

Pupil Premium Strategy Statement – Church Eaton Primary School

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	86
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	Dec 23 Mar 24 July 24
Statement authorised by	Richard Harris (Chair of LAC)
Pupil premium lead	David Baker (Acting Head)
Governor / Trustee lead	Julie Jones (now left) Amy Hatfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,930
Recovery premium funding allocation this academic year	£2,754
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>	£27,684

Part A: Pupil premium strategy plan

Statement of intent

<p>At Church Eaton we are committed to ensuring that: All disadvantaged pupils make accelerated progress and the gap between PP and Non-PP is reduced. To increase confidence and resilience by address pupil’s social, emotional and well-being needs</p> <p><i>How does your current pupil premium strategy plan work towards achieving those objectives?</i> The current pupil premium strategy is working on addressing the gaps between pupil premium and non-pupil premium pupils.</p> <p><i>What are the key principles of your strategy plan?</i> To ensure that social, emotional and well-being needs are addressed To ensure the gap between PP and Non-PP is reduced To develop positive relationships between staff, pupils, and parents To increase pupil attendance so it is in line with non-pupil premium pupils.</p>
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Challenges

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

Challenge number	Detail of challenge														
1	<p>Pupils rely on low tier vocabulary They do not have a wide vocabulary resulting in barriers to fluency, comprehension, and writing. As a result, disadvantaged pupils attain below age related expectations in Literacy.</p> <p>How we know?</p> <ul style="list-style-type: none"> Phonics attainment at the end of year 1 in 20 23 identified that a high proportion of disadvantaged children did not meet the expected standard in phonics Reading scores based on internal assessment show that some pp children demonstrate a lack of fluency due to limited sight vocabulary. Writing assessments and moderation completed internally demonstrate that children have a limited vocabulary in their writing. 44% of pp children on send register at CE are also identified as receiving pupil premium (July 23) 														
2	<p>Ensuring that the attendance of pupil premium children is at least 96% for the three-year period 23-26 and that the persistent absence rate is in line with national levels for all children (21% Autumn 23)</p> <p>How do we know?</p> <table border="1"> <thead> <tr> <th>22-23 (27.06.23)</th> <th>Attendance</th> <th>Persistent absence</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>95%</td> <td>37.5%</td> </tr> <tr> <td>Pupil Premium</td> <td>88.5%</td> <td>13%</td> </tr> <tr> <td>Overall</td> <td>93%</td> <td>22%</td> </tr> </tbody> </table>			22-23 (27.06.23)	Attendance	Persistent absence	Other	95%	37.5%	Pupil Premium	88.5%	13%	Overall	93%	22%
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3	<p>Low self-esteem amongst some pupil premium children is preventing them from Achieving their full potential.</p> <p>How we know?</p> <p>At the start of 2023, the proportion of children who met the criteria of attending the main social intervention at school (ELSA) included a disproportionate number of pupil premium children</p>														

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
The number of pupil premium children who are working at age related+ in Reading in years 1- 6 is at least in line with national average for all children	<p>End of year teacher assessments indicate that the % of Pupil Premium children achieving age related expectations is above national average for reading.</p> <p>All children who receive precision teaching to improve their fluency can improve their words per minute score by at least 50 % by the end of the year or achieve a score of 40 wpm.</p>

The number of pupil premium children who are working at age related+ in Phonics is at least in line with national average for all children	The % of pp children who pass the phonics test is at least in line with national average for all children over the three-year plan
The number of pupil premium children who are working at age related+ in Writing is at least in line with national average for all children	End of year teacher assessments indicate that the % of Pupil Premium children achieving age related expectations is above national average for writing.
Pupil premium children are making good progress in relation to non-pupil premium children. This will be measured through at least half termly review of targets set in IEP documentation.	APS score for each cohort of SEND (Special Educational Needs and Disabilities) PP (Pupil Premium) children and Send PP children increases for each academic year over the three-year cycle
Attendance of pupil premium children is above national average in Years 1-6.	Attendance checks show that attendance of pp children for years 1-6 is at least 96% and this is sustained over the three-year cycle.
Pupil premium children in years 1-6, who require additional support to address their social, and emotional needs can continue to apply these skills once the intervention has finished	Social and Emotional Trackers completed by class teachers for children selected for ELSA demonstrate that the children's score in the targeted area remains at a higher level for at least 6 weeks after the intervention has been completed

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: £23393

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo employed for 1 day a week to coordinate interventions for pp children with Sen (50% of time supported by pp) £5393	Impact of interventions. EEF Flipped learning +2 months (see EEF Projects) Reciprocal reading+ 3 months (see EEF Projects) Reading Comprehension strategies + 8 months (see EEF Toolkit)	1 Dec: fully in place. Supported by wave 1,2 and 3 interventions
Learning Support Assistant employed to lead interventions across the school (Sen focus) (4 mornings a week) £12000	Small Group Tuition +4 months (EEF Toolkit) One to one tuition +5 months (EEF Toolkit)	1, 3 Dec: fully in place. Interventions mapped out. APS tracker in place.
Learning Support Assistant employed to lead interventions across the school (Eng./Mat focus) (3 mornings a week) £6000	Small Group Tuition +4 months (EEF Toolkit) One to one tuition +5 months (EEF Toolkit)	1,3: Dec: in place aps tracker (see milestones identifies rates of progress. All children not at expected – part of target group

Ensure that all staff are trained to deliver the 7-part lesson plan within a redesigned curriculum	Link: 7 part lesson plan Julie Kettlewell: It is key to recognise that pupils do not just develop self-sufficiency by being given lots of tasks to work on alone. It is a process that is purposefully supported through explicit modelling and teaching. Eventually, novice pupils go on to develop strategies for themselves by recognising similarities and differences between things they have seen and done before. When this move from dependence to independence occurs, pupils are more successful in our classrooms.	1 Dec: In place across all aspects of school. Next stage- ensure consistent delivery
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an Emotional Literacy Support by Learning support assistant (2 hour a week)	Link: ELSA benefits An ELSA in a school is an Emotional Literacy Support Assistant . There is a recognised training course aimed specifically at Teaching Assistants or other specialist school roles. ELSAs are specialists with a wealth of experience of working with children and young people. ELSAs are trained and regularly supervised by Educational Psychologists. The course tends to be 6 full days and covers many areas from emotional literacy to active listening.	2,3 Dec: training for staff member completed. Children now beginning program of support
<i>Ensure more staff are trained to deliver early help assessments</i>	Impact of supporting families sat early stage of need recognised in NSPCC Guidance on early helps	2,3 Dec: 1 member of staff fully trained. Weekly safeguarding and attendance meeting held to assign cases where needed. PP

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All children to become part of a solution circle therefore increasing opportunities to share their thoughts (no cost)</i>	Solution circles can be used to solve a wide range of problems in a school context, from academic performance, school culture, or student behaviour to more complex issues such as school safety, bullying, or mental health. Link: Relational and restorative practice	2,3 Dec-Fully in place across school
Member of staff employed to contact	Attendance at CE for some pp children continues to be a barrier. A more	2

families with poorest attendance. Work alongside Head to implement and monitor the impact of strategies to improve their attendance (1 hr per day) £1000	coordinated approach to working with families who require additional support will reinforce this.	Dec- attendance tracking grid in place across school. Weekly meeting held. Supportive approach offered- impact school attendance now 94.6%. Pp still lagging at 93%. Attendance letters prepared for next stage
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Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023

Intended Outcome	Success Criteria	Evaluation
To improved social and emotional health and well-being. This will be monitored through case studies for each individual in termly pupil progress discussions.	The social and emotional health and wellbeing of individuals is enhanced. This will be demonstrated through positive case study findings and improving attendance.	Individual pupil's social and emotional health and welfare needs were met through support to develop children's self-confidence and ability to deal with potentially difficult situations. This continued work from previous years. The school now needs to track the impact of this more and provide more specialist support
To ensure pupil premium children make at least expected progress from their starting points. The progress of everyone reviewed in termly pupil progress discussions.	Pupil premium children are make at least expected progress in reading, writing and mathematics. This will be demonstrated through pupil progress discussions.	Data shows that there is not still a lab between the performance of PP children and non-Pp children. Introducing a more structured approach to the curriculum with the introduction of the 7-part lesson plan and a redesigned curriculum that places less cognitive load on the children
Pupil premium children are making good progress in relation to non-pupil premium children. This will be measured through at least half termly review of targets set in IEP documentation.	Pupil premium children are making good progress. This will be demonstrated through small step targets set in IEPs.	

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
n/a	

Service pupil premium funding (optional)

<i>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</i>
n/a
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

<i>The number of pupils in each year group is very small, with no more than 15 in any year group. Attainment data is therefore not statistically significant. The attainment and progress of each individual pupil is tracked through internal school data records.</i>
