

St. Ebbe's Pupil premium strategy statement



This statement details our school's use of pupil premium funding for the 2023 to 2024 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	St Ebbe's CE (Aided) Primary School
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	14% (40 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2023
Date on which it will be reviewed	Nov 2024
Statement authorised by	Tina Farr
Pupil premium lead	Clare Whyles
Governor / Trustee lead	Hugh Starkey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,865
Recovery Funding (including NTP funding allocation) this academic year	£7,705 (+ £3,982 NTP)
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

The Pupil Premium Grant is designed to allow schools to help disadvantaged pupils by improving their progress and achievement. At St Ebbe's, we have high aspirations and ambitions for **all** children. We believe that it is our job in schools to identify and do our best to remove the systemic barriers that may prevent a child from thriving in education and their future. Through learning about the brain and modelling the power of growth mindsets, we teach children that by being willing to work hard and persevere, they can overcome the challenges they may be faced with.



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.

The structure of our Pupil Premium strategy allows us to consider individual barriers to learning and plan our response.

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 constantly strive to improve. 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.

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessment and observations have shown that many of our PP cohort require extra support to develop communication skills and the vocabulary needed to engage fully in the curriculum.
2	Internal and external data has identified a gap in attainment in reading, writing and maths for the PP cohort. This is often due to gaps in basic skills compounded by COVID-19 related disruption which disproportionately impacted on the attainment of children from disadvantaged backgrounds (EEF Review)
3	Our observations and pupil voice feedback identify personal, social, and emotional development as a significant barrier to learning and thriving for

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	many of our PP cohort. Providing support to develop emotional regulation skills and resilience are key areas to strengthen.
4	Our observations and pupil voice shows that some of our disadvantaged children feel less successful at school and in their learning. We want to address this with high quality teaching and feedback as well as support to widen their aspirations in school and beyond through enrichment opportunities.
5	Our attendance data shows that a disproportionate number of the PP cohort have low attendance or are persistent absentees. This is a complex and nuanced challenge which often requires an individual approach on top of a clear tracking and graduated approach.
6	Our work with children and their families show that a significant number of families have complex home lives. Time is needed to build meaningful relationships with families, including social, emotional, and mental health support.

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	Pupil surveys show improved attitudes to school and learning. 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 take-up of enrichment activities.
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. PP pupils engage fully with the curriculum and have a voice in their classrooms.
Improved Phonics outcomes for PP pupils in EYFS, Years 1 and 2	Achieve strong outcomes in Phonics in EYFS and Year 1 and 2 screens
Improved outcomes for PP pupils in maths, reading and writing	Achieve strong progress scores in KS 2 Reading, Writing and Maths
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. Strong parent-school relationships support children's well-being.

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<p>Improved attendance for PP pupils</p>	<p>Overall attendance at least in line with NA for all schools (NA currently 95.4% +0.7 gap). Gap between disadvantaged and others does not widen (currently 3.2%). PA for all pupils remains broadly in line with NA and narrow the gap between disadvantaged and others. Reduce the % of Persistent Absentees who are pupil Premium (Currently 25%)</p>
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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: £ 3,495

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).	1,2,3 and 4
Deliver focused training for Teachers and TAs on essential teaching techniques through the <i>WalkThrus</i> programme of professional development so we can build on the quality of teaching and learning.	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 children from low-income families the difference between good teaching and bad teaching is a whole year's learning. See Sutton Trust (2011) and Social Mobility Commission (2014b)	2 and 4
Further develop our approach to assessment and deliver training on assessment strategies across the curriculum, with a focus on foundation subjects so we can better understand children's strengths and weaknesses and plan accordingly.	Dylan Wiliam – the most critical part of teaching is to start from what the children know. Building from our understanding of formative assessment ensure adaptations are made to enable all children to access and progress in their learning.	2 and 4

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

Budgeted cost: £ 9,325 + £16,200(NTP)

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted, research-based interventions in place for individuals and small groups of children to target core skills in Literacy and maths including NELI, Reading Quest, Book Quest (Tuition Partner 50% subsidised by NTP funding), Oxford Reading Campaign, Writing focus groups, Numskills. 'Maths Mindset' interventions in years 5 and 6.</p> <p>Staff running interventions will be well trained and supported.</p>	<p>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.</p> <p>Evaluations of NELI (Nuffield Early Language Intervention) show children who 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>EEF Projects-and-evaluation/nuffield-early-language-intervention</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 4</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, SENCo and TLT will monitor progress through interventions as part of termly pupil progress meetings.</p> <p>Assessments used to assist in early identification of any additional barriers e.g.SEND</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2 and 4</p>

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

Budgeted cost: £ 45,890

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ full-time HSLW to build strong connections with families, early intervention with attendance, support through EHAs, TAF process. Pursue parents to attend school events and meetings. Provide Family Links parenting course.</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><u>GOV.UK Review of Best Practice in Parental Engagement</u></p>	<p>3,4,5 and 6</p>
<p>Provide high quality SEMH support through a trained child psychotherapist and Legoheads small group intervention.</p> <p>Train 2x TAs in ELSA (Emotional Literacy Support Assistants) and provide weekly sessions for children</p>	<p>There is a substantial body of research evidence to suggest that young people's 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.</p> <p><u>Babcock/Educational-Psychology/SEMH-Toolkit-of-Evidence-Based-Interventions</u></p>	<p>3,4,5 and 6</p>
<p>Provide financial support to enable all children to attend residentials, 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. 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.</p> <p><u>GOV.UK/An Unequal Playing Field report</u></p>	<p>3,4 and 6</p>
<p>Broaden experiences and support talents and interests by providing music lessons, after school clubs and activities including through school holidays</p>		<p>3,4 and 6</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</p>	<p>1,2 and 6</p>

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	and social consequences (Clark and Rumbold, 2006).	
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Total budgeted cost: £ 74,908.96 (£340 contingency)

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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.

Improved engagement for PP pupils across the curriculum:

Pupil participation in project learning has been a strength. Evidence from Learning Exhibitions, staff and parent feedback and pupil surveys show PP pupils value this learning and feel motivated by the content of the projects. Pupil voice questionnaires 86% of PP pupils 'feel like the things they learn at school are important', 91% 'am really interested by the things I am doing in school' and 'like working on class projects'.

Improved speech, language, and communication skills for PP pupils

NELI language intervention in EYFS and Year 1 had good impact – all children improved their standardised scores significantly and 5/7 children moved into the 'no concern' bracket.

Improved Phonics outcomes for PP pupils in EYFS, Years 1 and 2

3/5 of our PP children achieved the standard in the Y1 phonics check

4/8 of our PP children achieved the standard in the Y2 phonics check re-take

Where children did not meet the standard there were significant SEND. Identifying possible SEND so that the best support can be put in place is a priority.

Improved Reading, writing and maths outcomes for PP pupils in Year 6

5/6 of our PP children achieved the standard in Reading, 1 child achieved the higher standard (1/6 did not sit the test due to SEND – EHCP)

4/6 of our PP children achieved the standard in writing (1/6 did not sit the test due to SEND – EHCP/ 1/6 child working just below the standard - SEND)

5/6 of our PP children achieved the standard in maths, 1 child achieved the higher standard (1/6 did not sit the test due to SEND – EHCP)

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Improved emotional well-being for PP pupils

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year. There was a significant overlap in our PP cohort for children in care, under social care involvement and with SEND including Attachment and Trauma. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions with highly trained professionals. We are building on this by expanding on successful approaches this year and developing the OPAL approach to playtimes.

Improved attendance for PP pupils

Overall attendance in 2022/23 was higher than the preceding year at 93.5% and 88.9% for PP. Pupil premium children made up 50% of persistent absentees at the end of the academic year. These families were all engaged at some level with Attendance Contracts, the County Attendance Team and HSLW support. Tackling attendance for our vulnerable pupils is the highest priority and a clear strategy is in place led by the HSLW and Inclusion Team. PP attendance is currently at 92.5%.

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 Quest/ Book Quest	Quest for 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 – currently 18 trained volunteers working from Y1-6.
- Providing Forest School for all children from Year R-6
- Use of Restorative Justice to resolve conflict
- Introduction of OPAL approach to playtimes to enrich play experience, increase opportunities for language development as well as minimising playtime incidents
- Introduction of 'Enhanced Pathway' base for children with highest level needs
- Participation in the *Story Museum* Storytelling project targeting disadvantaged pupils through in and out of school activities