

# St. Ebbe's Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Ebbe's CE (Aided) Primary School
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	Dec 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	Tina Farr
Pupil premium lead	Clare Whyles
Governor / Trustee lead	Katie Doorley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£9,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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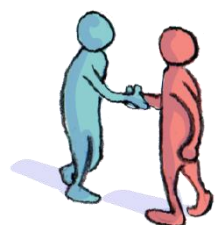
## Part A: Pupil premium strategy plan

### Statement of intent

At St Ebbe's, we have high aspirations and ambitions for all children. Our job as educators is to help children discover their passions and to create a trusting environment where children can follow their curiosities and feel able to persevere with challenges. We avoid labelling children or diagnosing their potential because each day brings new opportunities for individuals to shine and we can't predict what each child may achieve.



We know that having strong connections to people who believe we can achieve can make the difference between success and failure and our staff strive to build high-quality relationships with each child, being advocates where necessary and ensuring justice where there may be systemic barriers.



We build strong relationships with families at our school, so that children feel safe and secure and that the adults who care for them want the best for them and will work together to support them in their personal growth.

The structure of our Pupil Premium strategy allows us to consider individual barriers to learning and plan our response. The Pupil Premium Grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Pupil Premium funding represents a significant proportion of our budget and it is our responsibility to ensure it is spent to maximum effect to support children reach their potential. We follow the research and recommendations of the EEF and take a tiered approach to Pupil Premium support and spending. Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted academic support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

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

Challenge number	Detail of challenge
1	Poor communication skills and limited vocabulary leading to low engagement.
2	Widening gap in attainment in reading, writing and maths, gaps in basic skills. Missed learning due to Covid.
3	Personal, social, and emotional development.
4	Poor attendance and punctuality.
5	Complex home lives. Loss of connection with school due to Covid and missed time.

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## 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 engagement for PP pupils across the curriculum	Data collected from the evaluations of project work shows a positive impact on PP pupil participation. Lower number of behaviour incidents recorded on CPOMs. Improved attendance of PP pupils to LA average. Improved parental engagement through attendance at project outcomes
Improved outcomes for PP pupils in maths, reading and writing	Achieve improved progress scores in KS 2 RWM
Improved speech, language, and communication skills for PP pupils	Pupils eligible for PP make good progress in language skills during EYFS and year 1 meeting age related expectations and leading to improved KS2 outcomes in reading and writing.
Improved emotional well-being for PP pupils	Children demonstrate increasing resilience. Children settle quickly into school / lessons and disruptions are a rarity. Reduction in incidents for those children who are receiving emotional well-being interventions
Improved Phonics outcomes for PP pupils in EYFS, Years 1 and 2	Achieve improved outcomes in Phonics EYFS and Year 1 and 2 screens
Improved attendance for PP pupils	Overall attendance in line with NA for all schools (NA currently 96%). Gap between disadvantaged and others does not widen (currently 0.1%). PA for all pupils remains broadly in line with NA and narrow the gap between disadvantaged and others.

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## 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: £ 7,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and deliver projects that engage through; narratives which emotionally invest the pupils and support memory, giving rich opportunities for speaking and listening and formulating opinions	Knowledge embedded in narrative supports memory and understanding (Willingham 2004, Ayra and Maul 2012). Engagement is increased through Projects that encourage children to emotionally invest in their learning (Smith 2017).	1,2 and 3
Deliver focused training on the embedding formative assessment so we can identify where children are in their learning and support them from their starting points	Feedback has very high impact on pupil progress based on extensive research (EEF 2021) The focus on quality of teaching is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between good teaching and bad teaching is a whole year's learning. See Sutton Trust (2011) and Social Mobility Commission (2014b)	1 and 2

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

Budgeted cost: £ 20,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, research-based interventions in place for individuals and small groups of children to target core skills in Literacy and maths including NELI,	When structured interventions are clearly focussed, well matched to children's needs and delivered by trained adults they can have a very positive impact on attainment and confidence. Evaluations of NELI (Nuffield Early Language Intervention) show children who	1 and 2

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<p>Spirals, Reading Quest, Book Quest (Tuition Partner 70% subsidised by Recovery fund) , Writing focus groups, Numskills.</p> <p>Introduce 'Maths Mindset' intervention in years 5 and 6 and Easyread reading intervention. Staff running interventions will be well trained and supported.</p>	<p>had received the intervention had improved expressive language skills, including the use of vocabulary and grammar. Their letter-sound knowledge and spelling also improved, indicating the foundations of phonics were in place.</p> <p><a href="#"><u>EEF Projects-and-evaluation/nuffield-early-language-intervention</u></a>  <a href="#"><u>Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</u></a>  <a href="#"><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></a></p>	
<p>Diagnostic assessments used to target support most effectively.</p> <p>Clear assessments in place at the start and end of the intervention to measure impact. PP Champion and SLT will monitor progress through interventions through termly pupil progress meetings.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#"><u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u></a></p>	<p>1 and 2</p>

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

Budgeted cost: £ 58,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ 2 HSLWs to build strong connections with families, early intervention with attendance, support through EHAs, TAF process.</p>	<p>Parental engagement has a large and positive impact on children's learning.</p> <p>In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.</p> <p><a href="#"><u>GOV.UK Review of Best Practice in Parental Engagement</u></a></p>	<p>3,4 and 5</p>
<p>Provide high quality SEMH support</p>	<p>There is a substantial body of research evidence to suggest that young people's</p>	<p>3</p>

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<p>through a trained child psychotherapist, Legoheads and MHST</p>	<p>social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. <u>Babcock/Educational-Psychology/SEMH-Toolkit-of-Evidence-Based-Interventions</u></p>	
<p>Develop and staff the Swan nest as a base to deliver interventions and provide SEMH support</p>	<p>See above</p>	<p>3</p>
<p>Provide financial support to enable all children to attend residential, swimming, other trips and visits.</p>	<p>Extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.</p>	<p>1,2,3 and 4</p>
<p>Broaden experiences and support talents and interests by providing music lessons, after school clubs and activities including through school holidays</p>	<p>Extra-curricular activities are hugely valuable to children themselves in ways that are not quantifiable. They boost confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. <u>GOV.UK/An Unequal Playing Field report</u></p>	
<p>Provide books for home that link to projects</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002) Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009) pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).</p>	<p>1,2, 3 and 5</p>

**Total budgeted cost: £ 86,380**

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## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in Reading, writing and maths. Despite making good progress on return to school, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our evaluation of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all teaching and learning to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and regular contact and support of our most vulnerable families.

Overall attendance in 2020/21 was higher than in the preceding 3 years at 96.6% and was higher than the national average. The overall percentage of children classed as persistent absentees dropped below the national average. Pupil premium children made up 11/22 persistent absentees identified at the end of the year, however this represented an improving trend across the year following effective actions taken by the HSLW and Inclusion Team.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach by expanding on successful approaches this year.



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## 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*

<b>Programme</b>	<b>Provider</b>
Reading Quest/ Book Quest	Quest for Learning
1-1 On-line maths tuition	Third Space Learning



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## Further information (optional)

*Additional strategies that are not dependent on pupil premium or recovery premium funding.*

- Working with our local churches and wider community to enlist Reading volunteers
- Engaging with Mental Health in Schools
- Providing Forest School for all children from Year R-6 and creating a small, focussed Forest School group.
- Use of Restorative Justice to resolve conflict