

# Pupil premium strategy statement – Mrs Ethelston’s Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	10.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Andrea Rice
Pupil premium lead	Nicole Smith
Governor / Trustee lead	Mr Williamson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,790
Recovery premium funding allocation this academic year	£3,625
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£42,415</b>

# 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
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: £5,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>TA Development: Ongoing</b>  TAs will be trained to undertake speech & language assessments and to deliver required intervention.	EEF research shows that when TAs are deployed and developed effectively then the impact upon pupil progress is positive.	1, 2, 3 & 4

<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>The Senior Teacher has regular meetings with TAs to roll out training, address any issues, discuss the week ahead, review provision and complete further RWI coaching.</p>		
<p><b>Vocabulary</b> Explicitly plan in opportunities to teach Tier 2 and Tier 3 words.</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 &amp; 4</p>
<p><b>Metacognition &amp; Self-regulation</b> 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 Claire Pooley, MAT Metacognition Lead, and is being extended to support staff.</p> <p>As part of Metacognition implementations, teaching</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>The EEF states that providing feedback has a high impact (+6 months) on learning outcomes</p>	<p>4</p>

staff focus on effective feedback using EEF evidence based practice.		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech &amp; Language Intervention</b> Children are screened upon entry to reception for speech &amp; 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 &amp; language difficulties and has reduced the need for referral to Speech &amp; 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>	1
<p><b>Lexia</b> Lexia Core5 is a blended literacy programme focussing on</p> <ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul> <p>There is also a dedicated strand for spelling, punctuation &amp; 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>EEF evaluation shows a positive impact upon reading (+2 months).</p>	2, 4 & 6

<p><b>RWI</b> Training to continue to be provided by MAT EYFS lead. Resources and Core Story Books to be used and a comprehensive programme continues to be in place.</p> <p>MAT EY Lead to oversee implementation of the programme and monitor for effectiveness.</p> <p>Daily Fast Track tutoring in place to support lowest readers to keep up rather than have to catch up.</p> <p>Developing RWI approach to handwriting to support links between reading, writing, spelling and presentation/pride in work.</p>	<p>EEF independent evaluators found that children in schools who were offered Read Write Inc. Phonics made, on average, one month's additional progress in reading compared with those in the control group.</p>	<p>3 &amp; 4</p>
<p><b>Specific, targeted 1:1 interventions or small group work</b></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 e.g. speech and language, time to talk and funfit.</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: £6,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Mental Health and Mentoring</b></p> <p>Relational Support Plans are used to support management of</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>5</p>

<p>dysregulation in key pupils and are reviewed regularly with key adults involved.</p> <p>Boxall Online assessments to be used to identify and review Social, Emotional and Behavioural difficulties in children and to update Relational Support Plans.</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 each school has appointed a Senior Mental Health lead.</p>	
<p><b>Relationships – Parental Engagement</b></p> <p>Staff communicate effectively with parents during consultations and throughout the year</p> <p>Communication via Tapestry for EYFS parents</p> <p><b>Communication via Google Classroom, ParentPay and Tapestry</b></p>	<p>EEF evidence shows that parental engagement has a positive impact upon disadvantaged pupil progress and attainment – EEF Teaching &amp; Learning Toolkit (+4 months)</p>	6
<p><b>Welfare Fund</b></p> <p>Pupil premium children are assessed on a case by case basis according to need by the Head of School to allocate provision.</p> <p>E.g. music lessons, access breakfast club, attend school in correct uniform and participate in school trips and events.</p>	<p>Our own experience shows that disadvantaged pupils benefit greatly when they are able to access extra-curricular activities.</p>	5

**Total budgeted cost: £42,415**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome
To be proactive in identifying speech & language difficulties and implementing relevant support required.	SpeechLink programme used to screen all Reception and Year 3 children. Those with identified needs or previously identified problems given Speech Link interventions and re-screened as appropriate. Referral to SALT after interventions following Plan, Do, Review cycle.
For vocabulary gaps to be filled for disadvantaged children.	Training has been delivered and an action plan has been created and is currently being implemented into classroom teaching.  Tier 2 and 3 vocabulary specified on medium term planning.
Children will make progress in their reading and will enjoy reading for pleasure.	Reading for Pleasure books given alongside RWI books. Accelerated Reader is used to track KS2 progress closely. Reading for Pleasure promoted across the school with whole school initiatives and new books purchased to motivate readers.
Gaps will be identified and closed through high quality teaching.	LEXIA programme is used and shows specific gaps and targets for Year 2 - Year 6. Children are taught Phonics in small streamed groups or 1:1 to target progress using keep up not catch up approach. Keep up maths is offered to targeted children.
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 have access to a key adult to provide support and advice at any time. SEMH 'Check ins' (time to talk) are timetabled and are a normal part of school life.

	<p>Check ins are always offered after behaviour incidents or following changes in behaviour.</p>
<p>Parents will engage more with school staff which will have a positive impact upon pupil progress and attainment</p>	<p>TAF meetings are organised according to need.  Information sent home to help parents to support their children with RWI at home.  Increased parental contact with SEN children in reviewing My Plan provision.</p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high quality extra curricular activities to boost well being, behaviour, attendance and aspiration. Activities will focus on building life-skills such as confidence, resilience and social skills. Disadvantaged pupils will be encouraged and supported to participate.