



The Echelford Primary School

Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium and recovery premium 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	The Echelford Primary School
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	31 st December 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Karen Oakley & Jessica Bugembe (Headteachers)
Pupil premium lead	Hannah Cunna
Governor / Trustee lead	Alex Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,410
Recovery premium funding allocation this academic year	£14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£163,200

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

The Pupil Premium is an amount of money allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or have been at any point in the past 6 years (known as the Ever 6 measure). This funding applies to pupils in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

Schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish online information about how we have used the Premium.

What is Recovery Premium funding?

The Recovery Premium is part of the government's package of funding to support education recovery following the impact of the coronavirus (COVID-19) pandemic. It is a time-limited grant for the 2021-22 to the 2023-24 academic years.

How do we administer Pupil Premium funding?

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 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.

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 following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Throughout the year, we ring-fence our Pupil Premium funding to ensure that it is spent on targeted pupils. Our school focuses on supporting our disadvantaged pupils to achieve and attain in line with their peers both in school and nationally. The school rigorously analyses data to identify pupils who are at risk of underachieving, particularly in English, Mathematics and Science.

We detail all the provision in place on our school provision map and track achievement data to evaluate the effectiveness of interventions and adjust accordingly. The school ensures that Senior



Leaders have a clear overview of how this funding is spent, and expects teachers and teaching assistants to feedback with progress information, which in turn informs our school governors about Pupil Premium progress. Governors ensure that that they hold school leaders to account for raising standards.

As a school we draw upon evidence from our own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement and life chances, considering how we can improve attainment and achievement, attendance and participation in the opportunities life at school brings.

The key principles of our strategy plan

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

We have used the following data sources to help identify barriers to attainment in our school:

- Internal assessment and reporting software
- The [EEF families of schools database](#)
- Staff, pupil and parent consultation
- Attendance records
- Recent school Ofsted report
- Guidance from experts

The table below details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Closing the attainment gap between pupil premium children and non-pupil premium children
2	Attendance – increasing and improving attendance for pupil premium children. Currently 40% of pupil premium children achieve 95% attendance or above.
3	Reduced exposure to experiences and knowledge of the world around them, impacting access to a broad curriculum.
4	Continuing to ensure that any emerging social, emotional and mental health needs amongst Pupil Premium children are met with early intervention.
5	Many of our Pupil Premium children fit into other vulnerable groups e.g. SEND.



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 Pupil Premium children's attendance to improve and over 75% of pupil premium children to reach 95% attendance over the next two years.	Attendance data will demonstrate an increase in attendance for Pupil Premium children to 95% for over 75% of pupil premium pupils or persistent absentees reduced by 50%. Evidence of targeted family support will result in increased pupil attendance.
For 75% of Pupil Premium pupils to make expected or better progress as a result of targeted support in Reading, Writing and Maths.	Sonar data will demonstrate expected or better progress being made in line with expectations. Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made. Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.
For Pupil Premium children's knowledge and understanding of the world around them and their aspirations within this to grow and develop as a result of a broad and balanced curriculum offer.	Children will talk confidently about the knowledge they have acquired across a range of subject areas in each year group and how this builds on their prior knowledge. Monitoring will demonstrate the delivery of a broad and balanced curriculum which reflects our community and offers varied opportunities to learn about the world around them. Children talk confidently about their short and longer term aspirations.

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teaching staff regarding Ordinarily Available Provision and use of this toolkit.	EEF Research demonstrates that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. When this training is planned to respond to what the monitoring	1,3,4,5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	data is telling us the impact can respond to the needs and therefore be greater.	
Staff training and planning time to develop and review curriculum development and delivery.	Educational research highlights that providing a broad and balanced curriculum will support pupils to develop into well rounded individuals who have a good understanding of the world around them and their part in it.	1, 3, 5
Oracy Project - including regular staff training and monitoring of use of Oracy in the classroom.	Research from Voice 21 and the EEF has shown that Oracy skills are crucial to children and young people's success in school and in their life beyond and that oracy increases confidence. Young people with poor communication skills are 1.5 times more likely to have mental health difficulties. Oracy narrows gaps enabling disadvantaged students to fulfil their potential. Pupils can make +6 months progress through oral language intervention.	1,3,4,5
Continued Zones of Regulation training for all staff.	EEF toolkit: Very high impact and low cost. +7 months EEF CPD report.	3
Inclusion role (non-class based)	Coordinates Pupil Premium strategy, monitoring of interventions, staff training, partnership with parents.	1,3,4,5
Consultancy Support including STIPs, EP, MHST	When staff have received this training and support in the past, it has helped to develop their professional knowledge and specific strategies to support individuals.	1,3,5

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

Budgeted cost: £106,234

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings with SLT ensure progress of pupil premium children is good.	Regular review of progress will ensure children are identified for extra support if progress isn't being maintained.	1,2,3,4,5
Recovery Premium Funding Tutoring	Interventions that are planned and delivered well can improve progress. This will need to be regularly reviewed to ensure progress.	1,5



Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing.	1,3,4,5
Interventions led by support staff, including Maths intervention and Literacy for all. Children will be identified in pupil progress meetings.	Interventions that are planned and delivered well can improve progress. This will need to be regularly reviewed to ensure progress.	1, 3, 4, 5
Third Space Learning: Year 5 Maths tutoring	Evidenced based tutoring programme to close the attainment gap in maths.	1, 5
Little Wandle and rapid catch up phonics interventions	Evidenced based phonics programme to support the teaching of reading and close the attainment gap.	1, 5
Year 6 tutoring	Designed to support pupil progress and attainment. Evidence of impact from previous years	1, 5

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

Budgeted cost: £61,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link Worker support. - Parenting courses - Parental support	EEF toolkit: Parental engagement has a positive impact on average of 4 months additional progress.	2,4,5
ELSA support	After receiving ELSA, there were 5 areas identified as being improved: - social behaviour and friendships - self-esteem and feelings - social and emotional confidence - behaviour - learning and concentration	1,2,3,4
Attendance Management	Enables clear tracking and actions to be taken to ensure high levels of attendance are maintained.	2
Young carers club	Young Carers encourage schools to offer sessions for young carers so they can meet other young carers and see they are not alone in their role.	2,3,4
Lunchtime club	Targeted provision to support children to experience successful peer interactions.	3,4



Activity	Evidence that supports this approach	Challenge number(s) addressed
Bridge Builders	Children receive opportunities to explore life beyond the classroom and engage in discussions about the world around them. This has broadened the children's skills, knowledge and opportunities available to them.	3,4
Nurture group Play therapy & Art Therapy	Therapeutic approaches help to remove barriers to learning.	2,3,4
Resources including Playpod, Power of Reading, iPad project, CPG Workbooks	All resources contribute to the children's academic progress in class, language development and successful peer interactions.	1,2,3,4,5
Bursaries to support inclusion in After School Activities, school trips and residential	To offer a wider range of experiences to broaden their experiences of the world around them	2,3,4
Forest School Provision	Outdoor learning promotes pupil wellbeing and broadens the children's experiences and opportunities to interact with the world around them.	1,2,3,4

Total budgeted cost: £182,380



Part B: Review of outcomes in the previous academic year

Pupil premium and Recovery premium strategy outcomes

The table below details the outcomes we intended to achieve **by the end of the 2022-23 strategy plan**, how we would measure success and the actual outcome achieved.

Intended outcome	Success criteria	Actual Outcome
For Pupil Premium children's attendance to improve in line with non-Pupil Premium children and reach 95%.	Attendance data will demonstrate an increase in attendance for Pupil Premium children. Evidence of targeted family support will result in increased pupil attendance.	This is an ongoing outcome. Attendance of pupil premium children continues to sit below 95%. The school is working closely with the Inclusion Officer to ensure all possible positive steps are being taken to improve the attendance of these pupils.
For 75% of Pupil Premium pupils to make expected or better progress as a result of targeted support in Writing.	Target Tracker data will demonstrate expected or better progress being made. Monitoring of learning produced and engagement in lessons will demonstrate the impact of the targeted provision and will evidence the progress being made. Children will talk confidently about skills and knowledge they have developed as a result of the targeted provision provided.	50% of pupil premium pupils made expected progress in reading, writing and maths at the end of KS2. 6% of pupil premium pupils achieved a higher standard in reading, writing and maths at the end of KS2. A change in the school's assessment tool will support tracking and assessments of PP pupils
For Pupil Premium children's emerging social, emotional and mental health needs to be addressed in a timely manner and through appropriate provision or relevant referrals.	Teachers confidently identify Pupil Premium children who require targeted support regarding their social, emotional and mental health needs and address this through in class strategies and raise concerns with relevant parties. Interventions are monitored and reviewed. Conversations with outside professionals will demonstrate referrals made have been relevant and the input from the services impacts positively on pupil outcomes. A reduction in external referrals as early intervention and range of therapeutic interventions offered in school support targets emerging needs effectively.	A range of staff training regarding Social, Emotional and Mental Health including Trauma & attachment training and zones of regulation has supported staff to feel confident in the strategies used in the classroom and knowing when to seek further advice. School have sought advice from the Mentally Healthy Schools Team regarding 15% of the pupil premium cohort. This has led to support from HSLW, adaptation to strategies in the classroom, direct work with families and children in some cases.
For Pupil Premium children to demonstrate effective learning	Monitoring, including observations and pupil voice, demonstrate	Pupils speak confidently about their learning and what resources they can use to help them. Pupils can talk with



behaviours in the classroom so they can face challenges with resilience, independence and initiative, all of which have a positive impact on pupil progress.	effective learning behaviours are adopted. Teacher voice indicates Pupil Premium pupils are resilient, independent learners. Target Tracker data will demonstrate expected or better progress being made.	knowledge of 'The Learning Pit' demonstrating increased knowledge of their metacognition skills. Observations demonstrate the use of Zones of Regulation and metacognition strategies to enable the children to understand themselves as learners.
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Externally provided programmes

Programme	Provider
Mentoring Programme	Bridge Builders

