

Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	395 (excluding nursery)
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Adam Buckeridge
Pupil premium lead	Clare Jackson
Governor / Trustee lead	Daniel Dalley

Funding overview based on census Oct 21

Detail	Amount
Pupil premium funding allocation this academic year	£218,330
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	£218,330

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. 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. Our disadvantaged cohort includes a high proportion of white boys eligible for free school meals, all data and research shows that this is the group that nationally have the lowest attainment and make the least progress. Our strategy aims to close the attainment gap for socio-economically disadvantaged pupils.

At East-the-Water Primary School, we 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 in reading, maths and speech and language. This strategy places a high priority on effective teaching and targeted support, ensuring pupils are fluent in these areas within early years and KS1. These skills underpin all other learning allowing pupils to narrow the gap.

We have identified many barriers that can impact our disadvantaged children including: speech, language and communication, 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.

Providing pupils with the fundamental skills to access a rich curriculum and addressing gaps early is at the heart of our strategy. We have focused our strategy on identifying 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 reading and maths within early years and KS1 enabling them to access a broad and balanced curriculum

- Speech and language needs are identified and addressed at the earliest point
- 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. 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	Pupils in upper KS2 experienced interrupted teaching of vital early reading and maths programmes due to COVID which has significantly impacted fluency. 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.
6	Independence and metacognition. Some pupils lack confidence in working independently. These pupils have not developed their ability to work independently.
7	Lack of parental engagement and support for some disadvantaged pupils.
8	Significant trauma and adverse childhood experiences through family situations.
9	Punctuality and attendance.
10	Some disadvantaged pupils have limited 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	Strong oracy skills are evident across the school (SHAPE). Children talk confidently with correct spoken English. Evident in a range of situations e.g. presentations, discussions and performances. 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	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 pass NELI screening by the end of reception unless SEND need is 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 tier 2 and tier 3 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.	All pupils in KS2 screened for number fact knowledge and fluency and receiving targeted number sense intervention All pupils in KS2 pass number sense screening or are rapidly achieving targets All teachers know the gaps of disadvantaged pupils and retrieval practice is identified to narrow gap rapidly Pupils in reception, Y1 and Y2 are on track in number sense or are achieving targets rapidly through targeted intervention By the end of year 4 disadvantaged pupils will know their tables up to 12x12 fluently
Pupil Premium work independently and think metacognitively	Observations demonstrate that TAs and teachers consistently use scaffolding framework to develop independence Observations demonstrate pupils showing resilience and independence Observations demonstrate pupils talking and thinking metacognitively
Increased parental engagement and support from home	Increase in percentage of parents attending parents' attending: parent's evenings/ workshops, events and informal drop-ins.
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 Teachers are identifying and addressing poor attendance and punctuality within their class
Pupils have broader experiences to develop cultural capital	All disadvantage attend one club, inside or outside of the school All year groups experience a wide range of visits/ trips and experiences across the curriculum

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: £75,000

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 and subject-specialist support. 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
Number fluency programme as whole class teaching	The EEF guidance report: Improving Mathematics in the Early Years and Key Stage 1 and Improving Mathematics in Key Stages 2 and 3 state that teachers use assessment to build upon pupils' existing knowledge and understanding, use manipulatives, be taught key strategies to enable them to solve problems	4-5
Continued implementation on the use of best use of teaching assistants Robust monitoring and identification of staff needing further support/ training.	School has implemented the EEF recommendations on making the best use of teaching assistants . TAs to continue to 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
Coaching, CPD and quality assurance ensuring teaching is of the highest-quality and consistent	High quality teaching is identified as the first tier for an effective strategy according to the EEF's Closing the attainment gap report .	4-5
Graduated Approach and further CPD for staff	In the SEN Code 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: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults in Nursery and EYFS and 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	4

	trained to lead phonics groups in Reception and KS1 to enable smaller groups targeting individual gaps.	
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 in Nursery and Reception	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
Number fluency programme as intervention	The EEF guidance report: Improving Mathematics in the Early Years and Key Stage 1 and Improving Mathematics in Key Stages 2 and 3 state that teachers use assessment to build upon pupils' existing knowledge and understanding, use manipulatives, be taught key strategies to enable them to solve problems	4-5

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

Budgeted cost: £40,000

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
Pastoral interventions	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 enable timely interventions by teachers and attendance lead.	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: £220, 000

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.

Intended Outcome	Success Criteria	24-25	25-26	26-27
Improved language and communication for disadvantaged pupils	Strong oracy skills are evident across the school (SHAPE). Children talk confidently with correct spoken English. Evident in a range of situations e.g. presentations, discussions and performances.			
	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	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 pass NELI screening by the end of reception unless SEND need is 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 tier 2 and tier 3 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.	All pupils in KS2 screened for number fact knowledge and fluency and receiving targeted number sense intervention			
	All pupils in KS2 pass number sense screening or are rapidly achieving targets			
	All teachers know the gaps of disadvantaged pupils and retrieval practice is identified to narrow gap rapidly			
	Pupils in reception, Y1 and Y2 are on track in number sense or are achieving targets rapidly through targeted intervention			
	By the end of year 4 disadvantaged pupils will know their tables up to 12x12 fluently			
Pupil Premium work independently and think metacognitively	Observations demonstrate that TAs and teachers consistently use scaffolding framework to develop independence			
	Observations demonstrate pupils showing resilience and independence			
	Observations demonstrate pupils talking and thinking metacognitively			
Increased parental engagement and support from home	Increase in percentage of parents attending parents' attending: parent's evenings/ workshops, events and informal drop-ins			
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			

	Teachers are identifying and addressing poor attendance and punctuality within their class			
Pupils have broader experiences to develop cultural capital	All disadvantage attend one club, inside or outside of the school			
	All year groups experience a wide range of visits/ trips and experiences across the curriculum			

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
Nuffield Early Language Intervention: NELI (nursery programme)	Nuffield Education Limited
Read, Write inc	Ruth Miskin Training
Fresh Start	Ruth Miskin Training