

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Eynesbury C of E Primary School
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Spring 2023- Spring 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alana Brown
Pupil premium lead	Sam Pritchard
Governor / Trustee lead	Beverly Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,595
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,595

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### **Our ultimate objectives are:**

All pupils, irrespective of the challenges they face and their starting point, will make at least expected progress against age-related expectations.

Where appropriate, pupils are provided the support to achieve greater depth across the curriculum.

To use quality first teaching, proven to have the greatest impact upon closing the attainment gap, ensuring all pupils foster a love of learning and supported to achieve individual goals.

To ensure all pupils are able to read fluently and with a strong comprehension to enable them to access the breadth of the curriculum.

To develop broad and varied vocabulary to support learning and acquisitional knowledge across the curriculum.

### **We aim to do this through:**

- Teachers will use assessment and analysis of this assessment to make aspirational targets and plan appropriate support to aid the children in achieving this.
- Pupils to be enrolled on a wide range of class based or school wide programmes to support pupils and help them excel. Early identification of need is paramount to make this successful.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Ensure all parents and carers are kept up-to-date with current pupil premium guidance and support.
- Children exposed to daily guided reading and phonics sessions to support their reading fluency and understanding of a variety of texts. Use assessment to monitor the progress of all children in reading and to identify children who need support.
- Ensuring children are exposed to and explicitly taught topic specific vocabulary.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring all teachers are aware of high quality first teaching.
2	Academic starting points of pupils.
3	49% of PP pupils working towards in reading.
4	Staff modelling and application of vocabulary.
5	Pupil engagement.
6	Aspirations of class teachers.

## 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
From their start point, pupils make at least expected progress against age-related expectations.	Teachers set aspirational targets. These will be monitored through observations, assessments, termly pupil progress meetings and book looks.
All children love to learn and achieve their personal and academic goals.	Children have a positive attitude towards school and consistently meet the Eynesbury learning powers for behaviour.
Pupils are provided the opportunity and support to access and complete learning opportunities at a greater depth.	Teachers can identify pupils with capacity to work at and achieve greater depth across the curriculum.
Children to have the reading skills to access a broad and balanced curriculum.	Children will read texts appropriate for their age and will have a secure understanding of what they read.
To recognise, understand and use a higher frequency of ambitious vocabulary.	Using reading skills, pupils will be able to recognise unfamiliar vocabulary. Pupils will be able to apply subject-specific vocabulary within their learning.
Using quality first teaching, teachers will ensure the gap on attainment remains minimal between pupil premium children and their peers.	Teachers use regular assessment, adapted planning and quality first teaching to ensure all pupil premium children make appropriate progress in line with their peers.

## 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: £19,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behavioural/ pastoral support</i>	EEF- Behavioural interventions +4 months	5
<i>Inset time for disadvantaged leads</i>	EEF Toolkit – Mentoring - +2 months impact EEF Toolkit – Metacognition and self-regulation. +7 months impact EEF Toolkit- Oral feedback. +7 months impact	1, 2, 3, 4, 5 and 6
<i>Developing high quality teaching, assessment and curriculum which responds to the needs of all pupils.</i>	EEF Toolkit – Mastery learning- +5 months	1, 2, 3, 4 and 6
<i>Professional development approaches including feedback, metacognition, reading comprehension and phonics.</i>	EEF toolkit- feedback- + 6 months EEF Toolkit – Metacognition and self regulation. +7 months impact EEF Toolkit- Phonics- +5 months EEF Toolkit- Reading strategies- +6 months	1, 3 and 4
<i>Reading comprehension development strategies</i>	EEF toolkit- reading comprehension strategies + 6 months	2, 3 and 4
<i>Feedback on learning to support development of pupil engagement</i>	EEF toolkit- feedback + 6 months	2, 3 and 5
<i>Daily phonics teaching using ELS</i>	EEF toolkit- phonics + 5 months	1, 2, 3 and 6

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

Budgeted cost: £38,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 reading support</i>	EEF- One to one tuition +5 months	2, 3, 4 and 5
<i>First class at number</i>	EEF toolkit- Small group tuition - +4 months impact.	2, 5 and 6
<i>Spelling intervention</i>	EEF- One to one tuition +5 months.	1
<i>Pro-social support/ intervention</i>	EEF toolkit- social and emotional learning- + 4 months.	2, 5

<i>General support staff</i>	DFE – School Led Tutoring Guidance – +4 months impact.	3, 4, 5
<i>Vocabulary intervention</i>	EEF Toolkit- Oral language interventions- +6 months	2, 4 and 6

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

Budgeted cost: £6,359

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Communicating with and supporting parents	EEF Toolkit- Parental engagement- + 4 months	2, 5 and 6
<i>Supporting pupils' social, emotional and behavioural needs.</i>	EEF Toolkit- Social and emotional learning- + 4months	2, 5

**Total budgeted cost: £ 63,595**

## 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 2022 to 2023 academic year.

In September, both of the PP leads evaluated the impact of the 2021-2022 PP statement, considering the end of year data collected. This allowed us to see any traits and patterns within the data which would become a focus for the new PP statement. An end of year impact statement was created as part of the evaluation process. Please see End of impact statement in PP folder.

Also in September, a learning walk was carried out to ensure the Pupil Premium children had settled into their new classes and to identify the new additions to the PP register. We found all of the children to be settled and due to an effective transition process, the adults were aware of any needs and monitoring needs. The environments were positive and purposeful allowing all children to access the learning.

*Another learning walk was carried out in the Spring term, where the PP leads were able to monitor the in-class provision of the PP children. We observed that all children including the PP children were engaged and challenged according to their needs and abilities. Some of the strategies we observed included: using an adult in small group work or 1:1, partner work, effective use of physical resources, adaptation of activities and effective teacher feedback. We were able to observe the children making efficient progress within the lessons we observed.*

In Autumn 2, we used the data collected at the end of the academic year to create the 2022-2023 Pupil Premium Statement. We recognised that reading need to be a focus for this year and we would need to work alongside the English lead to raise attainment.

*Working alongside the English lead, we have worked with the teachers to help raise the standard of reading across the school. We have looked carefully at the guided reading texts we use and have adapted these to promote a love of reading. As a school, we have implemented a new phonics scheme to support the acquisition of phonics in KS1 and EYFS. New Accelerated reading books have been purchased to update the AR library and to encourage a love for reading in KS2. We have also Teachers have had extra training on how to monitor the reading using the AR quizzes and the PP leads will continue to monitor the PP children's quiz scores and attainment. Currently, the English lead has launched a reading competition to inspire children to read more. These strategies and incentives will need to continue into the new academic year before we can evaluate the impact.*

Our other focuses included continuing to work on parental engagement, to ensure aspirational goals were set for PP children, to build valuable relationships with the PP leads and for a focus on raising vocabulary. Once the statement was complete, this was shared with governors, then later with the staff. A staff meeting was held to share the objectives, to distribute updated PP registers and to hold conversations about any children the staff were concerned about. Please see PP staff meeting notes and the 2022-2023 Pupil Premium Statement.

*A parental questionnaire was sent out in the Spring term to gather the views of parents. The feedback was positive showing that the parents felt their children were sufficiently supported and they felt supported by the school. Parents have been accessing the foodbank and other services offered by school.*

In December, the PP leads participated in a deep dive by the Local Authority Advisor. This session consisted of a learning walk, a pupil interview and a question session by the LA advisor. Feedback from the learning walk showed that we had a good understanding of the school and were able to discuss the provision in place for our PP children. The questions session showed that the correct documents were in place and that the monitoring and assessing of PP was strong. Please see LA advisor note of visit for more information.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
None accessed.	None accessed.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	-
What was the impact of that spending on service pupil premium eligible pupils?	-

## Further information (optional)

End of 2022-23 impact statement. In September, both of the PP leads evaluated the impact of the 2021-2022 PP statement, considering the end of year data collected. This allowed us to see any traits and patterns within the data which would become a focus for the new PP statement. An end of year impact statement was created as part of the evaluation process. Please see End of impact statement in PP folder.

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