Pupil premium strategy statement

Before completing this template, you should read the guidance on using pupil premium.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Earsham Primary
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Heather Brand
Pupil premium lead	Martyn Woodcraft
Governor / Trustee lead	Janine Lascelles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	18005.00
Recovery premium funding allocation this academic year	
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	

Part A: Pupil premium strategy plan

Statement of intent

At Earsham Primary School we want all children to have the best educational opportunities and to achieve to the best of their potential. We want all children to make expected progress in reading, writing and maths. We believe in offering the same opportunities to all children and this includes our extra-curricular activities and visits that enhance the learning experience.

Our ultimate objectives for disadvantaged pupils are:

- To make expected progress in reading, writing and maths
- To narrow the attainment gap
- To fully embrace the whole curriculum offer, with funding support for extra-curricular activities

We aim to meet these objectives in the following ways:

- Ensure children have quality first teaching that is scaffolded to support children where necessary
- Ensure appropriate scaffolding and interventions are in place to support children's learning and help to close the gaps in their knowledge.
- Thorough question level analysis of assessments to ensure we are targeting the correct gaps.
- Supporting families with payments to extra-curricular clubs and enrichment where needed

Challenges

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

Challenge number	Detail of challenge
1	Attainment and Progress in reading and spelling, including early reading/phonics
2	There is a wide gap between PP children and Non PP children in writing and reading particularly.
3	Some of our pupil premium children do not have the varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary is limited
4	Our assessments and observations indicate that confidence, resilience and overall wellbeing can present a challenge for some of our disadvantaged pupils

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
To improve Attainment and Progress in reading and spelling, including early reading/phonics.	Non-disadvantaged children in cohort achieve in line with national comparable data. Progress to be comparable with others in the cohort and nationally
For PP children to have access to extra-curricular activities and visits to enhance learning	PP children will take up opportunities with extra-curricular activities and attend visits and residential.
Appropriate pastoral support is provided for PP pupils. Children have opportunities to talk about their feelings in a controlled way and feel listened to and supported.	Findings from parent and pupil voice will continue to show that pupils feel happy, safe and supported in school.

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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Formal assessments to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments.	Standardised tests and the comparison with national average can provide reliable insights into the strengths and weaknesses of each pupil. This ensures that they receive the correct additional support through interventions or teacher instruction.	1, 2, 3, 4
To ensure staff are confident with strategies to support children with dyslexic tendencies.	The EEF pupil premium guide says spending on training to ensure there is an effective teacher in front of the class is a priority.	1,2
Read Write Inc. synthetic phonics programme	Education Endowment Foundation (EEF) Phonics. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. 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. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1, 2
VNET membership including CPD courses Curriculum networks and Association	Extensive research has shown that improved quality of teaching is most effective in supporting all children, but will disproportionately benefit those with less support or access to educational resources at home.	1,2

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support Reading and maths within the classroom and additional intervention Investment in TA provision enables targeted support, for example, pre teaching and specific interventions to take place	EEF Small group tuition (+4 months progress, on average, over the course of a year) EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year)	1
Provide Nurture provision to support pupils who need additional time to talk with a familiar and trusted adult. Provide opportunities for pupils to develop their social skills and improve their emotional wellbeing. Nurture Lead available before school to meet with parents.	Important to build positive and supportive relationships with pupils and families. Parents play a crucial role in supporting their children's learning and levels of parental engagement are linked with children's attainment. Parental engagement can have a positive impact of 2-3 months (EEF Toolkit)	4
Dyslexia Gold to support and improve spelling	Dyslexia Gold is an evidence-based programme to help pupils progress with spelling and reading	2, 3, 4
Structured phonics intervention and small group tuition. Phonics Lead to have dedicated release time to coach and monitor the delivery of Read Write Inc. and ensure that groupings and interventions provide appropriate support and challenge. Purchase of Read Write Inc. resources and books. Small group tuition and 1:1 intervention linked to gaps in phonics and ensuring pupils 'keep up, not catch up'.	Phonics approaches have consistently been found to be effective in supporting younger pupils to master the basics of reading. Teaching phonics is more effective on average than other approaches to early reading. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Studies in England show that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1,2

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children to attend extra-curricular clubs and visits to enhance learning School pays 50% of a club and visit each half term.	EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	3
Contingency fund for any issues that may arise during the course of the year.	Based on previous experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ *20,000*

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 2021 to 2022 academic year.

Teaching:

Good Level of Development (GLD) EYFS July 2022	
All Pupils	Disadvantaged Pupils
7/9 Pupils = 78%	0/1 Pupils = 0%

Phonics Screening Check Year 1 July 2022	
All Pupils	Disadvantaged Pupils
9/14 Pupils = 64%	1/1 Pupils = 100%

Key Stage 1 Assessments Year 2 July 2022		
	All Pupils	Disadvantaged Pupils
% of pupils meet expected standards in Reading	10/15 = 67%	0/2 = 0%
% of pupils meet expected standards in Writing	8/15 = 53%	0/2 = 0%
% of pupils meet expected standards in Maths	10/15 = 67%	1/2 = 50%

Key Stage 2 Assessments Year 6 July 2022		
	All Pupils	Disadvantaged Pupils
% of pupils meet expected standards in Reading	13/17 = 76%	0/1 = 0%
% of pupils meet expected standards in Writing	14/17 = 82%	0/1 = 0%
% of pupils meet expected standards in Maths	16/17 = 94%	1/1 = 100%

Key Stage 2 Assessments Year 6 July 2022		
	All Pupils	Disadvantaged Pupils
Average Progress Score in Reading	-1.3	
Average Progress Score in Writing	-0.6	
Average Progress Score in Maths	1.4	

The small number of children entitled to the pupil premium at Earsham VA Primary means that any data is statistically insignificant. Small changes in numbers have a disproportionate impact on percentages and individual pupils can easily be identified from the data. Therefore, this section of this report is deliberately in very general terms.
As these outcomes show, there are still some specific gaps identified from QLA and feedback from staff indicates focus needs to be placed on the teaching of phonics and reading into next academic year.
Intervention has a positive impact when it is targeted at individual gaps identified through assessment QLAs, we will ensure small steps progress are recorded as evidence of impact.

Our Nurture practitioner and Headteacher were available throughout the year and accessed by many parents. This included supporting with learning, emotional well-being and practical help. A range of experiences were offered to all children, with excellent engagement in clubs offered at different points in the 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
Emilie – for maths support	Emilie education
Read Write Inc phonics	Ruth Miskin

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.