absence	4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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.

Our teacher led assessments carried out since returning to school has indicated that although there is some gaps in knowledge and skills understandably due to two years of disrupted education, the level of care and education we had in place during these past 24 months has ensured that the gap between disadvantaged and non-disadvantaged has not widened.

During COVID-19, as a school we had high number of disadvantaged pupils in school along with a small number of key workers. We had between 75-80% of disadvantaged pupils in school on a full time basis during lockdowns being taught either by a class teacher or experienced teaching assistant.

For those working remotely, a full quote of learning opportunities was provided for all children and all classes had two daily face-to-face sessions with their class teacher through Zoom.

Absence since returning in September 2021 has been below our target in pre-COVID times however, from discussions with many other Headteachers, given the situation we appear to be above average both locally and nationally.

Whilst behaviour and pupil attitudes remain strong at school both during and after the return to full time education, areas we need to work on are working stamina and resilience in all pupils. It is down the lower end of the school where we feel this is most impacted with no child in Years R, One or Two as yet completing a full time year in education. With this in mind, we have high quality teaching in each of these classrooms and numerous interventions taking place to further support progress and attainment.

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
Phonics: Little Wandle	
Now Press Play	
TT Rockstars	
Spelling Shed	
Phonics Play	
Accelerated Reader	