

Pupil premium strategy statement for Eaves Primary School, 2021-2024 (V2, 2022-2023)

This statement details our school's use of pupil premium (and recovery premium during its existence) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year of 2022-2023.

School overview – 2022 updates in purple, 2023 updates in green

Detail	Data
School name	Eaves Primary School
Number of pupils in school	Sept 2021 = 228 Sept 2022 = 210 + 14 Sept 2023 = 208 + 22
Proportion (%) of pupil premium eligible pupils	24% 23% 23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021 December 2022 December 2023
Date on which it will be reviewed	September 2022 September 2023
Statement authorised by	Nicola Kearney (Head Teacher)
Pupil premium lead	Nicola Kearney
Governor lead	Chris Rhodes

Funding overview - 2022 updates in purple, 2023 updates in green

Detail	Amount
Pupil premium funding allocation this academic year	£60, 525 £59,555 £61,110
Recovery premium funding allocation this academic year	£4,620 £6,525 (£3,806 & £2,719) £6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£65, 145 £66,080 £67,635

Part A: Pupil premium strategy plan

Statement of intent (2023-2024)

At Eaves Primary School, it is our aim that all our children have access to the highest standard of education and expectation. This ensures that they can all achieve their full potential academically, socially and emotionally. Our aim is that children make good progress and achieve high levels of attainment across all subject areas, irrespective of their background or the challenges they may face. Children develop the knowledge and skills needed to succeed at school and support their life choices as outstanding citizens of the future. Research from the Education Endowment Foundation (EEF) states that disadvantaged pupils have been worst affected by the impact of the Covid Pandemic. Through our pupil premium strategy, we focus on overcoming any impact of the pandemic and other barriers for our vulnerable and disadvantaged children so they are supported to achieve their true potential.

At Eaves Primary School, our curriculum is constructed with equity for ALL children so that the learning of knowledge and skills is sustained and improves progress for non-disadvantaged pupils alongside their disadvantaged peers. We know the 'challenges' our disadvantaged children experience and implement actions to address these. We focus on evidence from EEF and other key research findings in relation to which interventions have the most impact. This includes elements of metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence. As a result, our actions are measurable and the impact of these are monitored closely; changes are made if necessary.

The key principles which underpin our pupil premium strategy plan link to our School Improvement Plan and Sports Premium. High quality teaching and learning is prioritised within our three-tier approach. High quality CPD is a priority for all staff to enhance quality first teaching and ensures that they are well trained to lead the targeted interventions. We prioritise children's needs, including language acquisition and expression, fundamental core skills and wider strategies to support aspects of physical and mental wellbeing and attendance.

To ensure our approaches are effective we will:

- Link the Pupil Premium Plan with other key plans in school
- Ensure the actions are formed from evidence-based research
- Confirm all staff know the detail of the plan and how to action the priorities
- Systematically identify the need for intervention at its earliest point

Challenges (2022-2023)

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

Challenge number	Detail of challenge
1	<p>Social, emotional and mental wellbeing (particularly self-regulation and resilience) lower following Covid 19 pandemic.</p> <p>Upon returning to school in September 2021, some pupils had difficulty demonstrating a sense of 'ready to learn' and where struggling in gaining the most from the time they spend in school with the new structure and curriculum expectations, particularly in writing. Levels of anxiety and pressures which negatively impact on their learning capacity needed to be refocussed and support put in place for those demonstrating levels of anxiety which they may not normally do. A fresh approach to the curriculum, including PATHS and Thinking Schools has had a positive impact on the older pupils. Our current Y2 and Y3 pupils still need a lot of support in this area.</p>
2	<p>Attendance of some PPG pupils is a concern. EWO involvement only seems to improve attendance for short periods of time due to the legal structure surrounding attendance in St Helens. Parents understand the system so can disengage with school and services after a short period of time. Significant impact on staff workload.</p>
3	<p>Low levels of language skills on entry as identified by staff screening for all pupils in the Early Years and poor language acquisition and expression in all other year groups identified by WELLCOMM screening and reading tests. A lack of reading role models at home impacting on pupils reading at home. Reading at home is significantly lower than pre-pandemic years.</p>
4	<p>Disadvantaged pupils are not making rapid progress in writing so are not 'catching-up' from the time missed during the pandemic. Pupils in all year groups missed regular teacher-led writing sessions and some have significant gaps in their learning which continues to need addressing through a carefully planned and bespoke writing offer.</p>

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 social, emotional and mental wellbeing (particularly self-regulation and resilience) in disadvantaged pupils	<ul style="list-style-type: none"> - PASS assessments show improved attitudes to self and school. - Discussions with pupils and their families express greater levels of self-regulation and resilience. - Class analysis meetings illustrate improved levels of social, emotional and mental wellbeing supported by PATHS questionnaire data. - Measured by fewer behavioural incidences reported which have a link to self-regulation issues.
Attendance, punctuality and readiness to learn on arrival at school has improved among disadvantaged pupils. Positive engagement with families improves building aspirations and home learning.	<ul style="list-style-type: none"> - To achieve a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by 2024/25. - Measured by half termly attendance data analysis. - Measured by attendance at parents' meetings.
Improved oral and language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - WELLCOMM assessments show significant improved language skills. - Children are using a higher level of vocabulary in and out of the classroom and vocabulary 'Bump into Words' boards actively used in all classrooms. - Improved reading rates at home
Improved writing progress for all	<ul style="list-style-type: none"> - Writing outcomes improve each year so that by 2024/25 disadvantaged pupils with no other barriers to learning (ie: SEND) achieve writing attainment at the end of KS2 is in-line with all other children. - Measured by moderated teacher assessments against national expectations.

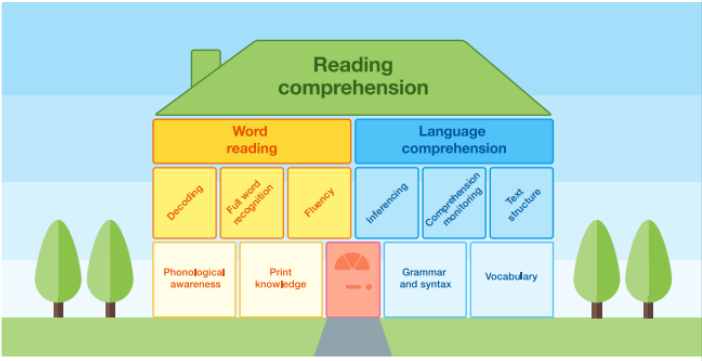
Activity in this academic year (2023-2024)

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: £37,953

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. To utilise NFER Curve Analysis to ensure that progress of all is prioritised.	EEF: Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step. Diagnostic Assessment Tool.pdf (educationendowmentfoundation.org.uk)	1,3,4	
Whole school training on metacognitive strategies, in particular questioning, with Thinking Schools.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf	1,2,3,4	

<p>Provide quality-first phonics teaching.</p>	<p>EEF: An effective synthetic phonics programme is used. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>EEF: Pupils need to build both word reading and language comprehension skills. These two key components of reading are supported by a broad academic consensus and underpinned by research evidence. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>1,3,4</p>	
<p>Raise the profile of reading by extending the current offer of reading resources to more online resources that can be accessed from home.</p>	<p>The goal of teaching reading is to enable children to comprehend written texts.</p> <p>The 'reading comprehension house' (EEF guide Figure 2 November 2021) illustrates that word reading and language comprehension are underpinned by a number of other building blocks of reading.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> <p>Figure 2: Reading comprehension—the sum of many parts <i>Adapted from Hogan, Bridges, Justice, and Cain (2011)</i></p>  <p>ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>1,3,4</p>	
<p>Membership of professional curriculum associations.</p>	<p>Consistent approach to research and development of subject knowledge. Ofsted curriculum subject reviews.</p>	<p>1,3,4</p>	

Provide specific early years training to enhance the development of writing in the early years and key stage one.	Develop children's capability and motivation to write. Preparing Literacy Guidance 2018.pdf (d2tic4wvo1iusb.cloudfront.net)	3, 4	
Implement a robust CPD programme for teachers to ensure the curriculum is knowledge rich.	Have effective professional development for all. EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,3,4	
Implement a robust CPD programme for all staff to ensure we achieve the Therapeutic Schools Award.	 Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1, 3	

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

Budgeted cost: £4,720

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates
Implement a well-targeted phonics intervention programme.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Phonics EEF (educationendowmentfoundation.org.uk)	1,3,4	
Purchase of WELLCOMM language screening programme and training for specific staff.	EEF: The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of	1,3,4	

Purchase of Chatty Learning intervention language programme.	<p>a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net)</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,841

Activity	Evidence that supports this approach	Challenge number(s) addressed	Updates
Purchase of P.A.S.S. assessments. Administer and compare to previous years data. Review progress and impact. Identify new groups and actions.	<p>EEF – ‘Social and emotional skills’ are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent</p>	1,2	

	<p>peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>		
Employment of trained counsellor		1,2	
<p>Attendance staffing increase engagement with PP families to support with attendance.</p> <p>Engage in EWS service</p>	<p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Poor attendance is a barrier to children catching up.</p> <p>Cant Catch Up FULL-REPORT.pdf (centreforsocialjustice.org.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	1,2	
ARTS Mark Award: Activities include:- Music tuition, member of library service, member of Cultured, transport and trips subsidy	<p>EEF research shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum – 3+months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2	

Total budgeted cost: £71,514

Teaching (£37,953)

Assessments	2,500
Thinking Schools training	3,600
Delivery of RWI	18,408 5,857
AR	3,000
Associations costs	388 (537)
Mighty writer	1,200
EY hub	1,000
CPD (including TSA)	2,000

Targeted (£4720)

Wellcomm	3520
Chatty Learning	1200

Wider strategies (28,841)

P.A.S.S	1,500
Music tuition	11,702 3,000
EWS SLA	1,350
Library SLA	2,550
CulterEd SLA	1,200
Counselling service	7,539

Membership of professional curriculum associations

SUBJECT	YES/NO
Art (National society for education in art and design – nsead)	NO, £71 a year
DT	YES, £139
Geography	YES, £57
History	YES, £77

PSHE	YES, £130
Science (The Association for science education – ASE)	NO, £149