



The Echelford Primary School

Pupil Premium Strategy Statement 2021-22

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	The Echelford Primary School
Number of pupils in school	619
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Karen Oakley & Karla Pearson (Headteachers)
Pupil premium lead	Kat Ball and Hannah Cunnah
Governor / Trustee lead	Alex Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,155
Recovery premium funding allocation this academic year	£14,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£147,470

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding?

In 2011 the Government launched its 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. Since September 2012 we have been required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

What is Covid catch-up premium funding?

The government announced funding to support children and young people to catch up due to the disruption to their education as a result of coronavirus (COVID-19). This included a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

The £650 million of universal catch-up premium funding was available for all state-funded mainstream and special schools, and alternative provision.

Schools' allocations were calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

How do we administer Pupil Premium funding?

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 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.

Pupil Premium funding may also benefit pupils who are not eligible for funding. For example, when holistic whole school initiatives are put into place such as Home School Link Workers or



Beanstalk Reading provision. Where non-eligible pupils are benefitted this will be shown in the tables below.

The key principles of our strategy plan

Our overall aims of our catch-up premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers
- To raise attainment for all pupils to close the gap created by the COVID-19 school closures
- The mental health needs of pupils are met and supported by the school

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	Attendance – over 50% of pupil premium children are attending for less than 95%.
2	Gaps created by the impact of school closures during the pandemic, with a primary focus on reading and writing.
3	Emerging social, emotional and mental health needs amongst pupil premium children.
4	Continuing to develop Pupil Premium children’s exposure and engagement in wider curriculum opportunities.
5	Many of our pupil premium children also fit into another vulnerable group e.g. SEN

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 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.



<p>For 80% of Pupil Premium pupils to make expected or better progress as a result of targeted support in Reading and Writing.</p>	<p>Target Tracker data will demonstrate expected of 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.</p>
<p>A clear system of early identification is in place for pupil premium pupils with emerging social, emotional and mental health needs so that targeted intervention is implemented in a timely manner.</p>	<p>Teacher confidently identify pupil premium children who require targeted support regarding their social, emotional and mental health needs. A clear system is utilised by staff to identify and plan provision for children raised. Interventions are monitored and reviewed. Zones of regulation will be embedded across the school and will be used as a common language to communicate. A range of therapeutic provisions are utilised effectively with clear impact on pupils' social, emotional and mental health development.</p>
<p>For 90% of pupil premium children to engage in wider curricular opportunities so that they are exposed to a greater number of opportunities to develop a wide and enriched skill set.</p>	<p>Pupil Premium children will have attended curriculum enrichment opportunities provided within the school day. 90% of Pupil Premium children will have attended trips and visits outside of school and funding support will have been offered where needed. Pupil Premium children will be targeted and spaces provided to attend after school extra curricular clubs.</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: £ **18,923**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching training for teaching staff	EEF research demonstrates that good teaching is the most important lever schools have to improve outcomes for	2, 5



in line with coaching and monitoring schedule.	disadvantaged pupils. When this training is planned to respond to what the monitoring data is telling us the impact can responsive to the needs and therefore be greater.	
Zones of regulation training for all staff. Communication friendly Spaces training for all staff	EEF toolkit: Very high impact and low cost. +7months EEF CPD report	3
Support staff will have regular training. Inclusion lead will identify training needs.	Timely and relevant training will support the team to continue to be effective in their role.	2, 5
Phonics training for all staff through introduction of Little Wandle Phonics scheme	EEF toolkit: high impact low cost. +5months EEF CPD report	2,5
Maths mastery for all The school has joined the Maths Hub and will be involved in 'teacher research groups' aimed at improving pedagogy and deepening staff's knowledge and understanding.	Collaboration with other schools and organisations will allow the school to develop partnership links to share best practice and develop leaders and staff to be experts in teaching mathematics to their children.	2,5
Purchasing of Little Wandle scheme and resources	EEF toolkit: high impact low cost. +5months EEF CPD report	2,5
Inclusion role- non class based.	Co-ordinates PP strategy, monitoring of interventions, staff training, partnership with parents.	2,3,5
Consultancy Support	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.	1,2,3,5

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

Budgeted cost: £ **109,094**

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.	1,2,3,5
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing.	2,4,5



Interventions led by support staff. 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.	2,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ **44,770**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home School Link Worker support. <ul style="list-style-type: none"> - Homework club - Parenting courses - Parental support 	EEF toolkit: Parental engagement has a positive impact on average of 4 months additional progress.	1,3,4
ELSA support	After receiving ELSA, there were 5 areas identified as being improved: <ul style="list-style-type: none"> - social behaviour and friendships - self-esteem and feelings - social and emotional confidence - behaviour - learning and concentration 	3
Attendance Management	Enables clear tracking and actions to be taken to ensure high levels of attendance are maintained.	1
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	3,4
Lunchtime club	Targeted provision to support children to experience successful peer interactions.	3,4,5
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.	4
Nurture group/ drawing for talking Play therapy & Art Therapy	Therapeutic approaches help to remove barriers to learning	3,4
Resources including Playpod, Power of Reading, iPad project, CPG Workbooks, Debate mate project, Talk Boost	All resources contribute to the children's academic progress in class, language development and successful peer interactions.	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	3,4
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Total budgeted cost: £ 172,787



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.

Pupil Premium initiative to counter barrier	Cost	Why are we taking this approach?	Impact of the initiative <i>For both pupil premium and non-eligible pupils</i>
1:1 support 'In bubble' interventions	£85,108	To close the attainment and progress gap between pupil premium pupils and pupils not eligible for pupil premium funding.	100% Pupil Premium children received targeted intervention to close progress and attainment gaps where needed. During lockdown this included offering online interventions and support.
Pastoral Team Support Including: HSLW and ELSA	£15,464	<p>To provide pastoral support to children and families.</p> <p>To support the social and emotional wellbeing of the pupils so that they are better equipped to learn and progress.</p>	<p>There was 100% engagement with Pupil Premium families requiring HSLW involvement. Families speak highly of the support the Home School Link Worker and ELSA provided over the academic year.</p> <p>Children are able to attend to their learning and general day to day classroom activities with increased success and report feeling happier as a result of the input and support.</p> <p>During lockdown, HSLW and ELSA support was offered to Pupil Premium children and their families. This was well received and enabled families to engage in the online school offer with greater success.</p> <p>Attendance of Pupil Premium children has been impacted by Lockdown during this academic year. Targeted support was offered to enable transition back into school following lockdown.</p>
Curricular and Extra Curricular Enrichment	£7,910	To offer a wider range of experiences to broaden their experiences of the world around them.	Achieving the targeted outcome of 75% of children to attend trips and clubs has been impacted by restrictions enforced by the pandemic. School based curricular enrichment opportunities were

			accessed by 100% of Pupil Premium children.
Beanstalk	£220	To continue to engage pupils' and develop their interests and experiences in literature both in whole class and one to one settings.	The school had one Beanstalk volunteer who worked with a small group of children engaging them in interactive, individual sessions each week once restrictions lifted. The feedback received from both teachers and pupils demonstrates the 100% engagement in their sessions and their developing interest in learning across the curriculum not just in Reading.
Resources including Playpod, Power of Reading, iPad/Chromebook project, CPG Workbooks, Times Table Rock Stars, LEAP, NELI, transition support (Year 6)	£3,082	To enrich and deepen the learning opportunities pupils have through the use of quality resources and teaching approaches.	<p>The Power of Reading programme is designed to immerse the children in a rich culture of language through texts that engage and motivate children to read and write. This has not only been integrated into Literacy teaching and learning but across the wider curriculum to further inspire the children as seen in our curriculum webs.</p> <p>The NELI language intervention programme lead to 100% of children involved in the project achieving outcomes set and improving their language development.</p> <p>Teachers and parents have feedback that children continue to have an increased engagement in home-learning as a result of the CPG workbooks.</p> <p>Use of iPads and Chromebooks has continued to increase with all of Year 4 Pupil Premium pupils using Chromebooks within their daily curriculum this academic year. Children shared this has supported them to engage in the learning and improve the way they record and respond to their learning. All Pupil Premium pupils who had no access to a device during lockdown were provided for.</p>
Consultancy Support	£1,681	To ensure the most relevant adjustments to	This support has assisted staff in identifying the needs of learners and

		provision are being implemented to support pupil progress.	providing strategies to help close the gap. Pupil Premium children have received additional external input from services such as Learning, Language Support, Educational Psychologist or Behaviour Support. This can be seen through the effective use of the provision mapping tool used throughout the school.
Inclusion management	£16,882	Appropriate provision is in place to ensure pupil progress.	Additional or different provision is monitored half termly and reviewed for pupils to ensure the gap is closing. Class provision mapping has been used consistently and effectively to plan and assess the impact of adjustments to provision.
The Den	£1,324	To provide social support to students during lunchtimes.	The Den has provided social support to children during lunchtimes. This has been continued to be well attended and has led to a decrease in behaviour issues at lunchtimes for pupils who have received this support. Teachers and parents both report on the effective use of this environment in supporting children during this time.
Maths Mastery	£660	Continued teaching approach to narrow the gap between Pupil Premium and the rest of cohort in Maths.	Classroom observations and monitoring of learning indicates that all Pupil Premium children are accessing teaching and learning experience through the use of Maths Mastery approaches. Pupil Premium pupils engage positively with the lessons and make good progress.
Attendance Management	£3,363	To provide a range of attendance practices to support families.	Whole school attendance has been impacted by the pandemic and lockdown. Attendance Management has enabled us to track and provided timely support to those children and families who have required it. All Pupil Premium families whose attendance feel below 95% received support in line with school policy.
Speech Link	£542	To provide early targeted intervention and analysis of speech and language needs.	A well-used resource, supported by Speech and Language therapist analysis of our use of this resource and assessment tool. Baseline and review data gathered as well as pupil

			<p>progress has allowed for impact to be assessed.</p> <p>100% of the Pupil Premium children in Reception have been assessed and received the necessary interventions.</p>
Bridge Builders	£3,900	To provide aspirational experiences to children in Year 6. Opportunities to consider future job ambitions and possibilities.	16 children from Year 6 participated in the Bridge Builders project with 100% uptake. All children responded positively to the sessions, speaking positively about the experience and the impact it had on them. All teachers commented on impact the mentor sessions had on the children's' confidence and attitude to learning. Programme was interrupted during Spring term lockdown.
Target Tracker	£1,600	To closely assess, monitor and review pupil progress.	Effectively used to ensure teacher and support staff feedback as well as pupil progress continues to develop our approach to pupil assessment.
Art therapy	£525	To provide personalised support through therapy.	Feedback from pupils, teachers and trained professionals has been positive. Pupils engage well with these sessions and this input has enabled them to access learning more effectively as a result of these sessions.
TOTAL	<u>£151,108</u>		

Catch up premium strategy outcomes

This details the barriers identified and the impact that our catch up premium activity had on pupils in the 2020 to 2021 academic year.

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Gaps in phonic knowledge for Year 1 children due to missed teaching time in Reception
B	Gaps in phonic knowledge for Year 2 children due to missed teaching time in Year 1
C	Gaps in Year 6 maths knowledge- readiness for end of KS2 assessment.
D	Staff to develop their strategies to ensure wave 1 teaching is secure



ADDITIONAL BARRIERS	
External barriers:	
E	Children with poor attendance since September
F	High number of children in Reception who are not school ready
G	Children who did not engage with online learning during closure.
H	Limited access to resources to support with home learning e.g. range of reading material
I	Some children may struggle to settle back into school and class routines.

The tables below demonstrate how we planned to use the catch-up premium to improve classroom pedagogy, provide targeted support and support whole-school strategies.

QUALITY OF TEACHING FOR ALL e.g. whole school initiatives				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	Impact of the initiative
A	Phonic lead appointed Phonics videos shared to support parents	Staff in KS1 feel confident in applying a range of engaging phonics activities in their teaching and supporting children and parents with their phonological gaps.	Develop staff knowledge and confidence in teaching to ensure all teaching is good.	90% predicted Y1 phonics screening pass
B	Member of SLT supporting Y2 with delivery of class based phonics.	Staff feel confident in the whole class teaching of phonics. Children make good or rapid progress in phonics.	Classes cannot mix as they would usually to target children who had not achieved their phonics screening.	93% of Y2 children pass Y1 phonics screening in Autumn 2
C	Whole school training on maths meetings and how to use these to pre teach and review skills.	Children make good progress in maths	Important to ensure children have secure fundamental maths skills in order to make necessary links in their knowledge to progress.	86% achieving ARE in maths at the end of the year in KS1 and KS2 is in line with 2019 data.
D	Additional teacher mentoring and training by SLT training on specific areas: - assessment - online remote learning - planning sequences of lessons - Curriculum	NQTS make rapid progress within their teaching	Seven new members of teaching staff (33%). Important for these staff to quickly understand where the school curriculum was before Lockdown and support any gaps in their own training.	Monitoring shows NQT classes are on track. Gaps in subject knowledge are identified and addressed by year leaders and mentors and observation and feedback indicates

				the impact of this input.
E	Track attendance of children and work with pastoral team and Inclusion officer to challenge non-attendance.	Attendance data is stable and increasing throughout the year.	To provide a range of attendance strategies to support families and re-establish school expectations.	For the overall school attendance to increase from September 2020 – 91.3% in the first full week of term.
F	Additional support for Reception cohort - Toilet training - Speech and Language support	Children will be toilet trained. Speech and Language interventions show positive impact.	Significant number of children began in September but were not school ready. (Required toilet training and had key speech and language difficulties.)	Number of children achieve GLD in line with 2019 data.
G	Class teachers released to make individual phonecalls to all parents in Autumn 1. Maths homework set using Google Classroom. New set of Chromebooks purchased to ensure all KS2 have access to IT technology in school, upskilling them to be confident in managing their online learning at home. Increased resources also ensures all staff area able to work remotely.	% of children engaging in online home learning in 2020-21 bubble closures increasing from school closure in 2019-20.	Evidence from parent surveys and phonecalls show that children are most likely to complete home learning when learning is interactive and feedback provided. Children have their own individual chromebook rather than sharing. Reducing the close contact between them in their classrooms.	Parental feedback has been positive and an increased level of completed learning was achieved.

H	Purchase new reading books.	Reading scheme is broad and provides children with the appropriate level for their reading.	More reading books required as children were sent home with books at school closure and some have not returned or are not fit for purpose.	86% achieve GLD. 82% achieve ARE in Reading at KS1. 84% achieve ARE in Reading at KS2.
I	Stay on Green training for all staff.	A consistent approach to behaviour is in place and used throughout the school to maintain high levels of behaviour.	Seven new members of staff who have not used this system and the need for consistency across the whole school.	Behaviour data using internal tracking systems (CPOMS) shows a /reduction in the number of incidents.
Total budgeted cost:				£22,922.88

TARGETED SUPPORT e.g. interventions, group tuition, 1:1 support

Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	Impact of the initiative
A	Targeted phonics packs sent home	Children make rapid progress from the gaps identified in their phonics assessments.	Blending identified as a key area of challenge for Y1 pupils.	90% of children pass the phonics screening in Y1.
B	Daily phonics interventions by several members of the teaching staff who have experience of phonics teaching.	Number of children achieving the ARE screening for Y1 increases from September to testing in November.	Children identified with gaps in their phase 5 phonics knowledge.	90% achieve the Y1 phonics screening. 82% achieve ARE in Reading at the end of KS1 in line with 2019 data.
C	Maths support provided remotely by an experienced Y6 teacher.	Gaps in knowledge are identified and addressed through 1:1 tuition.	Qualified teacher with experience of Y6 identifies subject knowledge gaps and addresses misconceptions.	86% achieve ARE in mathematics at KS2 in line with 2019 data.
D	Chromebooks for 1:1 tuition.	Children with gaps in their knowledge have daily interventions and make rapid progress from short targeted 1:1 sessions.	To reduce mixing of bubbles and time wastage. Remote teaching team can offer 1:1 tuition throughout the day accessed by children on Chromebooks.	Phonics and maths data remains in line with national/2019 school data.

E	Attendance Meetings and targeted communication	Encourage all children to return to school and access their education.	To identify persistent absenteeism and share a rationale for returning to school. To support families in making significant changes to their home routines.	Lockdown has had an impact on attendance figures. Attendance meetings remain in place and have good impact on increasing attendance.
F	HSLW support to specific children and families	Relevant support signposted and referrals made to support families with children's needs.	Significant number of children began in September but were not school ready.	Targeted support and engagement has led to an increase in number of families accessing HSLW support and referrals to outside agencies.
G	Year leaders released weekly to ensure work on Rainbow classroom matches the coverage in school so that individual isolation periods have minimal impact on missed work. Member of support staff leading feedback of Rainbow classroom and making regular contact with individual pupils who are isolating.	% of children engaging in online home learning in 2020-21 bubble closures improves. Amount of work submitted increases from first school closure in 2019-20.	Evidence from parent surveys and phonecalls show that children are most likely to complete home learning when learning is interactive and feedback provided.	Increase in children submitting work online and pupil engagement. Positive parent feedback.
I	Pastoral support – targeted ELSA sessions	Improved attendance and engagement. Parents report reduction in anxiety at home.	Small group of children identified requiring additional support following school closure. These children had not previously been identified to the pastoral team. Small group of children identified requiring additional support following school closure. These children	Feedback from pupils, teachers and the ELSA has highlighted the positive engagement and importance for the children of this role and input in school.

			had not previously been	
			Total budgeted cost:	£24,582.40

OTHER APPROACHES e.g. Behaviour approaches, mental health and social/emotional support.				
Barrier	Action	Intended outcome and success criteria	Evidence and rationale for this choice	Impact of the initiative
D	Purchase of IT equipment including webcams to ensure that observations of teaching can continue.	Appraisal process to continue. Teaching continues to develop and new teachers are able to observe and learn from more experienced members of staff without risk of bubble closures.	Observations and drive to continually improve and develop teaching continues without increasing numbers of staff in a room/crossing bubbles.	Teaching observed to be good or better in all observations.
I	Purchase of additional walkie talkies	Staff feel confident in their bubbles. Staggered drop off and collection embedded for whole school community.	Bubble system and staggered dismissal requires each class to be able to access SLT support.	Staff report feeling supported and number of behaviour incidents remains low. Staggered drop off and collection procedures embedded for the whole community.
			Total budgeted cost:	£1067.00

Total Expenditure: £48,572.28

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
Bridge Builders	Bridge Builders
Times Table Rockstars	Times Table Rockstars
Neli	Nuffield Early Language Intervention

