

Pupil premium strategy statement 2022-23

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	Escomb Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Wendy Gill
Pupil premium lead	Wendy Gill
Governor / Trustee lead	Jennifer Tremewan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,405

Part A: Pupil premium strategy plan

Statement of intent

At Escomb Primary School we have high expectations for all pupils and strive to ensure that our practice is inclusive and meets the needs of all learners.

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress from their starting points and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to close the disadvantage attainment gap by putting high-quality teaching at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will also benefit the non-disadvantaged pupils in our school and is implicit in the intended outcomes detailed below.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff have high expectations and take responsibility for disadvantaged pupils' outcomes raising expectations of what they can achieve
- Focus on high quality teaching and effective deployment of staff to support disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID COVID has exacerbated some previous areas of focus that existed in school. As is the challenge nationally, there has been a significant gap in the level of support children have received at home during extended periods of lockdown. Through ongoing communication between leaders and families, we recognise that the mental health and emotional well-being of some of our disadvantaged children has been impacted by isolation and school closures. The challenges listed below have all been made greater due to the extended period of disruption caused by COVID.

2	Gaps in early reading skills Through ongoing teacher assessment and discussion with children, it is apparent that those children who struggle with early phonics are largely from the disadvantaged group. As a result, decoding and blending words is then more difficult, progress in reading is hindered and the gap between disadvantaged and non-disadvantaged children is at risk of widening. A positive early reading experience is crucial in the development of the child, all aspects of their learning and access to the whole curriculum.
3	Use of language and vocabulary Monitoring demonstrates that disadvantaged children have less developed language and oracy skills. Formative assessment of children alongside book scrutiny highlighted this as a relative weakness of disadvantaged children. Some pupils are less able to articulate themselves fluently, at an expected level, with relevant and complex vocabulary
4	Wider experiences in life Our knowledge of our children informs us that many of our disadvantaged children, have had fewer wider experiences than many of their peers. This may be for a range of reasons. Family finances may make trips, experiences and opportunities less available to our disadvantaged children, than to others in school. Family finances are under increasing strain as utility bills and other costs keep rising as the 'cost of living crisis' of 2022 takes an ever firmer hold.
5	Maths attainment and progress rates Internal & external data shows that maths attainment and progress rates for disadvantaged at KS2 is below that of non-disadvantaged pupils.
6	Attendance Low attendance rates for some children in receipt of PP impacts on their learning.

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
To improve and sustain mental health and emotional well-being for disadvantaged pupils across school.	Sustained measurable levels of well-being demonstrated by: <ul style="list-style-type: none"> pupil voice data parent survey data Evidence of provision in RSE books High levels of attendance Limited occasions of poor behaviour across school pupils able to be resilient when challenged with their learning. Case studies of the successful journey made through school by individual children.

Secure foundations of early reading in Reception Class and KS1 resulting in improved reading attainment for all pupils across school.	<p>Increase in staff confidence, knowledge and skills in delivering Read, Write inc in Reception class and KS1. Highly effective identification of specific reading gaps using programme assessments. Refined targeted rapid interventions in place as a result.</p> <p>The new Power of Reading approach across school will be delivered consistently and knowledge and skills will have a positive impact on Reading attainment.</p> <p>A greater proportion of disadvantaged children achieve at least the expected standard in statutory key stage phonics and reading assessments by the end of KS1 and KS2.</p>
Improved oral and written language and vocabulary among disadvantaged pupils.	Data and observations from a range of formative and summative assessments show a significant increase in the quality of vocabulary used in written and oral work. Evidence in books demonstrates a focused and sustained range of activities to enhance the accessibility of ambitious vocabulary for all children, particularly those from disadvantaged groups. Lesson content and classroom environments are focused on supporting children in developing 'vocabulary rich' learning across all areas of the curriculum. This includes planned opportunities to practice and perform their own compositions and enhance their verbal skills.
Improved aspirations and wider opportunities for disadvantaged pupils across school.	Provide targeted opportunities for disadvantaged pupils, provide access to engaging opportunities which broaden their experiences. Ensure disadvantaged pupils understand that there are a range of work /career opportunities available to them in the future and improve their understanding of what those futures could involve.
Improve the ability of children to achieve the small steps required to progress within a unit of work.	<p>Improved outcomes across the core curriculum subjects. Interventions embedded. Use of Power Maths and additional WRMH resources used to identify the small steps required within a unit of work. End of unit assessments and half termly tests used to deliver effective interventions to tackle gaps in knowledge.</p> <p>Progressive planning overview documents shared with and used by staff in all subjects.</p>
Improved Maths outcomes at the end of KS2 for disadvantaged pupils.	KS2 maths outcomes will show that a higher proportion of disadvantaged pupils met the expected standard.
Improved attendance for disadvantaged pupils.	Attendance figures for disadvantaged will improve on 2021-22 figures and be in line with attendance for non-disadvantaged in school and nationally.

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: £21,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistency in approach to teaching of phonics across the school through Read Write Inc Development days x 2 for all staff delivering Read Write inc programme	Studies, evidence and reviews strongly support the view that a systematic approach to the teaching of phonics is beneficial. The Reading Framework – July 2021 Read Write Inc is validated by DfE as a complete systematic synthetic phonics programme. EEF Toolkit Phonics – additional 4 months progress.	2, 3
Implement a consistent approach to teaching English curriculum across school – Power of Reading Training- planning from a text approach	Research shows that children who have greater access to books read more frequently and have greater reading motivation. (Zucker et al 2022) Story book reading contributes to children's language, literacy and an academic development.	2, 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths Leader time to embed key elements of guidance in school and to access Maths Hub resources and CPD. White Rose Training for subject Leader, 2 teachers and 1 teaching assistant to deliver	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 5, 6

effective interventions Purchase Maths resources & subscriptions		
Employ supply teacher with Maths expertise to support Maths in KS2.	<p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. A variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF Teaching and Learning Toolkit: Small group tuition - additional 4 months progress</p>	3, 5,
Commitment to establishing and sustaining a language rich environment across all areas of the curriculum.	<p>Research based evidence from the EEF indicates that oral language intervention strategies can improve reading and arithmetic skills. Dixon-Krauss (2001) identified that teachers can improve pupil vocabulary through helping pupils use new words in their speaking, listening, reading and writing. Quality shared experiences can be a catalyst for this, where new vocabulary can be discussed and applied.</p>	3, 2 , 5
Ensure high quality social and emotional learning. Approaches will be further embedded into routine educational practices and supported by professional development and training for staff.	<p>In a safe environment, children have regular opportunities to benefit from a range of activities to develop their social, emotional and life skills. Disadvantaged children face greater challenges to achieve in all aspects of their lives. Evidence shows that there is a clear link between positive childhood social and emotional experiences and skills and improved outcomes in school and also in later life (academic</p>	1, 6

<p>ELSA, Managing behaviour of Concern training,</p> <p>Introduction of 'Zones of regulation' approach to supporting emotional well-being and positive behaviour.</p> <p>High quality RSE curriculum, including wider opportunities</p>	<p>performance, attitudes, behaviours and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>EEF (2019) Improving behaviour in school: evidence review</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Beanstalk Reading Volunteers programme to enthuse and engage upper KS2 readers	The Reading Framework July 2021	1 2 3
Engage with National Tutoring Programme to provide tutoring for pupils including one to one and small group tuition alongside school-led tutoring for pupils most impacted by the pandemic. A significant number of these children are from a disadvantaged group.	<p>Tutoring support targeted at specific needs of pupils and knowledge gaps is effective in supporting pupils falling behind/ low attaining pupils.</p> <p>EEF Teaching & Learning Toolkit: Small group tuition – 4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3, 5

Pre & Post-teach interventions designed to enable children to keep pace with other learners in the core areas of literacy and numeracy, offering them the opportunity to embed knowledge necessary to progress with further skills.	Education Endowment Foundation evidence suggests that TAs can have a positive impact on academic achievement. In school our interventions are planned by teachers and delivered by TAs. Providing same day intervention when a child has misconceptions about a topic is the best possible option for disadvantaged children. Immediate feedback ... https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-report-teacher-feedback-toimprove-pupil-learning	1, 2, 3, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teaching assistants to deliver programmes 1-1 & small groups to support pupils emotional well-being.	Behaviour Interventions – EEF https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 6
Bespoke access to services or providers which school feels would add benefit to the life and life chances of a young person e.g. access to private therapeutic or diagnostic services to avoid lengthy waiting lists where school feels this would be beneficial to a child.e.g Sensory work	COVID has increased waiting lists for all services. Pressure on families, school staff and external services has increased. Reducing or removing this barrier can help some children to thrive, by having a quicker route to better understanding or meeting their needs. Thereby enabling them to better access their education.	1, 6
Financial support for	Resilience, well-being and	1, 4, 6

residential or after school activities which builds resilience, confidence and self esteem and widens the opportunities of vulnerable learners.	self esteem are key components which impact on the well-being and confidence of young people.	
Provide a range of enrichment activities in school and after school to support well-being.	Clarke (2020) identified a positive correlation between pupil wellbeing and academic achievement.	6
Music enrichment. Children now have enhanced opportunities to enjoy a wide range of musical experiences through singing and music lessons. Peripatetic tuition fees paid for disadvantaged pupils with musicality.	Music in schools positively impacts all children, and particularly those from disadvantaged backgrounds, in many ways. It enhances their social skills, offers the opportunities to perform and develop self-confidence, improves mental well-being and can positively impact academic performance. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf Arts participation EEF - Education Endowment Foundation	1, 4, 6

Total budgeted cost: £54,924

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 2021 to 2022 academic year.

Our Pupil Premium Strategy was successful last year.

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 emotional well-being support for all pupils, and targeted interventions where required. The impact of these strategies had a positive impact and this was evident in pupil's attitudes and feedback and parental feedback too.

We also used curriculum enrichments to deliver programmes such as Play in a Day, mental health and well-being workshops for every class. Staff noted an increase in confidence for many children.

Attendance: Case studies show the positive impact of strategies on individual pupils.

Attainment & Progress: Access to additional support for disadvantaged pupils shows that progress was made from their starting points. School data indicates this.

School need to continue the support so that in 2022-23, this shows in national data.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.