



# The Echelford Primary School

## Pupil Premium Strategy Statement 2022-23

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	627
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	31 <sup>st</sup> December 2022
Date on which it will be reviewed	1 <sup>st</sup> September 2023
Statement authorised by	Karen Oakley & Jessica Bugembe (Headteachers)
Pupil premium leads	Kat Ball and Hannah Cunnah
Governor / Trustee lead	Alex Williams

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,425
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£160,650</b>

## 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. 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.

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.

### 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 showing attendance of less than 95%.
2	Gaps created by the impact of school closures during the pandemic, with a primary focus on writing.
3	Emerging social, emotional and mental health needs amongst Pupil Premium children.
4	Many of our Pupil Premium children fit into other vulnerable groups e.g. SEND.
5	Continuing to develop Pupil Premium children's exposure and engagement in wider curriculum opportunities.
6	Continue to develop effective behaviours for learning including resilience, independence and a growth mindset.

## 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.
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.
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.
For Pupil Premium children to demonstrate effective learning behaviours in the classroom so they can face challenges with resilience, independence and initiative, all of which have a positive impact on pupil progress.	Monitoring, including observations and pupil voice, demonstrate 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.

## 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: **£26,773**



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 disadvantaged pupils. When this training is planned to respond to what the monitoring data is telling us the impact can respond to the needs and therefore be greater.	1, 2, 3, 4, 6
Continued Zones of Regulation training for all staff.	EEF toolkit: Very high impact and low cost. +7 months EEF CPD report.	1, 2, 3, 4, 6
Training and support in metacognition and self-regulation strategies to address resilience, independence and a growth mind-set.	EEF toolkit: Very high impact for very low cost based on extensive evidence. +7 months EEF CPD report.	1, 2, 3, 4, 6
Support staff will have regular training including 'Literacy for All' training to develop pedagogy and delivery of Literacy support. Inclusion team will identify training needs.	Timely and relevant training will support the team to continue to be effective in their roles.	2, 4, 6
Updated Little Wandle Phonics training for all staff in line with their updates and targeted intervention developments.	EEF toolkit: high impact for a very low cost on very extensive evidence. +5months EEF CPD report	2, 4
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, 4
Inclusion role (non-class based)	Co-ordinates Pupil Premium strategy, monitoring of interventions, staff training, partnership with parents.	1, 2, 3, 4, 5, 6
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.	2, 3, 4, 6

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

Budgeted cost: **£111,113**



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, 6
Recovery Premium Funding Tutoring	Interventions that are planned and delivered well can improve progress. This will need to be regularly reviewed to ensure progress.	2, 4, 6
Regular small group reading with an adult	Reading deepens vocabulary and enhances writing.	2, 3, 4, 6
Interventions led by support staff, including Number Sense 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.	2, 3, 4, 6

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

Budgeted cost: **£49,182**

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.	1, 3, 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, 6
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.	1, 3, 6
Lunchtime club	Targeted provision to support children to experience successful peer interactions.	1, 3, 6
Bridge Builders	Children receive opportunities to explore life beyond the classroom and engage in	5



Activity	Evidence that supports this approach	Challenge number(s) addressed
	discussions about the world around them. This has broadened the children's skills, knowledge and opportunities available to them.	
Nurture group/ drawing for talking Play therapy & Art Therapy Therapeutic Story Writing	Therapeutic approaches help to remove barriers to learning.	2, 3, 4, 5, 6
Resources including Playpod, Power of Reading, iPad project, CPG Workbooks, Talk Boost	All resources contribute to the children's academic progress in class, language development and successful peer interactions.	2, 3, 4, 5, 6
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	1, 2, 3, 4, 5, 6

**Total budgeted cost: £187,068**



## Part B: Review of outcomes in the previous academic year

### Pupil premium & Recovery premium strategy outcomes

The table below details the outcomes we intended to achieve **by the end of the 2021-22 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.	47% of Pupil Premium children have an attendance figure of more than 95%. This is a significant increase on last year. Regular attendance meetings and family support have occurred throughout the year.
For 80% of Pupil Premium pupils to make expected or better progress as a result of targeted support in Reading and 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.	85% of Pupil Premium children are making expected or better progress in Reading across the school as well as KS1 Pupil Premium children in Writing. Little Wandle training launched across the school to support phonics learning and interventions in order to boost Reading and Writing skills. Quality First teaching across the school includes an engagement curriculum designed to boost children's interest and engagement and therefore progress. Pupil reading survey showed a positive attitude to reading and increased awareness of skills they are using to develop their skills. Increasing the range of texts available across school has supported children's engagement and love of reading.
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.	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.	School has a clear, robust system for staff to refer child for ELSA support. All staff have been trained to use this system. A RAG rated system allows pupils needs to be targeted and monitored before and after intervention. Weekly inclusion meetings with ELSA, Inclusion Team and Mentally Healthy Schools Team enables staff to identify pupils and



	A range of therapeutic provisions are utilised effectively with clear impact on pupils' social, emotional and mental health development.	target support accordingly as well as monitoring impact. All staff have received Zones of Regulation training. Zones of Regulation displays are in each classroom as well as personalised for individual use. Children are taught stand alone lessons on how to use Zones of Regulation and equip themselves with the tools required, as well as ad hoc conversations.
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.	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.	100% of Pupil Premium children have attended a class trip, curriculum enrichment opportunities in school and outside visits. 65% of Pupil Premium children attended an after-school club.

### Externally provided programmes

Programme	Provider
Bridge Builders	Bridge Builders
Times Table Rockstars	Times Table Rockstars
Beanstalk	Beanstalk
Power of Reading	CLPE
Little Wandle	Little Wandle
White Rose Maths	White Rose Maths