

Pupil premium strategy statement 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	East-the-Water Primary School
Number of pupils in school	410 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021 Reviewed Sept 22 and Sept 23
Date on which it will be reviewed	Sept 2024
Statement authorised by	Adam Buckeridge
Pupil premium lead	Clare Jackson
Governor / Trustee lead	Naomi Whitmore

Funding overview based on census Oct 21

Detail	Amount
Pupil premium funding allocation this academic year	£202, 245
Recovery premium funding allocation this academic year	£21,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£223, 560

Part A: Pupil premium strategy plan

Statement of intent

East-the-Water Primary School recognises the significant challenge in closing the attainment gap for disadvantaged pupils. For many, the Covid-19 pandemic has exasperated these gaps. Addressing disadvantage in our school is challenging, however we believe that inclusive teaching, a broad and balanced curriculum and targeted early 'keep up' support can narrow the gap and give all pupils the life chances that they deserve.

At East-the-Water Primary School, we aim to provide a broad and balanced curriculum with a wide range of experiences and opportunities to inspire our children. We aim to ensure that all children achieve the highest possible standard. To do this we provide a firm foundation of the basic skills that will enable our children to access an exciting curriculum that provides all of the knowledge and skills for children to excel in their next stage of education.

Many barriers can impact our disadvantaged children including speech, language and communication including vocabulary, parental support, attendance and punctuality, lack of confidence and adverse childhood experiences (ACEs). It is by targeting all of these barriers that we aim to powerfully address social disadvantage.

The high quality teaching of a rich curriculum is at the heart of our strategy. Our strategy ensures that all pupils can access an inspiring curriculum and barriers that may prevent them from doing this are addressed rapidly. We have focused our strategy on identify individual barriers and targeting these with evidence-based practice to address disadvantage. To ensure our strategy is effective we will:

- have a named Governor for Disadvantaged.
- have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by Senior Leaders and Governors.
- ensure disadvantaged pupils are represented in every aspect of school life.
- ensure disadvantaged pupils are challenged in the work that they are 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

Key principles

- All pupils develop the basic skills in early years and KS1 enabling them to access a broad and balanced curriculum
- Ensure all pupils receive high quality teaching
- Gaps are identified and addressed rapidly

Challenges

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

Challenge number	Detail of challenge
1	Pupils enter the school with language and communication skills significantly below expected. The 70% of disadvantaged pupils were working below expected. Many pupils have receptive and expressive vocabulary that are significantly below expected. Research shows that this is a strong predictor of future attainment.
2	Two thirds of pupils entered nursery working below expected in communication and language. The majority of pupils enter nursery working below expected in all areas.
3	Poor vocabulary. Pupils lack the receptive vocabulary needed to support comprehension.
4	A combination of delayed language and the additional gap caused by COVID has significantly impacted the fluency of many readers across the school. This is a gap that must be addressed rapidly to ensure that children have the skills to fully access the wider curriculum.
5	Basic number facts. Fewer disadvantaged pupils are fluent in basic number facts. These gaps have been exasperated by COVID.
6	Independence and metacognition. Some pupils lack confidence in working independently. These pupils have not developed their ability to work independently.
7	Parental engagement and support. This has had a significantly greater impact due to COVID.
8	Significant trauma and adverse childhood experiences through family situations.
9	Punctuality and attendance.
10	Reduced family experiences needed to improve social and cultural capital

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 language and communication for disadvantaged pupils	Disadvantaged pupils make rapid progress and meet ARE by the end of KS2 Strong oracy skills are evident across the school. Children talk confidently with correct spoken English.

	Pupils' receptive and expressive vocabulary improves throughout the school.
Increase the percentage of pupils working at ARE by the end of EYFS in Listening, Attention and Understanding	Reception and Year 1 pupils to take part in the Nuffield Early Language Intervention Pupils who need it most are identified early and targeted with intervention/support to ensure they have the foundations needed for school. Children from disadvantaged backgrounds make as much progress as their peers across EYFS. All disadvantaged pupils will achieve a good level of development unless a SEND has been identified.
Pupils' understanding and use of tier 2 and tier 3 vocabulary increases across the school.	Literacy and topic books demonstrate increased use of tier 2 and 3 vocabulary The use of new words evident in observations and learning walks The percentage of disadvantaged pupils achieving the expected standard in reading by the end of KS2 is in line with non-disadvantaged.
The gap in basic number facts is addressed in all year groups and is no longer a barrier for any disadvantaged pupil.	Assessment strategies including retrieval practice and number facts screening to be implemented across all year group. All teachers know the gaps of disadvantaged pupils and retrieval practice is identified to narrow gap rapidly By the end of year 4 disadvantaged pupils will know their tables up to 12x12 fluently
TAs support independence and metacognition. Teachers explicitly teach metacognition.	Metacognition implemented across all year groups. Teachers are using modelling and scaffolding up. Observations and learning walks demonstrate clear evidence of independence and development of metacognitive skills. Observations and learning walks demonstrate TAs are used effectively to develop independent learners and thinkers.
Increased parental engagement and support from home	Increase in the number of contacts with each parent Increase parental engagement in parent workshops Increase in participation in homework Key pupils identified and teachers/TAs work 1:1 to support them to address gaps

Significant trauma and adverse childhood experiences through family situations.	Pupils are identified and pastoral/academic support is in place
Punctuality and attendance.	Attendance for disadvantaged pupils is in line with or above national average for non disadvantaged Persistent absence of disadvantaged pupils is reduced Poor punctuality for disadvantaged pupils is addressed quickly
All staff take responsibility for supporting disadvantaged pupils to accumulate the skills and experiences needed to improve social and cultural capital.	Increased access for disadvantaged pupils to accumulate skills and experiences to improve social capital and life aspirations. Pupil interviews on aspirations to show increased diversity.

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: £99, 560

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	Other strategies will only work if they are designed to complement high quality teaching for all pupils. It is widely recognised that quality first teaching is the most effective way to improve progress and attainment. Continued professional development is key to ensure high quality teaching. Time will be provided for staff to attend training and keep up to date with current research through South West Institute for Teaching SWIFT. Training will include metacognition and self-regulation and making best use of teaching assistants (all linked to EEF research). This will be implemented through whole school training.	1-6
Whole school training on the use of best use of teaching assistants	The EEF have produced recommendations on making the best use of teaching assistants . A team will attend this training and implement strategies to ensure TAs develop independent learning skills and support pupils to manage their own learning and deliver high quality small group structured interventions (EEF recommendations 3 and 4)	6
Develop Metacognition and Self-regulation	The EEF identifies metacognition and self-regulation as a very high impact very low cost strategy based on extensive research	6
School focus on oracy including staff training	In the EEF's Oral Language Interventions Report oral language approaches have a high impact on pupil outcomes of 6 additional months progress and a strong evidence base. Studies show that frequent sessions over time have the greatest impact.	1-4

Additional adults in EYFS and KS1 ensuring there is a high priority focused on vocabulary acquisition and oracy	In the EEF's Closing the attainment gap report it recognises that Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school and that areas with potential include communication and language approaches. It also recognises the impact of targeted small and one-to-one interventions. As a result additional adults will be placed in EYFS and KS1 with training to ensure that there is a focus on high quality oracy.	1-3
Additional adults in Reception and KS1 to ensure that all pupils become fluent readers	In the EEF's teaching and learning toolkit phonics is given a high impact and an extremely strong evidence base. Most studies identify greater progress in smaller groups. Additional adults will be trained to lead phonics groups in Reception and KS1 to enable smaller groups targeting individual gaps.	4
Graduated Approach and further CPD for staff	In the SEN Cod of Practice 2014, the Graduated Approach aims to meet children's needs and remove identified barriers to learning. All teachers have received training in the Graduated Toolkit, a Devon document that supports teachers with carrying out the Graduated Approach effectively.	1-6

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

Budgeted cost: £ 87, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language screening and intervention including sharing and discussing stories and SALT	A high proportion of pupils enter the school with communication and language well below expected. The EEF Communication and Language Approaches identifies this as a high impact low cost area with an average of 6 months additional progress and a high evidence strength.	1-4

Nuffield Early Language Intervention	NELI has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension. Pupils receiving NELI made an average of 3 additional months progress in language. The result has a high security rating on the EEF padlock scale. Nuffield Early Language Intervention (NELI) NELI will be delivered over 20 weeks by trained teaching assistants in groups of three to four to support their language skills.	1-4
Small Group Tuition and Academic Mentor	There is extensive impact supporting the impact of high quality one-to-one and small group tuition as a catch-up strategy. The evidence shows that tuition is most effective when targeted at pupils' specific needs and when there is greater feedback from the teacher. Small group tuition EEF Tuition will take place by trained TAs and academic mentors individual addressing gaps. Teachers provide regular feedback to tutors. The main focus is narrowing the gap in reading and maths.	2,4,5
Times Tables Rock Stars and Numbots	There is lots of evidence to support Retrieval practice as an effective strategy, particularly with simple verbal material. Times Tables Rock Stars and Numbots systematically ensures pupils practise recalling number facts that they find most challenging. These programmes will be used to support home learning and catch-up tuition.	5

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunchtime provision to provide a range of activities and pastoral support	Increased lunchtime provision not only provides more opportunities for disadvantaged pupils to access activities but also supports improved behaviour. Adult led groups provide a number of protective factors including providing positive peer influences and friendships good pupil/staff relationships. They also help prevent risk factors including bullying, breakdown of friendships and deviant peer influences as outlined in the EEF Improving Behaviour in Schools Guidance Report	8
Chill Skills leader	The EEF Improving Behaviour in Schools Guidance Report recognises that every pupil should have a supportive relationship with a member of staff, encouraged to be self-reflective of their own behaviours and that some pupils need tailored approaches. While this is whole school practice, some pupils who have experienced significant trauma need regular 1:1 sessions to support this.	8
Weekly attendance tracking and Educational Welfare Service	Evidence shows that pupils who attend more attain better. Pupils with attendance below 95% do not attain as well academically as those with attendance above 95%. Weekly monitoring of attendance allows immediate actions to reduce absence for persistent absent pupils as outline in Improving school attendance: support for schools and local authorities	9
Extra-curricular activities and enrichment	The importance of a rich and varied curriculum is widely accepted. In order to do this it is important to provide pupils with a range of quality visits and visitors linked to the subjects that they are learning about. It is important that these are linked closely to what pupils are currently learning.	10

	In the An Unequal Playing Field Report it recognises the importance of extra-curricular activities and that disadvantaged pupils are less likely to access these activities.	
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Total budgeted cost: £223, 560

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.

Intended Outcome	Success Criteria	21-22	22-23	23-24
Improved language and communication for disadvantaged pupils	Disadvantaged pupils make rapid progress and meet ARE by the end of KS2 <i>2022-23 progress Reading 0.86 (N -0.85) Writing 3.98 (N -0.7) Maths 1.12 (N -1.04) N=National</i>			
	Strong oracy skills are evident across the school. Children talk confidently with correct spoken English.			
	Pupils' receptive and expressive vocabulary improves throughout the school. <i>NELI data shows clear progress in pupils' expressive and receptive vocabulary</i>			
Increase the percentage of pupils working at ARE by the end of EYFS in Listening, Attention and Understanding	Reception and Year 1 pupils to take part in the Nuffield Early Language Intervention			
	Pupils who need it most are identified early and targeted with intervention/support to ensure they have the foundations needed for school.			
	Children from disadvantaged backgrounds make as much progress as their peers across EYFS.			
	All disadvantaged pupils will achieve a good level of development unless a SEND has been identified.			
Pupils' understanding and use of tier 2 and tier 3 vocabulary increases across the school.	Literacy and topic books demonstrate increased use of tier 2 and 3 vocabulary			
	The use of new words evident in observations and learning walks			
	The percentage of disadvantaged pupils achieving the expected standard in reading by the end of KS2 is in line with non-disadvantaged. <i>While progress for disadvantaged is good, a gap remains between disadvantaged and non-disadvantaged</i>			
The gap in basic number facts is addressed in all year groups and is no longer a barrier for any disadvantaged pupil.	Assessment strategies including retrieval practice and number facts screening to be implemented across all year group.			
	All teachers know the gaps of disadvantaged pupils and retrieval practice is identified to narrow gap rapidly			
	By the end of year 4 disadvantaged pupils will know their tables up to 12x12 fluently			
TAs support independence and metacognition. Teachers explicitly teach metacognition.	Metacognition implemented across all year groups. Teachers are using modelling and scaffolding up.			
	Observations and learning walks demonstrate clear evidence of independence and development of metacognitive skills.			

	Observations and learning walks demonstrate TAs are used effectively to develop independent learners and thinkers.			
Increased parental engagement and support from home	Increase in the number of contacts with each parent			
	Increase parental engagement in parent workshops <i>Registers show high engagement in workshops, especially in EYFS and KS1</i>			
	Increase in participation in homework			
	Key pupils identified and teachers/TAs work 1:1 to support them to address gaps			
Significant trauma and adverse childhood experiences through family situations identified and supported.	Pupils are identified and pastoral/academic support is in place			
Good attendance and punctuality for disadvantaged pupils.	Attendance for disadvantaged pupils is in line with or above national average for non-disadvantaged <i>2022-23 attendance for Disadvantaged pupils was above national for disadvantaged but slightly below the national average for other pupils School disadvantaged 93.8% National disadvantaged national 91.3% National non-disadvantaged 94.7%</i>			
	Persistent absence of disadvantaged pupils is reduced <i>Persistent absence Autumn 2022-23 16.4% Summer 9.9%</i>			
	Poor punctuality for disadvantaged pupils is addressed quickly			
All staff take responsibility for supporting disadvantaged pupils to accumulate the skills and experiences needed to improve social and cultural capital.	Increased access for disadvantaged pupils to accumulate skills and experiences to improve social capital and life aspirations.			
	Pupil interviews on aspirations to show increased diversity.			

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
Reading comprehension	PiXL
Early Years Number Sense Number Facts Fluency Times Tables Fluency	Number Sense Maths
Nuffield Early Language Intervention: NELI	Nuffield Education Limited

Read, Write inc	Ruth Miskin Training
Fresh Start	Ruth Miskin Training