

Pupil premium strategy statement for Eaves Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Eaves Primary School |
| Number of pupils in school | 228 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 to 2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Nicola Kearney (Head Teacher) |
| Pupil premium lead | Karen Askew |
| Governor lead | Joe Heavey |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £60, 525 |
| Recovery premium funding allocation this academic year | £4,620 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £65, 145 |

Part A: Pupil premium strategy plan

Statement of intent

At Eaves Primary School, it is our aim that all our children have access to the highest standard of education and expectation. This ensures that they can all achieve their full potential academically, socially and emotionally. Our aim is that children make good progress and achieve high levels of attainment across all subject areas, irrespective of their background or the challenges they may face. Children develop the knowledge and skills needed to succeed at school and support their life choices as outstanding citizens of the future. Research from the Education Endowment Foundation (EEF) states that disadvantaged pupils have been worst affected by the impact of the Covid Pandemic. Through our pupil premium strategy, we focus on overcoming any impact of the pandemic and other barriers for our vulnerable and disadvantaged children so, they are supported to achieve their true potential.

The education, as well as non-academic challenges that our disadvantaged children face, are identified through standardised and age standardised diagnostic assessments, not assumptions about the impact of disadvantage. This includes analysis of NFER assessments, Accelerated Reader assessments, PASS assessments, NELI assessments and WELLCOMM screening, along with attendance data. At Eaves Primary School, our curriculum is constructed with equity for ALL children so that the learning of knowledge and skills is sustained and improves progress for non-disadvantaged pupils alongside their disadvantaged peers. We know the 'challenges' our disadvantaged children experience and implement actions to address these. We focus on evidence from EEF and other key research findings in relation to which interventions have the most impact. This includes elements of metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence. As a result, our actions are measurable and the impact of these are monitored closely; changes are made if necessary.

The key principles which underpin our pupil premium strategy plan link to our School Improvement Plan and Sports Premium. High quality teaching and learning is prioritised within our three-tier approach. High quality CPD is a priority for all staff to enhance quality first teaching and ensures that they are well trained to lead the targeted interventions. We prioritise children's needs, including language acquisition and expression, fundamental core skills and wider strategies to support aspects of physical and mental wellbeing and attendance.

To ensure our approaches are effective we will:

- Link the Pupil Premium Plan with other key plans in school
- Ensure the actions are formed from evidence-based research
- Confirm all staff know the detail of the plan and how to action the priorities

- Systematically identify the need for intervention at its earliest point

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Social, emotional and mental wellbeing (particularly self-regulation and resilience) lower following Covid 19 pandemic. <ul style="list-style-type: none"> - PASS assessments. - Discussions with pupils and their families - Class analysis meetings |
| 2 | Attendance, punctuality and readiness to learn on arrival at school has been impacted by Covid 19. <ul style="list-style-type: none"> - 2020/2021 data - PP attendance 93.74% compared to non-disadvantaged attendance 97.41%. - To rebuild parental engagement to extend home learning opportunities and further raise aspirations |
| 3 | Low levels of language skills on entry as identified by staff screening for all pupils in the Early Years (exacerbated by Covid 19). Poor language acquisition and expression in all other year groups identified by reading (AR,NFER) and writing teacher assessments. |
| 4 | For percentage of pupils achieving the expected standard in Writing at the end of both key stages there is a significant gap between the disadvantaged and non-disadvantaged pupils (2019 data Key Stage 1: 44% disadvantaged, 81% non-disadvantaged, Key Stage 2 81% disadvantaged, 100% non- disadvantaged). <i>Reference Literacy Guidance EEF 2021- reading house visual</i> |
| 5 | Measured by NFER data, pupils have limited metacognitive strategies to help them retrieve and apply previous knowledge. |

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 |
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| Improved social, emotional and mental wellbeing (particularly | <ul style="list-style-type: none"> - PASS assessments show improved attitudes to self and school. - Discussions with pupils and their families express greater levels of self-regulation and resilience. |

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| <p>self-regulation and resilience) in disadvantaged pupils</p> | <ul style="list-style-type: none"> - Class analysis meetings illustrate improved levels of social, emotional and mental wellbeing supported by PATHS questionnaire data. - Measured by fewer behavioural incidences reported which have a link to self-regulation issues. |
| <p>Attendance, punctuality and readiness to learn on arrival at school has improved among disadvantaged pupils. Positive engagement with families improves building aspirations and home learning.</p> | <ul style="list-style-type: none"> - To achieve a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by 2024/25. - PP attendance data 93.74% 2020/2021 improves in 2021/2022 - Measured by half termly attendance data analysis. - Measured by attendance at parents' meetings. |
| <p>Improved oral and language skills and vocabulary among disadvantaged pupils.</p> | <ul style="list-style-type: none"> - WELLCOMM assessments show significant improved language skills. - Children are using a higher level of vocabulary in and out of the classroom and vocabulary 'Bump into Words' boards actively used in all classrooms. - This will be measured by monitoring evidence, including pupil voice, book scrutiny, GL Word Assessment, AR Assessment and engagement in lessons, indicates improved language skills throughout all year groups. |
| <p>The gap between the percentage of disadvantaged and non-disadvantaged pupils achieving the expected standard in writing has narrowed (2019 data Key Stage 1: 44% disadvantaged, 81% non-disadvantaged, Key Stage 2 81% disadvantaged, 100% non-disadvantaged). <i>Reference Literacy Guidance EEF 2021-reading house visual</i></p> | <ul style="list-style-type: none"> - Writing outcomes improve each year so that by 2024/25 disadvantaged pupils with no other barriers to learning (ie: SEND) achieve writing attainment at the end of KS2 is in-line with all other children. - Measured by moderated teacher assessments against national expectations. |
| <p>Pupils have increased metacognitive strategies to help them retrieve and apply previous knowledge.</p> | <ul style="list-style-type: none"> - Children have raised awareness of how their brain works and develop strategies that allow them to improve their ability to effectively self-regulate. - Self-regulation attainment and managing self-attainment by the end of EYFS is in-line with national expectations by 2024/25. - Measured by NFER data, pupils demonstrate an increase in retained knowledge. |

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| | - Children independently use metacognitive strategies such as thinking frames. |
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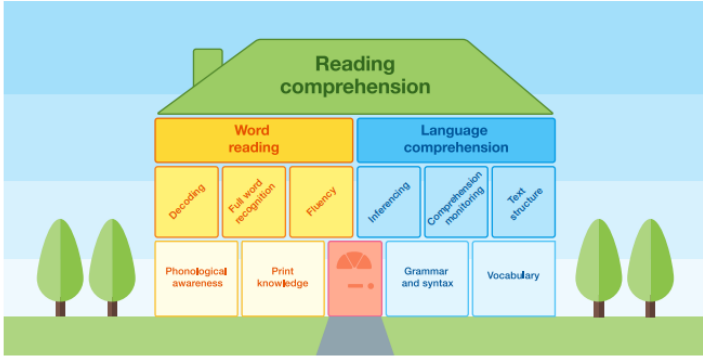
Activity in this academic year

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: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>To utilise NFER Curve Analysis to ensure that progress of all is prioritised.</p> | <p>EEF: Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or classes. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step.</p> <p>Diagnostic Assessment Tool.pdf (educationendowmentfoundation.org.uk)</p> | 3,4,5 |
| <p>Whole school training on metacognitive strategies with Thinking Schools.</p> | <p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p> | 1,3,4,5 |
| <p>Phonics CPD: Pupil progress meetings and pre/post-tutoring sessions planned</p> | <p>EEF: An effective synthetic phonics programme is used.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</p> | 3,4 |

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| <p>for each half-term.</p> | <p>EEF: Pupils need to build both word reading and language comprehension skills. These two key components of reading are supported by a broad academic consensus and underpinned by research evidence.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> | |
| <p>Language and Reading CPD</p> <p>Pupil progress meetings and pre/post-tutoring sessions planned for each half-term.</p> | <p>The goal of teaching reading is to enable children to comprehend written texts.</p> <p>The ‘reading comprehension house’ (EEF guide Figure 2 November 2021) illustrates that word reading and language comprehension are underpinned by a number of other building blocks of reading.</p> <p><small>Figure 2: Reading comprehension—the sum of many parts Adapted from Hogan, Bridges, Justice, and Cain (2011)</small></p>  <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p> | <p>3,4</p> |
| <p>Develop the role of the teaching assistant in the classroom through CPD and coaching with a specific focus on feedback.</p> | <p>When feedback is done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</p> <p>Research has shown that improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead</p> | <p>3,4,5</p> |

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| | <p>concentrate on helping pupils develop ownership of tasks.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</p> | |
| <p>Teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.</p> | <p>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</p> | 3,4,5 |

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

Budgeted cost: £27,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Additional phonics and reading sessions targeted at disadvantaged pupils who require further support.</p> | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> | 3,4 |
| <p>Purchase of WELLCOMM language screening programme and</p> | <p>EEF: The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus</p> | |

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| <p>training for specific staff.</p> | <p>on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net)</p> | |
| <p>Teacher to deliver high quality interventions in upper KS2</p> | <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and providing teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Tuition And Intervention Planning For Disadvantaged Pupils - Engage Education (engage-education.com)</p> | <p>1,3,4,5</p> |
| <p>The National Tutoring Programme used to provide tuition for pupils whose education has been most</p> | <p>Targeted tuition for specific needs and knowledge gaps is an effective method to support those falling behind.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>3,4,5</p> |

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| effected by the pandemic. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,545

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| PASS | <p>EEF – ‘Social and emotional skills’ are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | 1,2 |
| <i>PATHS</i> Employment of trained counsellor | <p>Research finds that intervention treatment impacts were strongest and most consistent for prosocial behaviours including empathy, co-operation, and helping others. Older children also showed significant reductions in fighting and aggression.</p> | 1,2,5 |

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| | http://www.pathseducation.co.uk/pdfs/public/BARNARDOS-PATHS-EXECUTIVE-SUMMARY.pdf | |
| <p>Increased engagement with PP families to support with attendance.</p> <p>Safeguarding Manager, Counsellor, Attendance Officer and Pupil Premium Champion to work with families.</p> | <p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Poor attendance is a barrier to children catching up.</p> <p>Cant Catch Up FULL-REPORT.pdf (centreforsocialjustice.org.uk)</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> | 2 |
| <p>Parent workshops to support phonics and reading at home.</p> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>It can be difficult to involve all parents in ways that support children's learning, especially if parents own experiences of school weren't positive.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> | 2,3,4 |
| <p>Focused well being sessions with sports coach.</p> | <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> | 1,2 |

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| | <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | |
| <p>ARTS Mark Award: Activities include Musical instrument tuition is funded for higher ability PP children and those pupils who express interest, sketching club, drama and choir.</p> <p>Trips are subsidised.</p> | <p>EEF research shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum – 3+months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | 1,2,3,4,5 |

Total budgeted cost: £65,145

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.

As a result of Covid 19, the school's Pupil Premium planning was altered to meet the needs of the cohort.

Home Learning:

We audited pupil's accessibility to technology at home and provided all pupils who required it with a laptop or a tablet to ensure they could access their daily lessons at home. We closely monitored the engagement levels of all our families working remotely during this period and ensured we had a daily check-in with them all, this included telephone calls and doorstep visits for those reluctant to engage or those having difficulty using the technology. We sought feedback from our parents regarding the quality of our remote education offer via personalised phone calls to every household.

We organised food hampers and then vouchers to all our families in receipt of free school meals and ensured that the access to this was equal for all. There was an increase in eligibility following the lock downs. Distinct and separate PATHS sessions were provided for children both in school and accessing learning remotely. This ensured that children's social and emotional development was supported.

Pupils' wellbeing, social, emotional and behavioural needs:

We completed wellbeing observations with all our pupils on return to school (post-lockdowns) and although their feedback gave a positive picture overall, it was clear, through daily interactions, behaviours and observations, that Covid lockdowns had impacted on our pupil's wellbeing, social, emotional and behavioural needs. Children were notably less resilient, reduced concentration and less able to resolve age-appropriate conflict.

Curriculum:

Last year we received a quality PATHS CPD programme for all teaching staff and level 3 teaching assistants. We adopted a promoting alternative thinking strategies approach throughout school to provide our disadvantaged children with language used to express emotion and strategies for self-regulation. There was a careful selection of units covered to guarantee progression in knowledge over subsequent years. We completed the NELI programme for a group of seven pupils in FS2 with positive outcomes. Children without SEND, all progressing from standardised scores of 85-95 to 105-123. Year groups 4 and 5, PP children had maths tuition from Third Space

Learning, one hour per week for twelve weeks. Musical instrument tuition is funded for higher ability PP children and those pupils who express interest.

However, despite all this, the attainment of our disadvantaged pupils was lower than non-disadvantaged pupils.

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 |
|-----------|-----------|
| PATHS | Barnardos |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|-------------------------------|
| How did you spend your service pupil premium allocation last academic year? | Greater depth writing tuition |
| What was the impact of that spending on service pupil premium eligible pupils? | Improved writing outcomes |