

# Escomb Primary School

## Pupil Premium Strategy Statement 2020 - 2021

### 1. Rationale

At Escomb Primary School we believe that teaching and learning opportunities meet the needs of all of pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as socially disadvantaged. This will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium.

### 2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children/ Post LAC	Number of Service Children
36 pupils	14	14	3 pupils £2,300 2 pupils £1,900	3 pupils £300 =£900
Total Premium Funding - £48,560				

\*Looked After Children receive £2,300 with £600 being retained centrally by Durham Local Authority.

### 3. Pupil Premium Summary Information

<b>Total Number of Pupils</b>	<b>195</b>	<b>Number of Pupils Eligible</b>	<b>36</b>
<b>Total Pupil Premium Budget</b>	<b>£52,760</b>	<b>% of Pupils Eligible</b>	<b>18%</b>

### 4. 2019 PP Outcomes

EYFS:												
GLD	School FSM 2019	NA Other 2019	School Diff	National Diff 2019								
(1 child)	0%	75%										
KS1:												
Phonics:	School FSM 2019	NA Other 2019	School Diff	National Diff 2019								
(3 children)	100%	84%	%	%								
EXPECTED STANDARD									GREATER DEPTH			
Year 2: (1 child)	School FSM 2019	NA Other 2019	School Diff	National Diff 2019					School FSM 2019	NA Other 2019	School Diff	National Diff 2019
Reading	100%	78%							0%	28%		
Writing	100%	73%							100%	17%		
Maths	100%	79%			100%	24%						
KS2:	EXPECTED STANDARD				GREATER DEPTH							

(8 children)	School FSM 2019	NA Other 2019	School Diff	National Diff 2019	School FSM 2019	NA Other 2019	School Diff	National Diff 2019
Reading	88%	78%			50	31%		
Writing	75	83%			13	24%		
Maths	63	83%			0	31%		
GPS	75%	83%			25	40%		
RWM combined	63	71%			0	13%		

KS2 VA Progress (PP)				
Ave. VA	School FSM 2019	NA Other 2019	School Diff	National Diff 2019
Reading	3.9	0.3		
Writing	-0.8	0.3		
Maths	-2.6	0.3		

## 5. Internal Barriers to Future Attainment

In-school barriers		Desired Outcomes
<b>A</b>	Pupils eligible for PP in EYFS make less progress in CCL & Reading and Writing than non-pupil premium.	Higher rates of progress across school for pupils eligible for PP.
<b>B</b>	Attainment at key stage 1 is lower for PP than for non PP and progress is slower.	Higher rates of progress across school for pupils eligible for PP.
<b>C</b>	Attainment & Progress rates for children eligible for PP in Year 6 are lower than that of their peers for writing and maths.	Increased rates of progress for PP pupils in Maths & writing across KS2

<b>6. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)</b>		
<b>Barriers</b>		<b>Desired Outcomes</b>
<b>D</b>	Low attendance rates for some children in receipt of PP impacts on their learning.	Increased attendance rates.
<b>E</b>	<ul style="list-style-type: none"> <li>• Less engagement/support with homework</li> <li>• Lack of support with early reading for younger children at home.</li> </ul> Some children in receipt of pupil premium may have not accessed much home learning during the school closure period along with low attendance rates for some PP children including high persistent absence	Increased engagement with parents to support homework and reading.
<b>F</b>	Vocabulary poor households mean children do not have the vocabulary to express themselves and to be effective readers and learners.	Improved vocabulary for PP pupils
<b>G</b>	The range of enrichment opportunities for pupils eligible for PP is lower in comparison with their peers due to money constraints at home.	Pupils eligible for PP are able to access the same or similar enrichment experiences as their peers; which will raise their self esteem, confidence and academic progress.
<b>H</b>	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Improve emotional resilience for pupils eligible for PP through support and intervention programmes targeting learning behaviours and resilience.

7. Pupil Premium Planned Expenditure					
	TARGET/OUTCOME (What?)	Actions (How?)	Rationale (Why?)	Cost	Impact (Autumn, Spring, Summer)
A	Improve outcomes for PP children in EYFS – reading and writing Consistent approach to RWInc across EYFS and KS1	<ul style="list-style-type: none"> <li>• Read Write Inc Training for all new staff</li> <li>• 2 x In –House Development Days from Read Write Inc Consultant to continuously develop &amp; improve teaching of phonics</li> <li>• Reading Leader to attend training.</li> <li>• Fortnightly sessions with all staff delivering RWInc to continually upskill.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved teacher knowledge and skills impacts positively on QFT.</li> </ul>	Cost: <b>Training:£1,500</b> <b>On line subscription £525</b>	Targeted support for PP children in Autumn term 1-1 RWInc improved progress.  During Lockdown, access to on-line RWInc lessons provided good support.  Summer Term pupils re-assessed for baseline and grouped accordingly for catch up.

B	Improve attainment in reading and writing across key stage 1.	<ul style="list-style-type: none"> <li>• Additional TA to support RWInc programme</li> <li>• Daily phonics sessions across year 1&amp; 2</li> <li>• Regular assessments to monitor progress.</li> <li>• 1-1 phonics tutoring</li> </ul>	EEF evidence suggests that TAs can have a positive impact on academic achievement where TAs support individuals or small groups. In our school we use TAs for specific support and this impacts positively on outcomes.	Costs: TA costs£12,000 Resources costs: £2,300	
C	Improve outcomes for children eligible for PP in KS2.	<p>Additional support to provide tailored interventions provided by TA on a daily basis and additional teacher 3 mornings per week. Interventions are related to:</p> <ul style="list-style-type: none"> <li>- Reciprocal Reading</li> <li>-improving written responses to comprehension and range of vocabulary understood and used.</li> <li>- maths mastery approach</li> </ul> <p>Headstart Comprehension</p>	EEF evidence suggests that TAs can have a positive impact on academic achievement where TAs support individuals or small groups. In our school we use TAs for specific support and this impacts positively on outcomes.	<p>Cost: <b>TA £ 23,00</b> <b>Teacher:</b> £300 per week x 26 = <b>£7800</b></p> <p>Reciprocal reading training:£250</p> <p>RWinc Spelling: <b>£2192</b></p> <p>Power Maths resources: Timestables Rockstars <b>£158</b></p>	<p>All interventions in place from September 2020</p> <p><b>Due to COVID Pandemic 2020, school was closed from 20<sup>th</sup> March 2020 therefore, impossible to measure impact.</b></p>

D	Improve attendance for PP children	Robust system for monitoring attendance, incentives and support for families.		Annual safeguarding training <b>£290</b>	PP attendance
E	Increased engagement with parents to support homework and reading.	<ul style="list-style-type: none"> <li>• New reading materials for all classes.</li> <li>• Book club (start with year 6 as trial)</li> <li>• Enrichment activities/opportunities planned for in school e.g. author visits Theatre visits</li> <li>• Reading workshops in school for parents</li> <li>• Reading 'Café' – inviting parents into school to read with children.</li> <li>• DLRS boxes – fiction &amp; non-fiction and related to LC.</li> </ul>	EEF Teaching & Learning Toolkit: Parental Engagement. Wider Strategies: Supporting parents & carers (EEF COVID19 Support guide for schools)	Cost: Reading books for all classes: <b>£1,216</b>  <b>DLRS SLA:            £3,040</b>  <b>Purple Mash            subscription: £1200</b>	Engagement in reading at home better than summer term. Some of planned initiatives did not take place due to COVID restrictions. Regular contact with parents

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F	<p>Ensure funding is used to promote the equality of opportunity and provide a range of enrichment activities to all PP children.</p> <p>Ensure PP children are offered financial support for trips and visits, as well as after school clubs and opportunities such as competitions</p>	<p>All classes offered curriculum enrichment activities,; theatre companies, class workshops relating to LC curriculum.</p> <p>Subsidise peripatetic music tuition</p> <p>Support for after school clubs</p> <p>Support for year 6 residential visit:</p> <p>B/Club subsidy:</p>		<p>Termly allocation for clubs: <b>£ 250</b></p> <p>Termly allocation for b.club subsidy: <b>£250</b></p> <p>Termly allocation for trips <b>£250</b></p> <p>Year 6 residential: <b>£250</b></p>	<p>Autumn: No after school clubs or Breakfast club due to COVID and operating as bubbles. Access to on-line theatre performances to support pupil well-being 7 to offer enrichment.</p>
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G	Improve emotional resilience for PP children	Drawing & Talking Lego Therapy	EEF Teaching & Learning Toolkit	Cost: <b>£ 500</b>	Evidence stored in individual logs to show the positive impact on emotional resilience for individuals.
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<b>8. Budget Summary</b>		
	<b>Desired Outcome</b>	<b>Cost</b>
<b>A</b>	Improve outcomes for PP children in EYFS – reading and writing	£2,025
<b>B</b>	Improve attainment in reading and writing across key stage 1.	£14,300
<b>C</b>	Improve outcomes for children eligible for PP in Year 6	£33,400

<b>D</b>	Improve attendance for PP children	£290
<b>E</b>	Increased engagement with parents to support homework and reading	£5456
<b>F</b>	Promote and Improve the equality of opportunity and provide a range of enrichment activities to all PP children.	£500
<b>G</b>	Improve emotional resilience for PP children	£2,200
<b>Total Budget Spent</b>		<b>£58,171</b>

<b>Governance</b>
Monitoring the Effectiveness & Impact of Pupil Premium Performance
Pupil Premium Governor: <b>Jennifer Tremewan</b>
<p>Summary:</p> <p>Pupil premium strategy was shared with the link governor and finance committee in the Autumn term. The desired outcomes were discussed in line with the needs of the children in school.</p> <p>Engagement of PP children in remote learning was discussed in March 2021 at the end of lockdown.</p>