



Pupil premium strategy statement – Escomb Primary School Autumn 2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24-2025/26
Date this statement was published	20 th November 2023
Date on which it will be reviewed	16 th February 2024 24 th May 2024 21 st October 2024
Statement authorised by	Jennifer Tremewan
Pupil premium lead	Emma Woodhouse
Governor / Trustee lead	Jennifer Tremewan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41, 075
Recovery premium funding allocation this academic year	£4,060
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£45,135

Part A: Pupil premium strategy plan

Statement of intent

At Escomb Primary School we are committed to ensuring all pupils reach their full potential irrespective of their background or the challenges they face. Our intention is that all pupils 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 and will take account of research. The approaches we have adopted complement each other to help pupils excel.

As a school team we encourage everyone to be the very best version of themselves that they can be.

To ensure they are effective we will:

- 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 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	Observations have identified emotional dysregulation and lack of resilience cause behaviour issues outside of the classroom, and disruption inside of the classroom by some children.
2	Assessment shows some of our children including those from the disadvantaged group have poor literacy and maths skills on entry.

3	Some of our disadvantaged children have attendance below or significantly below the school average.
4	Assessment data indicates that a higher proportion of pupils not reaching the expected standard in Maths are those pupils who are eligible for the PP Grant.
5	Assessment data indicates that a higher proportion of pupils not reaching the expected standard in Reading and Writing are those pupils who are eligible for the PP Grant.

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 increase pupils' ability to manage their feelings and be in a positive emotional state to learn.	Observations will indicate a positive climate for learning. Pupils will spend more time on task and working towards intended learning.
To ensure pupils entering the Reception class with poor Literacy and Maths Skills are identified and supported to catch up quickly to their peers.	By spring 2024 children will have made significant progress in Literacy and Maths skills – some will have caught up to their peers.
To sustain improvement in attendance particularly for disadvantaged pupils.	Sustained high attendance throughout 2023/24 shown by: The attendance gap and persistent absenteeism gap between disadvantaged and non-disadvantaged reduces.
To improve the consistency in % of children achieving the expected standard in maths.	More PP pupils to achieve the expected standard in maths.
To improve the consistency in % of children achieving the expected standard in reading and writing.	More PP pupils to achieve the expected standard in reading and writing.

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: £15,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support in KS2 to support focussed group work in class and intervention where possible (supply)	Small group tuition EEF (educationendowmentfoundation.org.uk)	4, 5
Release Maths Lead to continue to coach teachers across school to drive effective use of assessment to accelerate progress	Feedback (at point of need) given to the pupil relative to their learning goals should aim to and be capable of improving outcomes. Feedback EEF (educationendowmentfoundation.org.uk)	2, 4, 5
Maintain staffing levels in R/KS1 to accelerate phonics and maths progress	https://educationendowmentfoundation.org.uk/education/phonics	2, 4, 5

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

Budgeted cost: £28,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to improve early Literacy and Maths	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2
Teacher intervention to identified needs based on assessments / marking.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2, 4, 5

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

Budgeted cost: £8,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide emotional-wellbeing support and interventions to specific children to enable them to regulate their emotions and engage in their learning: EWEL Team SLA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions	1
HT and staff Implement a whole school attendance	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagemen Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	1, 2

reward scheme. Hold attendance awareness and shared learning activities in school for parents.		
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Total budgeted cost: £52,030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Pupil Premium spending in 2022-2023

Improved Maths outcomes at the end of KS2 for disadvantaged pupils.

There is now a well-sequenced maths curriculum in place. White Rose CPD has resulted in staff gaining the knowledge and skills needed to plan and teach an ambitious maths curriculum for all pupils. Some staff have also undertaken 'train the trainer' CPD – this has started to positively impact on the practice of other teachers. Maths In-house data is starting to show some improvements. Coaching should continue next year.

Reading/writing

Implementation of the 'power of reading' has also impacted on writing with 83% of pupils reached the expected standard in writing included disadvantaged pupils. This included a greater depth outcome.

The implementation of the 'Beanstalk Reading Volunteers programme' has positively impacted and all disadvantaged pupils have improved their reading age. Through CPD for staff there is now a consistent approach to the teaching of English with clear expectations for non-negotiables across school.

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 program.

Training has resulted in staff having a clearer understanding of teaching phonics and has had a positive impact on pupil progress evidenced by in-house assessment.

Pre-& Post-teach interventions

All pupils have been supported well using the pre and post teach intervention approach including those receiving the PP grant.

Commitment to establishing and sustaining a language rich environment across all areas of the curriculum.

Vocabulary for all subjects has been a huge focus and is taught and used by pupils in their lessons.

Introduction of 'Zones of regulation' approach to supporting emotional well-being and positive behaviour.

Staff have been trained in using Zones of Regulation. This has been developed as a whole school approach and has a positive impact on supporting pupils to recognise their emotions and understand their feelings.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

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.