

Pupil premium strategy statement

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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	Mrs Ethelston's Primary
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	9.47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Andrea Rice
Pupil premium lead	Clare Kew
Governor / Trustee lead	Tracey West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,950
Recovery premium funding allocation this academic year	£2,537
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,890
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	£26,377

Part A: Pupil premium strategy plan

Statement of intent

At the Acorn Multi Academy Trust we are pleased to be able to use Pupil Premium funding to help all of our children reach their wider outcomes.

What does it mean to be a pupil eligible for Pupil Premium funding at Mrs Ethelston's CE Primary?

We believe that all pupils should come to school on an equal footing regardless of socio-economic background. As educators, it is our job to identify barriers to learning and then implement support to enable pupils to succeed. All pupils will benefit from:

- High quality teaching across all subjects
- Stringent monitoring of academic progress in order to narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Targeted 1:1 or small group support where appropriate
- Funding support for extracurricular opportunities such as music lessons, school visits and uniform
- Health and wellbeing supported to enable children to access the curriculum

As per evidence from the Education Endowment Foundation, high quality teaching remains the most important factor in helping disadvantaged pupils to make progress alongside targeted academic support and wider strategies.

Challenges

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

Challenge number	Detail of challenge
1	From discussions and observations, it is very apparent that children present with underdeveloped speech & language skills amongst many disadvantaged children. This is seen throughout the schools but is particularly prevalent in Reception and KS1.
2	Assessments and observations have highlighted vocabulary gaps for many of our disadvantaged children. This is seen throughout Reception, KS1 and KS2.
3	To improve phonics and reading to enhance reading skills and influence reading for pleasure.

4	To close the attainment gap between disadvantaged pupils and non-disadvantaged pupils.
5	From ongoing discussions with children, it is apparent that many disadvantaged pupils are struggling with social and emotional issues. This in turn leads to behavioural difficulties, low self-esteem and lack of effort.
6	Parental engagement to be developed in order to maximise progress and attainment for disadvantaged pupils.

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
To be proactive in identifying speech & language difficulties and implementing relevant support required.	Children will present with fewer speech & language difficulties. Referrals to SALT will decrease
For vocabulary gaps to be filled for disadvantaged children.	Children will leave primary education with a greater word hoard taken from Tier 2 and Tier 3 word lists.
Children will make progress in their reading and will enjoy reading for pleasure.	Achieve national average progress scores in KS1 & KS2 reading.
Gaps will be identified and closed through high quality teaching.	Disadvantaged children make extended progress to that of their non-disadvantaged peers and attainment gaps start to close.
Children will have a trusted adult(s) that they can seek advice and support from. They will also be supported to work through social and emotional difficulties.	Children will feel safe knowing that they have an adult they can discuss worries and fears with. As a result, behaviour will be positively impacted.
Parents will engage more with school staff which will have a positive impact upon pupil progress and attainment	Parents will feel more confident in supporting their children at home and, as a result, progress and attainment data will improve for disadvantaged pupils.

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: £10,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA Development: Ongoing</p> <p>TAs will be trained to undertake speech & language assessments and to deliver required intervention.</p> <p>TAs will work in conjunction with the class teacher to explicitly teach key vocabulary.</p> <p>TAs will support children to read and will deliver additional 1:1 reading sessions.</p> <p>TAs work will compliment that of the class teacher. Children will be supported to become independent through scaffolding.</p> <p>Regular communication with the class teacher/TA takes place to ensure that misconceptions are relayed.</p> <p>TAs are trained to undertake their role effectively in order to maximise impact.</p> <p>MAT Inclusion Lead to oversee a TA development programme.</p>	<p>EEF research shows that when TAs are deployed and developed effectively then the impact upon pupil progress is positive.</p>	<p>1, 2, 3 & 4</p>

<p>Vocabulary</p> <p>Time to be given to explicitly teach Tier 2 and Tier 3 words.</p> <p>Literacy lead to oversee the explicit teaching of vocabulary within the school.</p> <p>Vocabulary training to be delivered to staff by Alex Quigley from the EEF and author of 'Closing the Vocabulary Gap'.</p> <p>Through improving vocabulary, children will be able to access and enjoy reading texts.</p> <p>Disadvantaged children's reading attainment will be in line with that of their non-disadvantaged peers.</p>	<p>Research has shown that children from disadvantaged backgrounds leave school with a lower word hoard than that of their non-disadvantaged peers.</p> <p>Work undertaken by The Sutton Trust would also concur with this viewpoint.</p>	<p>2, 3 & 4</p>
<p>Metacognition & Self-regulation</p> <p>Children will be supported to meet ARE through 'mastery teaching and learning'. When combining metacognition with high quality teaching, attainment levels for disadvantaged pupils should rise.</p> <p>Training has been delivered by the Huntington EEF Research School with further training planned for the Spring term in order to work on a specified strand.</p> <p>MAT Inclusion Lead appointed to work in conjunction with the head of school/SENCo to ensure that the programme is rolled out effectively across all year groups.</p>	<p>The EEF research states that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making additional progress (+ 7 months).</p>	<p>4</p>
<p>Feedback</p> <p>Work to be undertaken with an EEF Research School to develop this area of work and to cascade training to all staff.</p>	<p>The EEF states that providing feedback has a high impact (+6 months) on learning outcomes</p>	<p>4</p>

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

Budgeted cost: £10,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech & Language Intervention</p> <p>Children are screened upon entry to reception for speech & language difficulties and support is implemented as appropriate. Children are then re-screened upon entry to KS2 for language difficulty and intervention implemented.</p> <p>This model has allowed early identification of speech & language difficulties and has reduced the need for referral to Speech & Language Therapy as intervention has been implemented early on.</p>	<p>Research has shown that there are strong links between speech and language difficulties and socio-economic disadvantage. This is also evidenced through our own in-house assessment model has highlighted that disadvantaged children present with more speech and language difficulties than their non-disadvantaged peers.</p>	<p>1</p>
<p>Lexia</p> <p>Lexia Core5 is a blended literacy programme focussing on</p> <ul style="list-style-type: none"> • Phonological awareness • Phonics • Fluency • Vocabulary • Comprehension <p>There is also a dedicated strand for spelling, punctuation & grammar.</p> <p>IT infrastructure in place to be able to deliver Lexia in every class.</p> <p>Lexia Co-ordinator appointed to monitor programme results and pupil usage.</p> <p>Parent guidance provided detailing how Lexia can be used at home to support learning.</p>	<p>EEF evaluation shows a positive impact upon reading (+2 months).</p>	<p>2, 4 & 6</p>

<p>R/W/I</p> <p>Training, Resources and Core Story Books to be purchased and a comprehensive programme rolled out.</p> <p>MAT EY Lead to oversee implementation of the programme and monitor for effectiveness.</p>	<p>EEF trial currently in progress.</p>	<p>3 & 4</p>
<p>Specific, targeted 1:1 interventions or small group work</p> <p>Learning in specific, targeted 1:1 interventions and small groups must be carefully linked with classroom teaching.</p> <p>The most effective small group tuition happens when the session is targeted at specific needs.</p> <p>TAs are trained to deliver specific interventions.</p>	<p>EEF evidence shows that 1:1 interventions and small group work improves progress (+4 months)</p>	<p>4</p>

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

Budgeted cost: £5,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health and Mentoring</p> <p>Boxall Online assessments to be used to identify Social, Emotional and Behavioural difficulties in children and to create an individualised learning plan.</p> <p>Staff to be trained in Attachment Based Mentoring.</p>	<p>EEF research (+2 months)</p> <p>Our own in-house assessments show that children perform better when they have good mental health.</p> <p>The Department for Education has worked with the Department of Health and Social Care, Health Education England, Public Health England and NHS England and Improvement and an expert advisory group to develop the Wellbeing for Education Return programme. This programme has been adopted by the Acorn MAT and a Mental Health Strategy Group has been formed across the Trust to implement a strategy.</p>	<p>5</p>
<p>Trauma Informed Academy Training</p> <p>ACEs refer to potentially traumatic events which the child may face before the age of 18. Such events can have a negative impact upon a child's development and attainment.</p> <p>A Lead Practitioner will be appointed to undertake extensive training through Trauma Informed Schools. Further training sessions will be rolled out to all school staff.</p> <p>TI Lead Practitioner to monitor the programme development.</p>	<p>Research suggests that children from disadvantaged backgrounds are more likely to encounter Adverse Childhood Experiences than those from a non-disadvantaged background due to poverty related issues.</p> <p><i>Journal of Public Health, Volume 42, Issue 4, December 2020, Pages e487–e495, https://doi.org/10.1093/pubmed/fdz158</i></p> <p><i>Published: 27 December 2019</i></p>	<p>5</p>

<p>Relationships – Parental Engagement</p> <p>‘Developing Potential Conversation’ training to be rolled out to staff by MAT Inclusion Lead. Training already received from Achievement for All.</p> <p>Teaching staff to be given time to conduct Developing Potential meetings.</p> <p>Monthly Parent/Carer Support Clinic to be led by MAT Inclusion Lead.</p> <p>Communication via Google Classroom, ParentPay and Tapestry</p>	<p>EEF evidence shows that parental engagement has a positive impact upon disadvantaged pupil progress and attainment – EEF Teaching & Learning Toolkit (+4 months)</p>	<p>6</p>
<p>Welfare Fund</p>	<p>Our own experience shows that disadvantaged pupils benefit greatly when they are able to access extra-curricular activities i.e. music lessons, access breakfast club, attend school in correct uniform and participate in school trips and events.</p>	<p>5</p>

Total budgeted cost: £26,112

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Aim:

That each year group's disadvantaged children are effectively supported by an adult to facilitate access to the full curriculum.

Outcome:

Adult support was provided in each class and disadvantaged children had the benefit of this.

Aim:

That all staff have the necessary skills and understanding of disadvantaged children's needs in order to teach them successfully.

Outcome:

Staff meetings and training helped staff to understand the needs of disadvantaged children and enabled them to provide relevant support.

Aim:

To provide social and emotional support to disadvantaged children.

Outcome:

Staff were trained in 'Time to Talk' and intervention implemented where necessary.

Aim:

Disadvantaged children's speech and language skills will equal that of their non-disadvantaged peers.

Outcome:

Speech & Language assessed upon entry to reception and KS2. Intervention implemented to support issues identified.

Aim:

To raise attainment and progress in targeted areas.

Outcome:

Support implemented but difficult to assess due to COVID.

Aim:

To provide pastoral care, support for vulnerable families and boost attendance figures when children could attend.

Outcome:

Support implemented but difficult to assess due to COVID.

Aim:

To enhance children's cultural capital.

Outcome:

Did not happen due to COVID.

Aim:

To provide support to families in relation to welfare issues.

Outcome:

Weekly contact with disadvantaged children continued through lockdown.

Meals delivered to disadvantaged children.

Making sure families could access food vouchers when the scheme became applicable.

Work packs delivered to vulnerable families without access to the internet.

Aim:

To provide families with support in accessing external agencies and therapies as necessary.

Outcome:

Links made with the local food banks and support given to access.

Staying aware of provision available and informing families where applicable.

Aim:

Educational visit contributions.

Outcome:

Did not happen due to COVID.

Aim:

Residential visit subsidy.

Outcome: Did not happen due to COVID.

Aim:

Pupil Premium management and Monitoring system to be embedded.

Outcome:

Systems devised and embedded but rollout halted due to COVID.