



Pupil premium strategy statement 2024-5

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 for the 2024 to 2025 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	Great Easton C of E VA Primary School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	16.0% (24 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	1 st December 2024
Date on which it will be reviewed	Termly
Statement authorised by	Claire Jackman
Pupil premium lead	Claire Jackman
Governor lead	Olivia Smith



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,275
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£36,275



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 or those who are 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 a sense of empathy and understanding for others in our pupils.*
- *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.*

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 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	Some pupils start school with limited speech, language and conversational skills.
2	Some pupils have been identified as not making good progress.
3	Some pupils have social and emotional difficulties and struggle to form positive peer relationships.
4	Some pupils have difficulty regulating emotionally and physically which can affect learning, behaviour and friendships.
5	Some children have ongoing emotional and wellbeing issues as a result of experiences outside of school.
6	Some pupils have poor attendance and/or readiness to learn.

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
For the early identification of pupil's needs through baseline assessment in EYFS and also through discussions with preschool settings. Pupils will be monitored regularly through termly updates and pupil progress meetings to assess this impact.	Targeted support will be identified and established earlier to provide greater impact.



<p>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>Reading, Writing and Maths High quality teaching and targeted classroom support for reading, writing and maths leads to improved reading, writing and maths progress and attainment for disadvantaged pupils.</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>Pupils identified as having social and emotional difficulties have targeted support either within school from the school mentoring team or from an external professional such as a counsellor. This is measured through termly reviews of the whole pupil including their academic progress, social observations, monitoring of behavioural incidents and feedback from external agencies involved. All pupils are more aware of mindfulness techniques, resilience and recognising their emotions.</p>	<p>Pupils have a safe space to talk through their anxieties with an appropriate adult. All pupils are able to express their emotions in a positive way, reflecting on how they are feeling. Assemblies, PSHE lessons support in teaching the children mindfulness techniques and resilience.</p>
<p>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>For pupils to have wider opportunities and experiences in their learning. To create positive memorable activities that support in the development of concepts and skills. This is measured through parent and pupil discussions about what the children have been learning.</p>	<p>All pupils have positive experiences of school life. They have opportunities to participate in different learning activities in addition to the requirements of the national curriculum. Pupils are able to access and excel in other non-core opportunities such as sport, arts and music.</p>
<p>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. Achieve National average attainment at KS1 and KS2 in Reading, Writing and Maths and EYFS GLD in line or above national. 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: £12,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure children's attitude to learning is positive by teaching the children to be reflective learners and retrieve previous learning.	Metacognition and self-regulation approaches to teaching has very high impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4,5 & 6
To improve the standard of reading across the school by delivering high quality daily phonics, reading and the Herts Fluency reading project.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading Comprehension activities strategies and oral language interventions, including Herts Fluency. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 & 2
To ensure teachers plan for writing effectively using AfL strategies and effective feedback.	Improving Literacy in KS2 Improving Literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
To teach subject vocabulary explicitly, alongside language interventions starting in Early Years	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1 & 2



	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Data from pupil progress meetings used to identify needs of children and evidence based interventions put in place.</p>	<p>Carefully selected small group interventions (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 & 2</p>
<p>Booster groups in Year 6 for all children – reading and maths</p>	<p>Carefully selected small group interventions (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Last year Catch Up funding was used to support tuition for children in year 6.</p>	<p>1 & 2</p>



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

Budgeted cost: £12,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult can provide a different source of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3,4,5 & 6
Riding for the Disabled	<p>Riding gives children an invaluable experience and supports them to build trust, develop empathy, learn new skills and improve physical stamina and strength.</p> <p>https://www.rda.org.uk/impact/</p>	3,4,5 & 6
Counselling	<p>We recognise that for some of our pupil's further specialist support is required. We therefore employ a qualified counsellor to work with these children weekly to provide them with the specialist support they need.</p> <p>https://acamh.onlinelibrary.wiley.com/doi/full/10.1111/camh.12519 Mental health problems in young people are common, with approximately 1 in 6 children and adolescents in the United Kingdom presenting with a diagnosable disorder and approximately 20% experiencing more than one (NHS Digital, 2020). Prevention and early intervention strategies for at-risk young people are vital (Davies, Lemer, Strelitz, & Weil, 2013). Well timed and informed support is linked to better wellbeing, including higher functioning and academic success, less psychological distress, and better long-term health outcomes and engagement with services (Stephan, Sugai, Lever, & Connors, 2015).</p>	3,4,5 & 6
The provision of free places in breakfast and after school club	<p>We recognise that for some children arriving on time can be difficult and that some of our parents may struggle to drop off and collect their children due to work commitments yet struggle to fund the wrap around provision. By funding these spaces we can ensure our children are in school on time. Some families also benefit from their carer having time between finishing work and collecting the children to prepare dinner without having to manage the children as well. This improves relationships between siblings as well as making sure children are eating well.</p>	6



<p>Trauma Perceptive Training for all staff.</p>	<p>We plan for the whole school to engage in Trauma Perceptive Practice training to support wellbeing, behaviour and attendance of pupils (metacognition and independence in learning). Training will support staff in understanding the varying needs of different children and families and to approach pupils with compassion and understanding.</p> <p>https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx</p>	<p>3,4,5 & 6</p>
<p>Zones of Regulation lessons for all pupils.</p>	<p>We recognise that for some children managing their feelings, emotions and physical responses can be overwhelming and really tricky.</p> <p>The Zones of Regulation is a curriculum framework organised around four coloured Zones to describe our feelings, energy, and emotions. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.</p> <p>The Zones of Regulation methodology and teaching approach is built upon leading neuroscience and cognitive theories, integrating evidence-based practices.</p> <p>https://zonesofregulation.com/research/</p>	<p>3,4 & 5</p>
<p>Arts Participation – free places for after-school art club offered, wood-carving weekly sessions for some pupils.</p>	<p>We recognise that the cost of extra-curricular clubs on offer may prevent children being able to attend.</p> <p>We are ambitious for all pupils and monitor outside clubs and activities so that we can offer free spaces to children who may not get opportunities to take part in art club with a local artist, drama and singing clubs or have time with a local wood carver to develop their creative skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3,4 & 5</p>
<p>Sports Events</p>	<p>We encourage all of our children to access and enjoy different sporting events and make sure there are always opportunities for all children in KS2 to have represented the school in at least one event.</p>	<p>3,4 & 5</p>
<p>Music lessons</p>	<p>All children are entitled to learn a musical instrument and we encourage all children to have the opportunity to do so, either by funding the lesson themselves or the hire of instruments. Essex Music Services offer a 66% reduction in the cost of lessons for children receiving PPG.</p> <p>https://www.essexmusicub.org.uk/site/making-music-in-school/funding-support-for-schools/#&qid=1&pid=1</p>	<p>3,4 & 5</p>
<p>Forest School sessions</p>	<p>Forest School sessions and learning outdoors makes a really positive difference to many of our pupils and some children are signposted to extra sessions to support their well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>3,4 & 5</p>



Residential trips in year 5 and 6.	We want all of our children to have the residential experiences which promote a range of skills including team building and resilience. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3,4 & 5
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Total budgeted cost: £36,275 - *maintaining a small surplus budget to allow for additional expenses such as clothing and food for children who need breakfast when they come into school.*



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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Throughout the year teachers review a 'Barrier Plan' to ensure disadvantaged pupils are fully supported and any academic interventions are planned for and any social and emotional support is also in place to ensure the children are thriving.

The data for phonics, reading, writing and maths showed improved attainment for disadvantaged pupils and increased engagement in lessons as well as with SMART learning at home.

65% of our disadvantaged pupils are also on our SEND register and 41% have joined us from other schools after reception. 35% of our disadvantaged children are on our High Potential Learners' register, as well as being part of School Parliament, School Improvement Ambassadors and the Multischools Council.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. One of our year 6 children achieved expected in all subjects, whilst the other (on our SEND register) achieved greater depth in reading and had made pleasing progress to score 99 in maths, 95 in GPS and expected in science. Our two year 2 pupils, one on the SEND register achieved expected in all areas apart from writing. The other child achieved expected in all areas with a strong score of 110 in reading and 108 in maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We have worked hard to ensure we are delivering an enriched curriculum incorporating collaborative learning opportunities both inside and outside the classroom. Our Courageous Curriculum provides more opportunities for learning in the real-world context, looking at careers and aiming to understand how we can all change the world and make it a better place. In addition, we use P4C (philosophy for children) to encourage talk, reasoning and debate skills.

In line with national evidence and research conducted in Essex, our assessments and observations indicate that social, emotional and mental health was disproportionately impacting on disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required and we have built on that approach with the activities detailed in this plan. The success of this is evident in the happiness and good progress our disadvantaged pupils have made. Personalised Learning Mentoring and counselling sessions have increased pupils' self-esteem and enhanced their well-being; leading to happier children who in turn are better able to access their learning.



Equal access to funded activities such as summer school provision (5 days for each disadvantaged child), free places at breakfast and KidsClub as well as free access to an after-school club of their choice. This has ensured improved participation in wider enrichment opportunities making them accessible to all.

Support with costs to the Isle of Wight residential for year 6 and Danbury residential for year 5 allows children to access these important experiences.

Attendance for our pupil premium children was 91.4%. This rate of attendance ensures that our children are in school and able to benefit from the provisions in this strategy, which again can be seen in their good rates of progress. Attendance for all other children was 94.2%. Overall absence for disadvantaged children was 8.6% which is below the national figure of 10.9%. Persistent absence was 36.8% which is in line with the national figure for disadvantaged children. Severe persistent absence for disadvantaged children is at 0% for school compared to 3.7% nationally.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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