# Egglescliffe CE Primary School Pupil Premium Strategy Statement

At Egglescliffe C.E Primary school, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

## This statement details our school’s use of pupil premium funding (for the 2024 to 2025 academic year) 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

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| Detail | Data |
| School name | Egglescliffe CE Primary School |
| Number of pupils in school | 236 (Including Nursery). |
| Proportion (%) of pupil premium eligible pupils | 18 children - 8% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024/25 – 2027/28 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Emma Robertson |
| Pupil premium lead | Helen McCarthy  Deputy Headteacher |
| Governor / Trustee lead | Simon Smith |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29,204.99 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. Used purposefully, Pupil Premium funding can help tackle some of the barriers that stand in the way of eligible pupils’ progress. Our main aim at Egglescliffe CE Primary is to identify and remove these barriers in order to make a difference to every child’s education in terms of attainment, progress, achievement and well-being so that they can perform as well as their non-disadvantaged peers.  The Pupil Premium Lead has adopted a rigorous approach to identifying pupil needs, gathering and reflecting on a wide range of data to build a rich picture. We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. We examine what could be hindering the attainment and progress of pupils who are below age-related expectations or any higher attainers where provision could be further enriched. Individual barriers to learning are identified for all children who receive Pupil Premium funding and their progress is meticulously tracked throughout the school year. Pupil Premium funding is used to support pupils learning and progress in the classroom through a number of strategies. Ensuring that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils is a top priority for Pupil Premium spending.  Another key barrier we aim to remove for many of our disadvantaged pupils is ensuring that there are no financial or social barriers to their full participation in school life. In order to achieve this, part of our Pupil Premium funding is spent to ensure our children have the best possible opportunities to be successful, fulfil their potential and to experience meaningful, memorable and enriching experiences. In addition to this, the THRIVE approach will be embedded across the whole setting with the key principles of emotional wellbeing and communication at its heart.  In-school monitoring evidences that the strategies and activities detailed below in the Pupil Premium overview have clearly had, and will continue to have, a positive impact on pupil outcomes and their life experiences. As such, we would seek to sustain these in the future.  The key principles of our strategy plan are:   * To provide quality first teaching in order to continue improving the attainment and successes of all children and to close the gap between groups. * To act early to intervene at the point need is identified * To maintain a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve * To improve children’s early language and develop the oracy skills they need for success in school and in life * To continue to maintain our high attendance figures * To support the work of the Emotional Wellbeing and THRIVE Lead to enable her to work closely with vulnerable, disadvantaged children and their families. * To continue to provide enriching experiences including day trips, residential visits and events in school which children would not otherwise access * To promote the well-being of our children to ensure that they are fully supported to achieve their potential. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Our disadvantaged pupils display significant barriers to learning, not only in respect of their learning and progress, but also in relation to their relationships, concentration levels and emotional wellbeing. |
| 2 | Family circumstance and lack of parental support with education particularly affect disadvantaged pupils. Many families have low engagement levels when supporting their children with learning in and out of school. |
| 3 | Lower levels of attainment in Reading, Writing and Maths, for those eligible for Pupil Premium in Year 4 and Year 6. Some pupils find it difficult to recall prior knowledge. |
| 4 | Children with strong foundations start school in a position to progress. Our disadvantaged pupil’s levels upon entry to school, are lower than expected of non-disadvantaged pupils and in particular in relation to Speech and Language and Communication. This can have long term consequences in terms of educational attainment and adult outcomes including social and emotional wellbeing. |

## 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.

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| Intended outcome | Success criteria |
| Through providing Quality First Teaching, we aim to meet the specific needs of our disadvantaged pupils, in order that they better able to meet age-related expectations.  Improvement in attainment at the end of EYFS, KS1 and KS2: Quality First Teaching has led to accelerated progress and improved outcomes. | End of year data analysis, will evidence that a large proportion of our disadvantaged pupils will have closed the gaps in their learning and will have made expected progress or better. |
| Through focussed interventions and catch-up programmes, we target specific gaps in learning in order that our disadvantaged pupils can access the curriculum alongside their non-disadvantaged peers. | Pupils have been correctly identified for targeted support that has enabled them to access their age-related curriculum in line with their peers. |
| Through offering bespoke provision from a range of identified agencies, including CPD and support programmes, we hone in on individual barriers to learning, including speech and communication, enabling our disadvantaged pupils to access learning, make progress and better equip them for life in the future. | Our identified disadvantaged pupils and families will have been signposted to appropriate services and agencies, in order that they be provided with the relevant tools to break down their barriers to learning.  Development gaps are addressed at the earliest opportunity, particularly focussing on the key early language and literacy skills.  Pupils’ spoken language will be strengthened so that they can communicate ideas, ask questions and engage effectively with others across the curriculum and in social situations. |
| Improvement in attendance.  Regular reviews of attendance data  A culture which prioritises wellbeing so If any patterns of absence arise, (including sporadic attendance and lateness), swift action is taken, including positive and supportive communication with families. | Overall attendance improves in line with the school target of 96%.  Attendance gap between disadvantaged and non-disadvantaged pupils has narrowed and the % of disadvantaged pupils who are persistent absentees has decreased and is at least in line with the national picture. |
| Through tailoring the work of our Emotional Wellbeing and Nurture Lead, we build stronger, nurturing relationships with our vulnerable families in order to understand, support and promote positive mental health and emotional wellbeing.  Our Mental Health and Emotional Wellbeing Lead is THRIVE trained. If further support is required, a bespoke programme of support is offered or families are signposted to provision from outside agencies | The relationships between the school and our vulnerable families will be much improved through the pastoral support of our Mental Health and Emotional Wellbeing Lead and other key personnel, including the SENDCO and Assistant SENDCO.  Identifying any issues or changes in behaviour as early as possible reduces any possible impact on our children’s social, emotional and academic growth.  Pupil voice, monitoring of teaching and learning and feedback from reviews, demonstrate that children are engaging positively in school life and the opportunities offered to them.  All pupils are given the opportunity to be flourish. |

## 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 (including CPD)

Budgeted cost: £14,112

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Bespoke CPD to strengthen aspects of practice for all staff:  -Teachers to maximise the use of recall to inform clear next steps for learning  -Teachers to effectively use questioning as a tool to assess children’s knowledge and rational for next steps  -Ensure environment is reflective of current focus and is a tool for learning  -Use a breadth and variety of recall tasks to effectively evaluate current learning and retention of long term knowledge  -Metacognitive strategies taught in conjunction with specific subject content so pupils transfer these generic tips to specific tasks | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>  Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. (EEF) | 1 and 3 |
| Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | 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:  [Mathematics\_guidance: key stages 1\_and 2](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | 3 |
| To underpin the school’s wider curriculum with oracy to reduce barriers to learning for all groups.  CPD for staff focused on oral language approaches. (Targeted reading aloud and book discussion with pupils; explicitly extending pupils’ spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction). | On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. (EEF)  Children’s and Young People’s Reading (2015) and National Literacy Trust (2016) research shows that reading for pleasure has a positive impact on children’s attainment in reading assessments. Children who read for pleasure have enhanced levels of text comprehension, an increased knowledge of grammar and show improvement in their writing. Research has found children who read often at the age of ten perform better than their peers in tests of spelling, vocabulary and even mathematics when tested at the age of sixteen. They also have more positive attitudes towards reading than their peers. | 1, 2, 3 and 4 |
| To further develop the work of our Mental Health and Wellbeing Lead to promote positive mental health and improve children’s ability to learn.  To support all staff to understand what children and young people are trying to communicate through their behaviour | Children are navigating a variety of pressures which according to research is why 50% of mental health issues are established by the age of 14 (MHFA, 2023). | 1 and 2 |

**Targeted academic support**

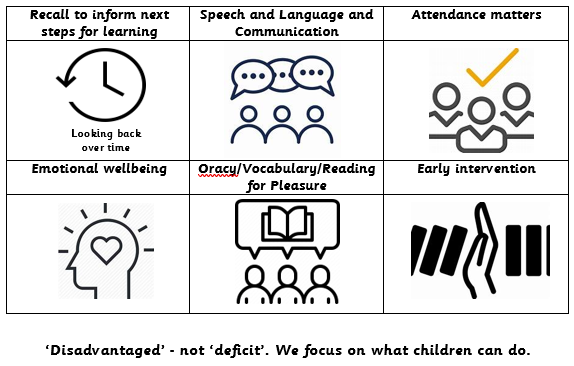
Budgeted cost: £8734

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To provide regular focussed, detailed, monitored interventions that target specific gaps in learning for groups of pupils. To include phonics and spelling. | Targeted intervention, which specifically meets the needs of the children and is led by highly trained staff. Tracking and data capture shows the positive impact in school.  Moderate impact for moderate cost - Sutton Trust – EEF Teaching and Learning Toolkit)  Assessment data has shown a proportion of pupils eligible for PP are working below ARE in Reading, Writing and Maths in Y4 and Y6  In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching +5 months in primary school.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  Teacher assessment from previous years has shown that, following small group interventions, children make accelerated progress and meet ARE by end of kS2. | 2 and 3 |
| To provide targeted groups of pupils in Year 4, 5 and 6 with additional ‘catch-up’ sessions for English and Maths. | Research indicates that focussed catch-up provision impacts positively on pupil’s progress and attainment over time; allowing them to achieve in line with their peers.  CPD training from Archimedes Maths Hub has been found to have a positive impact on teacher knowledge and confidence when teaching Maths.  Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction (EEF)  EEF research suggests that tuition can accelerate progress of disadvantaged students (high impact for moderate cost, based on moderate evidence: Impact +5) | 2 and 3 |
| Interventions led by TA. Pupils identified through data collection and through ‘The Simple View of Reading’ analysis.  Reading comprehension strategies taught explicitly and consistently. Pupils are supported to apply the comprehension strategies independently to other reading tasks, contexts and subjects. | Development of reading comprehension strategies and oral language interventions - EEF suggested strategies (very high impact for very low cost, based on extensive evidence: impact +6). | 2 and 3 |
| Early identification of children with Speech, Language and Communication needs.  All teachers and teaching assistants within EYFS will be NELI trained.  In Early Years we have adopted the enquiry approach to develop inquisition to develop auditory skills and knowledge development.  Participation in the Elklan Trial with York University to become a communication friendly setting. | Levels upon entry to school for many of our pupils are significantly below what would be expected. This is a consequence of a range of factors; including family circumstance and lack of parental engagement  Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression (EEF)  Oral language interventions – very high impact for very low cost based on extensive evidence (+6 months) | 2 and 4 |

**Wider strategies**

1. Budgeted cost: £6359

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To implement the Children’s Mental Health and Wellbeing Policy and actions that are that are bespoke to the needs of our pupils and that promote positive emotional wellbeing and mental health:   * THRIVE - Profile pupils to see where they are in terms of their social and emotional development; create action plans for those PP children who need additional support * whole staff training will ensure everyone understands the principles and language of THRIVE and how to embed it as a whole school initiative. * Positive wellbeing workshops – creative arts/Dance * Referral scheme from parents/teachers * Mindful Mondays – lunchtime support * Sensory support * Develop Forest School provision * To introduce “Ready to Regulate” in nursery | Local evidence gathering has evidenced that a proportion of our community are experiencing issues with mental health and emotional wellbeing and this inevitably, is having a detrimental impact on some of our pupils.  Improving Social and Emotional Learning in Primary Schools reviews the best available research. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. | 1 and 2 |
| To offer a range of funded experiences for disadvantaged pupils that will afford them the opportunity to take part in activities they may otherwise be unable to e.g. after school clubs, visits, outdoor education, residential visits, sporting events, music tuition. | Many of our disadvantaged families do not have the financial capability nor opportunity to provide their children with the range of experiences that would enable them to learn about the wider world and its implication on their future lives. Through providing these opportunities we are ensuring no child is disadvantaged. | 1 and 2 |
| To build a culture that promotes the benefits of high attendance.  Clear school attendance policy. Regularly monitor and analyse attendance and absence data to identify pupils that require support and put effective strategies in place.  Build strong relationships with families, listen to and understand barriers to attendance, and work with families to remove them. | The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. (DfE)  ‘*Rather than the term ‘school refusal’, the term EBSA recognises that this avoidance has its root in emotional, mental health or wellbeing issues.’* From ‘Addressing Emotionally Based School avoidance’, Anna Fraud | 1 and 2 |

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# 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.

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| Our end of year assessments indicate that the progress of disadvantaged pupils in core subjects was at least good in all year groups for 79% of pupils, relative to their starting points. Where progress is less than 3 steps, two of these children have English as an additional language.  The gap between disadvantaged pupils is narrowing due to interventions which have been led by teachers and TAs to close the gap in attainment. These include same day interventions as well as specific phonic, spelling and Maths interventions.  100% of PP children achieved GLD  100% of PP children in Year 1 passed the Phonics Screening Test  By end of KS1: 100% reached Age Related Expectations in all areas.  By end of KS2: 66% reached ARE in writing (33% achieved Greater Depth)  100% pupils reached ARE in Maths (100% Greater Depth)  66% pupils reached ARE in Reading (33% Greater Depth)  Another area for development during this period, was to further increase parental engagement of disadvantaged families to ensure families understand the importance of working with the school to support their child in every aspect of the curriculum. Regular progress reports are sent termly. When given the statement *‘I receive valuable information from the school about my child’s progress’* responses were:  • 94% responded agree or strongly agree  • 4% responded ‘disagree’ or ‘strongly disagree’  • 2% responded ‘don’t know’  Overall attendance in 2023/24 was slightly higher than the previous year at 95.28% (up from 95.23% at this point last year.) Children and their families are well supported and attendance and punctuality has improved year on year. Attendance of pupils in receipt of Pupil Premium is 96.06%. Up from 94.07% in the previous academic year.  The well-being of all pupils, including those in receipt of Pupil Premium, continues to be of paramount importance following the Covid pandemic. All are well supported through our bespoke emotional well-being and mental health offer which includes support from our highly experienced Mental Health First Aider and Thrive Practitioner In addition, the school supported families well in accessing support such as medical and financial, including access to one afterschool club per week of their choosing.  88% of disadvantaged pupils attend an afterschool club. This increased from 61% mid-year |

## Externally provided programmes

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| Programme | Provider |
| Mental Health First Aiders | Durham and Newcastle Diocesan Learning Trust |
| Thrive | Durham and Newcastle Diocesan Learning Trust |
| Archimedes Maths Hub | Carmel College |
| NELI | Department for Education with Pearson |
| Elklan | York University |

## Service pupil premium funding

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| 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? |  |