

## Pupil premium strategy statement for Eaves Primary School, 2021-2024 (V2, 2022-2023)

This statement details our school's use of pupil premium (and recovery premium during its existence) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year of 2022-2023.

### School overview – 2022 updates in purple

| Detail  | Data                                 |
|---|--------------------------------------|
| School name   | Eaves Primary School                 |
| Number of pupils in school  | 228<br><b>210 + 14</b>               |
| Proportion (%) of pupil premium eligible pupils   | 24%<br><b>23%</b>                    |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22 to 2024/25                   |
| Date this statement was published   | December 2021                        |
| Date on which it will be reviewed   | <b>September 2022</b>                |
| Statement authorised by   | Nicola Kearney (Head Teacher)        |
| Pupil premium lead  | Karen Askew<br><b>Nicola Kearney</b> |
| Governor lead   | Joe Heavey<br><b>Chris Rhodes</b>    |

## Funding overview - 2022 updates in purple

| Detail   | Amount                             |
|--|------------------------------------|
| Pupil premium funding allocation this academic year                                    | £60, 525<br>£59,555                |
| Recovery premium funding allocation this academic year                                 | £4,620<br>£6,525 (£3,806 & £2,719) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                                 |
| Total  | £65, 145<br>£66,080                |

## **Part A: Pupil premium strategy plan**

### **Statement of intent (2022-2023)**

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.

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 (2022-2023)

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

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | <p>Social, emotional and mental wellbeing (particularly self-regulation and resilience) lower following Covid 19 pandemic.</p> <p>Upon returning to school in September 2021, some pupils had difficulty demonstrating a sense of 'ready to learn' and were struggling in gaining the most from the time they spend in school with the new structure and curriculum expectations, particularly in writing. Levels of anxiety and pressures which negatively impact on their learning capacity needed to be refocussed and support put in place for those demonstrating levels of anxiety which they may not normally do. A fresh approach to the curriculum, including PATHS and Thinking Schools has had a positive impact on the older pupils. Our current Y1 and Y2 pupils still need a lot of support in this area.</p> |
| 2                       | Attendance of some PPG pupils is a concern. EWO involvement only seems to improve attendance for short periods of time due to the legal structure surrounding attendance in St Helens. Parents understand the system so can disengage with school and services after a short period of time. Significant impact on staff workload.  |
| 3                       | Low levels of language skills on entry as identified by staff screening for all pupils in the Early Years and poor language acquisition and expression in all other year groups identified by WELLCOMM screening and reading tests. A lack of reading role models at home impacting on pupils reading at home. Reading at home is significantly lower than pre-pandemic years.  |
| 4                       | Disadvantaged pupils are not making rapid progress in writing so are not 'catching-up' from the time missed during the pandemic. Pupils in all year groups missed regular teacher-led writing sessions and some have significant gaps in their learning which continues to need addressing through a carefully planned and bespoke writing offer.   |

## 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   |
|--|--|
| Improved social, emotional and mental wellbeing (particularly self-regulation and resilience) in disadvantaged pupils  | <ul style="list-style-type: none"><li>- PASS assessments show improved attitudes to self and school.</li><li>- Discussions with pupils and their families express greater levels of self-regulation and resilience.</li><li>- Class analysis meetings illustrate improved levels of social, emotional and mental wellbeing supported by PATHS questionnaire data.</li><li>- Measured by fewer behavioural incidences reported which have a link to self-regulation issues.</li></ul> |
| Attendance, punctuality and readiness to learn on arrival at school has improved among disadvantaged pupils.<br><br>Positive engagement with families improves building aspirations and home learning. | <ul style="list-style-type: none"><li>- To achieve a sustained high attendance rate, and to have narrowed the gap between disadvantaged and non-disadvantaged attendance rates by 2024/25.</li><li>- Measured by half termly attendance data analysis.</li><li>- Measured by attendance at parents' meetings.</li></ul>  |
| Improved oral and language skills and vocabulary among disadvantaged pupils.   | <ul style="list-style-type: none"><li>- WELLCOMM assessments show significant improved language skills.</li><li>- 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.</li><li>- Improved reading rates at home</li></ul>  |
| Improved writing progress for all  | <ul style="list-style-type: none"><li>- 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.</li><li>- Measured by moderated teacher assessments against national expectations.</li></ul>   |

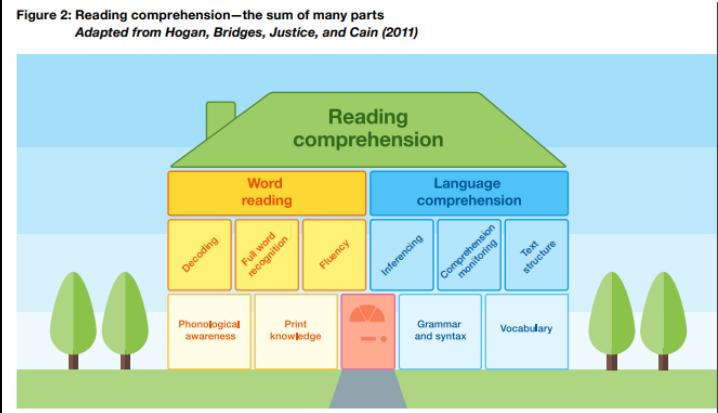
## Activity in this academic year (2022-2023)

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: £34,150

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed | Updates |
|---|---|-------------------------------|---------|
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly.<br><br>To utilise NFER Curve Analysis to ensure that progress of all is prioritised. | 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.<br>Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step.<br><a href="https://educationendowmentfoundation.org.uk">Diagnostic Assessment Tool.pdf<br/>(educationendowmentfoundation.org.uk)</a> | 1,3,4                         |         |
| Whole school training on metacognitive strategies, in particular questioning, with Thinking Schools.  | 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.<br><br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a>  | 1,2,3,4                       |         |

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|---|--|-------|--|
| Provide quality-first phonics teaching.   | <p>EEF: An effective synthetic phonics programme is used.<br/> <a href="https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf">https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</a></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.<br/> <a href="https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EFF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EFF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>  | 1,3,4 |  |
| Raise the profile of reading by extending the current offer of reading resources to more online resources that can be accessed from home. | <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><a href="https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EFF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">https://d2tic4wv01iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EFF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</a></p>  <p>The diagram illustrates the 'reading comprehension house' as a metaphor for the components of reading. The house has a green roof labeled 'Reading comprehension'. Below the roof, the main body of the house is divided into two main sections: 'Word reading' (yellow) and 'Language comprehension' (blue). The 'Word reading' section contains three boxes: 'Decoding', 'Full word recognition', and 'Fluency'. The 'Language comprehension' section contains three boxes: 'Inferencing', 'Comprehension monitoring', and 'Text structure'. At the base of the house, there is a green lawn with three small green trees. Below the lawn, there is a grey path leading towards the house. To the left of the path, there are two orange boxes: 'Phonological awareness' and 'Print knowledge'. To the right of the path, there are two blue boxes: 'Grammar and syntax' and 'Vocabulary'. A red speech bubble icon is positioned between the 'Print knowledge' and 'Grammar and syntax' boxes.</p> | 1,3,4 |  |
| Membership of professional curriculum associations.   | Consistent approach to research and development of subject knowledge. Ofsted curriculum subject reviews.   | 1,3,4 |  |

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

Budgeted cost: £2,400

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed | Updates |
|---|--|-------------------------------|---------|
| Implement a well-targeted phonics intervention programme.   | <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><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>   | 1,3,4                         |         |
| Purchase of WELLCOMM language screening programme and training for specific staff.<br><br>Purchase of Chatty Words intervention language programme. | <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 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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> | 1,3,4                         |         |

|   |   |              |  |
|---|---|--------------|--|
| <p>The National Tutoring Programme used to provide tuition for pupils whose education has been most effected by the pandemic.</p> | <p>Targeted tuition for specific needs and knowledge gaps is an effective method to support those falling behind.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> | <p>1,3,4</p> |  |
|---|---|--------------|--|

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

Budgeted cost: £22,700

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed | Updates |
|--|---|-------------------------------|---------|
| <p>Purchase of P.A.S.S. assessments. Administer and compare to previous years data. Review progress and impact. Identify new groups and actions.</p> | <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</p> | <p>1,2</p>                    |         |

|   |  |         |  |
|---|--|---------|--|
|   | <p>pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>  |         |  |
| Implement year 3 of PATHS and work towards model school status.<br><br>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> <p><a href="http://www.pathseducation.co.uk/pdfs/public/BARNARDOS-PATHS-EXECUTIVE-SUMMARY.pdf">http://www.pathseducation.co.uk/pdfs/public/BARNARDOS-PATHS-EXECUTIVE-SUMMARY.pdf</a></p>                | 1,2     |  |
| Attendance staffing increase engagement with PP families to support with attendance.                    | <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><a href="#">Cant_Catch_Up_FULL-REPORT.pdf (centreforsocialjustice.org.uk)</a></p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>  | 1,2     |  |
| Parent workshops to support phonics and reading at home.  | <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><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> | 1,2,3,4 |  |

|  |  |            |  |
|--|--|------------|--|
| <p>ARTS Mark Award: Activities include:- Music 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | <p>1,2</p> |  |
| <p>Support for behaviour through ADHD Foundation therapist.</p>  | <p>EEF strategies:</p> <p>Behaviour interventions +3 months</p>  |            |  |

**Total budgeted cost: £59,250**