



Pupil premium strategy statement

Our School Vision:

We are God's children and global citizens. We will be bold enough to use our voices, brave enough to evoke change in the world and strong enough to stand up for what is right. We are valued and are part of a Christian family that grows together in faith, love and kindness.

'Let all that you do be done in love'. (1 Corinthians 16:14)

Love of learning, life and living.

Associated values: Courage, Compassion, Forgiveness and Joy.

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.

It will be reviewed July 2022.

School overview

Detail	Data
School name	Great Easton C od E VA Primary School
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	10.4%
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	Claire Jackman (Headteacher)
Pupil premium lead	Claire Jackman
Governor lead	Rachel Kesterton



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,210
Recovery premium funding allocation this academic year	£ 1,305
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	£27,515



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 believe that education plays a powerful and transformative role in improving life chances. We aim to do what it takes to remove any barriers that stand in the way of pupils achieving an outstanding education. As such, our main purpose is to focus on closing the gaps in attainment that may exist for different pupils in our school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategic plan will focus on the challenges that are having the most significant, adverse impact on our disadvantaged pupils. We will adopt a tiered model, focusing on high quality teaching first and targeted classroom support for pupils in lessons along with wider strategies. We will consider evidence summaries, including EEF (Education Endowment Fund), and seek out proven strategies where context and outcomes match the need of pupils at Great Easton Primary School.

When developing our Pupil Premium strategy document we recognised the importance of considering evidence based approaches, but found the work of the EEF(Education Endowment Fund) and Marc Rowland particularly relevant to our setting. As a school, we recognise the importance of a strategic approach to planning for our most



disadvantaged children and the benefits this has on the achievement for all. Our commitment to this approach can be evidenced in our participation in the Essex Disadvantaged Champion training.

Our school ethos is for every child to love learning and love life. Our pupils are at the heart of everything we do we knowing them well and strive to have positive relationships with them and their families.

At Great Easton Primary School we aim to:

- Have a collective responsibility from all stakeholders for all pupils
- Develop in our pupils a sense of empathy and understanding for others.
- Plan strategically using evidence based approaches.
- Track progress and attainment and develop targeted support for pupils
- Ensure inclusive teaching and learning with pedagogy for all.
- Provide a rich and engaging curriculum that enables the abilities of all pupils the whole child with
- Provide strong pastoral support.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through carefully targeted and monitored interventions and tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Phonics, Reading and Vocabulary: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Vocabulary gaps and underdeveloped oral language skills are more prevalent among our disadvantaged pupils.</p>
2	<p>Writing: Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, 50-75% (2-3 children) of our disadvantaged pupils arrive below age-related expectations compared to at least 65% of other pupils. This gap remains steady to the end of KS2.</p>
3	<p>Maths: Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
4	<p>SEMH: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils,</p>



	<p>notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 35 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, with 13 (5 of whom are disadvantaged) receiving small group interventions through Nurture Groups. As well as mentoring support and other approaches.</p>
5	<p>Attendance and readiness to learn:</p> <p>Many of our eligible children are vulnerable, for whom, coping with life inside or outside school can be a barrier to learning. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils.</p> <p>Although data has been difficult to analyse due to the impact of covid and isolation periods. 56.5% of disadvantaged pupils have been 'persistently absent' compared to 29.8% of their peers (Autumn 2021). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
<p>1. Phonics, Reading and vocabulary. Improvement in phonic knowledge and the ability to blend for early reading, oral language skills and vocabulary acquisition among disadvantaged pupils.</p>	<p>Phonics, Reading and writing assessments show improved attainment for disadvantaged pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, reading comprehension skills, book studies and ongoing formative assessment.</p>
<p>2&3. Reading, Writing and Maths High quality teaching and targeted classroom support for reading, writing and mathematics leads to improved</p>	<p>Achieve at least the national average progress scores in KS1 & KS2 Reading, Writing and Maths. Improve the percentage of disadvantaged children achieving the higher standard at the end of KS2.</p>



<p>reading, writing and maths progress and attainment for disadvantaged pupils.</p>	
<p>4. SEMH Improvement in pupils' readiness to learn and engagement in wider curricular activities.</p>	<p>Disadvantaged pupils fully engaged in lessons and improved participation in enrichment activities, demonstrated by student voice, student and parent surveys, and teacher observations.</p>
<p>5. Attendance and readiness to learn The % of attendance of disadvantaged pupils is at least in line with those nationally.</p>	<p>Achieve KS1 and KS2 national average progress scores in Reading, Writing and Maths.</p> <p>Achieve National average attainment at KS1 and KS2 in Reading, Writing and Maths and EYFS GLD in line or above national.</p> <p>Achieve strong internal evidence of pupils in Years R, 1,3,4,5 as being on-track to achieve outcomes in line with National Averages at the end of the next Key Stage.</p>



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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve outcomes in maths across the school by releasing teachers to attend CPD and work together.	<p><u>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:</u></p> <p><u>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics</u></p>	2,4
To ensure children's attitude to learning is positive by teaching the children to be reflective learners and retrieve previous learning.	<p><u>Metacognition and self-regulation approaches to teaching has very high impact</u></p>	1, 2, 3, 4 & 5
To improve the standard of reading across the school by delivering high quality daily phonics, guided reading and the Herts	<p><u>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</u></p>	1 & 4



Fluency reading project.	Reading Comprehension activities strategies	
To ensure teachers plan for writing effectively using AfL strategies and effective feedback.	Improving Literacy in KS2 Improving Literacy in KS1	3
To teach subject vocabulary explicitly, alongside language interventions starting in Early Years	Oral language interventions	1,2, 3, 4 & 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use school led tuition to provide small group interventions focusing on key Maths and English skills for all pupils	Small group tuition Toolkit Strand Educa- tion Endowment Foundation EEF	1,2, 3,
Data from pupil progress meetings used to identify needs of children and evidence based interventions put in place.	Carefully selected small group interventions (EEF) Teaching Assistant Interventions	1,2, 3,



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

Budgeted cost: £12,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Care	EEF-wider-strategies	4 & 5
Riding for the Disabled	https://www.rda.org.uk/impact/	4
Counselling	Social and Emotional Learning	
Fund Disadvantaged pupils' places at before and after school sports clubs. Staff review of the Wellbeing of all pupils at weekly INSET meeting Disadvantaged Lead and Governor to meet termly to review the impact of the PP budget.	EEF GUIDE TO SUPPORTING SCHOOL IMPROVEMENT	4
Trauma Perceptive Training for all staff. Growth Mindset and Zones of Regulation lessons for all pupils.	Social and Emotional Learning	4

Total budgeted cost: £27,515



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.

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We have worked hard to ensure we are delivering an enriched curriculum incorporation of collaborative learning opportunities both in and outside of the classroom. Link this and the school outside space and our Courageous curriculum with more opportunities for learning in a real world context and use of P4C to encourage talk, reasoning and debate skills. *This target has been met and our provision for all children is enriching and full of varied opportunities.*

Teachers provide pupils with incisive feedback, using new recording systems due to covid. Staff talk to children about what they can do to improve their knowledge, understanding and skills. Pupils use this high quality feedback, written or oral, effectively in order to improve. Stronger focus on feedback in the lesson. Further develop the LSA confidence and role within this. *The introduction of feedback books for teachers has meant that there is a better record of pupil progress and precise need allowing for next steps, misconceptions and challenge to be planned for precisely. This is still an area we are continuing to work with - especially with 2/5 new teachers in 2021-22.*

Small group support to accelerate progress in English, language and oracy, and reduced barriers to learning. Booster groups with teacher Catch Up reading, Elklan, Lego Therapy. Support from LSAs. Targeted support linked to pupils' needs. Very effective means of personalising learning. *LSA training in these areas has meant children are receiving specific interventions to target their need. Interventions are measured and evaluated at least termly.*

Increased levels of self esteem through personalised Learning Mentor/Counseling sessions enabling pupils to access their learning. *The nurture groups and mentor training has meant that staff are well trained in delivering support to children.*

Equal access to funded activities: summer school provision. 5 days for each pupil premium child. *This meant that children had the opportunity for enriching activities over the summer where this may not have otherwise been the case.*



Support with cost of Isle of Wight residential for year 6s and Danbury residential for year 5s. *This allows some of our families to be able to access the residential trips and give the children these wonderful experiences.*

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
Doodle Learning	https://www.doodlelearning.com
Herts Fluency Project	https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/key-stage-1-reading-fluency-project

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a



Further information (optional)

Wider strategies to support pupils, where funding is not taken from the PP budget.

- Subject lead work - developing assessment and tracking systems within the foundation subjects
- Subject leads have release time to review the learning of all pupils
- To ensure all Subject Leaders work effectively to deliver school improvement
- To fully embed our RSE curriculum