

# 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	190
Proportion (%) of pupil premium eligible pupils	14.2%
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 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Andrea Rice
Pupil premium lead	Nicole Smith
Governor / Trustee lead	Tracey West

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,610
Recovery premium funding allocation this academic year	£4,088
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>£40,698</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: £18,981

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 Acting Head of School 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> 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 by Alex Quigley from the EEF and author of 'Closing the Vocabulary Gap' to be implemented by staff.</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>	2, 3 & 4
<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>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>	4

<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>Claire Pooley (MAT Metacognition Lead) 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>As part of Metacognition implementations, teaching staff focus on effective feedback using EEF evidence based practice.</p>		
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,416

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>	<p>1</p>
<p><b>Lexia</b> Lexia Core5 is a blended literacy programme focussing on</p>	<p>EEF evaluation shows a positive impact upon reading (+2 months).</p>	<p>2, 4 &amp; 6</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>Parent guidance provided detailing how Lexia can be used at home to support learning.</p>		
<p><b>R/W/I</b> On-going training and resource purchasing allows an embedding of the programme leading to full fidelity to the scheme, including a coaching approach to staff training.</p> <p>MAT EY Lead to oversee implementation of the programme and monitor for effectiveness.</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.</p>	<p>EEF evidence shows that 1:1 interventions and small group work improves progress (+4 months)</p>	<p>4</p>
<p><b>School led tutoring school contribution (40%) to match ESFA funding (60%)</b></p> <p>The school-led tutoring grant is to support</p>	<p>Independent review of tutoring in schools published 26 October 2022 states that "the perceptions of leaders, staff and pupils were overwhelmingly positive about the tutoring provided. [...] Pupils were enthusiastic about the tuition they were receiving. They spoke</p>	<p>2, 3, 4 &amp; 5</p>

disadvantaged pupils in catch-up learning and schools will select the pupils in need of support. This will focus on providing tuition to pupils eligible for pupil premium but also includes pupils with other types of disadvantage or additional needs.	positively about the experience, saying that they found it valuable, that it was improving their confidence and that they would like it to continue. Leaders and staff also suggested that tuition had re-engaged pupils, increased their confidence and resilience, and changed their attitudes to learning. This was deriving positive benefits beyond tutoring and into routine classes as well.”	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,301

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Mental Health and Mentoring</b></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 each school has appointed a Senior Mental Health lead.</p>	5
<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>Our own experience shows that disadvantaged pupils benefit greatly when they are able to access extra-curricular activities i.e. music lessons, attend school in correct uniform and participate in school trips and events.</p>	5

**Total budgeted cost: £40,698**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Data from tests and assessments suggest that disadvantaged children continue to do better than non-disadvantaged children in reading and writing. There has been a slight decrease in attainment in disadvantaged children in maths, however the gap between non-disadvantaged children last year was small.*

*The implementation of provision in the last year in phonics has seen a dramatic decrease between disadvantaged and non-disadvantaged children.*

*The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This goes against the trend of national figures of the impact of COVID-19 on disadvantaged pupils.*

*Absence among disadvantaged pupils was 4% higher than their peers in 2021/22 although we are seeing slight improvements over the academic year.*

*Our results mean that we are on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and adapted it to show how we intend to spend our budget this academic year, as set out in the Activity in This Academic Year section above.*

## 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.