

Pupil Premium Strategy Statement



St Eanswythe's Church of England 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Claire Jacobs, Headteacher
Pupil premium lead	Nicholas Brinkley, Assistant Headteacher
Governor / Trustee lead	Myriam Coulstock, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,177
Recovery premium funding allocation this academic year	£7,540
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£84,717

Part A: Pupil premium strategy plan

Statement of intent

At St Eanswythe's Church of England Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium.

In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and beach schools, and through our Family Liaison and our SLT actively engaging with family to encourage and support good attendance in school.

Over 18.3% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school but also accessing the National Tutoring Programme.

We have recently identified a small group of pupils who are not making the progress we would expect, despite specific intervention, and so our strategy for 2023-2026 focuses on the needs of this group. Our Pupil Premium lead works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. He is a member of SLT and has time to carry out this work in school.

At St Eanswythe's Church of England Primary School we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. We have established a successful nurture programme which targets pupils across the school identified as being most vulnerable. This intervention helps to promote social skills, self-esteem and wellbeing. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced Mental Health and Wellbeing Lead in school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We acknowledge that this strategy is a living document, evolving alongside the needs of our pupils and the ever-changing educational landscape. We commit to ongoing collaboration with parents, educators, and community partners to continuously refine our approach and seek innovative solutions. Through data analysis, feedback loops, and open communication, we aim to constantly learn and adapt, ensuring every pupil premium student feels supported, challenged, and empowered to reach their full potential.

At St Eanswythe's, we believe in the innate brilliance of every child. Our mission is to nurture that spark, regardless of background or perceived obstacles. By building strong foundations in attendance, academic achievement, emotional well-being, and high expectations, we unlock a world of possibilities for our pupil premium students. Their talents will blossom under the gentle guidance and unwavering support.. With a steadfast commitment to equity and excellence, we believe we can pave the way for a future where every student at St Eanswythe's thrives and shines.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of pupils in receipt of pupil premium is below that of peers (92.8% PP compared to 95.1% non PP)and a greater proportion are classed as persistent absentees (32% compared to 17% of those not in receipt of pupil premium).
2	Pupils in receipt of PP currently have lower attainment in writing and maths than pupils not in receipt of pupil premium (Maths: 75% PP compared to 83% All, Writing: 37.5% PP compared to 67% All).
3	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn

4	Some pupils who qualify for Pupil Premium funding have SEND needs and increasing number of children require SpLD intervention.
5	Pupils in receipt of pupil premium generally make slower progress in phonics compared to those not in receipt of pupil premium (58% of those pupils requiring intensive phonics support).

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 continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 2.3%) Reduce percentage of pupils in receipt of pupil premium classed as persistent absentees (Dec 2023: 32%)
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase the attainment percentage for pupils in receipt of pupil premium in reading, writing and maths. Close attainment gap between those pupils in receipt of pupil premium and those who are not.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress. Attendance target 97% (Dec 23 - 92.8%)

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: **£30,960**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased adult support in specific classes for vulnerable pupils.</p> <p>Additional support in KS1 Class support in Year 1 for those children who did not achieve their GLD</p> <p>Additional adult support in EYFS evidence collected from Baseline</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>EEF- Making best use of teaching assistants</p>	2,4,5
<p>Continue to resource and maintain CPD for delivery of Read Write Inc (a DfE validated Systemic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Introduction of Language Through Colour</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The colourful semantics approach has an indicative evidence level. It is therefore a useful approach to consider when working with children with more severe language disorders</p> <p>Research paper - Colourful semantics: A clinical investigation</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2

Provision to support Specific Learning Difficulties (Precision Teaching, Nessy, Speechlink, Widget) delivered by SENCo and Specialist Teaching and Learning Service.	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. EEF - Teaching Assistant Interventions	4
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by the employment of a trained Mental Health and Wellbeing Lead and Peer Mentor.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3

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

Budgeted cost: **£21,078**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapy support and training for teaching assistants and teachers delivered by SaLT and Phonics Lead teacher. Targeted language and EAL interventions.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by a dedicated phonics lead teacher.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	5
Employ qualified tutors (with QTS) to provide a blend of tuition, mentoring and	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2

school-led tutoring for vulnerable pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
---	---	--

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

Budgeted cost: **£32,728**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Working together to improve school attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £84,717

Part B: Review of the previous academic year

The attendance of pupils in receipt of pupil premium is below that of peers (92.8% PP compared to 95.1% non PP)and a greater proportion are classed as persistent absentees (32% compared to 17% of those not in receipt of pupil premium).

While the attendance of pupils in receipt of pupil premium continues to be below that of those not eligible (91.1% PP compared to 94.6% non PP), the percentage of pupils in receipt of PP being persistent absentees has fallen significantly (13.2% from 32%). This represents a fall of 18.8% (the reduction of non PP persistent absentees is 8.4%.

Pupils in receipt of PP currently have lower attainment in writing and maths than pupils not in receipt of pupil premium (Maths: 75% PP compared to 83% All, Writing: 37.5% PP compared to 67% All).

(Maths: 77.8% PP compared to 87.1% All, Writing: 22.2% PP compared to 64.5% All).

Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn

Some pupils who qualify for Pupil Premium funding have SEND needs and an increasing number of children require SpLD intervention.

Pupils in receipt of pupil premium generally make slower progress in phonics compared to those not in receipt of pupil premium (58% of those pupils requiring intensive phonics support).

28.6% of those pupils now require intensive phonics support.

Success Criteria Review

SC1

To close the increasing gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 2.3%)

Dec 24 - Gap has grown to 3.5%

Reduce percentage of pupils in receipt of pupil premium classed as persistent absentees (Dec 2023: 32%)

Dec 24 - Percentage has fallen to 13.2%

SC2

Increase the attainment percentage for pupils in receipt of pupil premium in reading, writing and maths. Close attainment gap between those pupils in receipt of pupil premium and those who are not.

See table below

SC3

Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

Attendance target 97% (Dec 23 - 92.8%)

Dec 24 - Percentage has fallen to 91.1%

Outcomes for disadvantaged pupils - KS2

	Dec 23		Dec 24	
	PP	All	PP	All
Reading	62.5%	80%	66.7%	87.1%
Writing	37.5%	67%	22.2%	64.5%
Maths	75%	83%	77.8%	87.1%
GPS	50%	77%	44.4%	77.4%

Phonics Outcomes

	Dec 23		Dec 24	
	PP	All	PP	All
32+ Year 1	100%	86.7%	100%	90%
32+ Year 2	-	100%	100%	75%

Externally provided programmes

Programme	Provider
White Rose Maths	White Rose Education
Primary Knowledge Curriculum	Knowledge Schools Trust
Nessy	Nessy Learning Ltd
Read Write Inc	Ruth Miskin Literacy
Literacy Shed	Literacy Shed Ltd
Speechlink	Speech Link Multimedia Ltd
Widget	Widget Software Ltd

Service pupil premium funding (optional)

The impact of that spending on service pupil premium eligible pupil
N/A