# Eccleston Lane Ends - Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Eccleston Lane Ends Primary School |
| Number of pupils in school | 246 |
| Proportion (%) of pupil premium eligible pupils | 9% (2020-21)  10% (2021-22) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Sarah Bond |
| Pupil premium lead | Sarah Bond/Clare Grant |
| Governor / Trustee lead | Tracy Leather |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year (£1345.00 per pupil FSM £2345.00 LAC/PLAC) LA take £345 per pupil LAC/PLAC) | £38,140 |
| Recovery premium funding allocation this academic year  (£145.00) | £3,045 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £41,185 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Pupils at Eccleston Lane Ends Primary School will make at least expected progress and achieve high levels in all subject areas but particularly in reading, writing and maths, irrespective of their background or the challenges they may face. Research has found that disadvantaged pupils have been most affected by the impact of the pandemic. Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure that all pupils are given the chance to achieve their true potential.  We aim to do this through quality first teaching and increased opportunities for reinforcement of learning at home. Our strategy is focused on disadvantaged pupils having access to a wide range of interventions in school to assist in removing any barriers to learning. We will focus on evidence from EEF and other key research findings in relation to which interventions have the most impact.  We will provide an intensive pastoral support service, amongst other wider strategies, for pupils, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to develop their language and communication skills and for them to become competent readers.  We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on the children’s academic achievement and well-being. Our actions are measurable and the impact of these are monitored closely; changes made if necessary. |

## 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 | Low levels of language skills on entry as identified by Reception baseline screening and NELI for all pupils in EYFS (exacerbated by Covid 19) |
| 2 | Gaps in phonics and reading including early reading, which have been exacerbated by lockdowns (identified and tracked via phonics assessments and NFER data analysis)   * 2021 Reception GLD (50% PP achieved ELG in Reading compared to 83% non-PP) * 2021 Phonics Screening Check (50% of PP not achieved pass compared to 94% non-PP) |
| 3 | Gaps in Maths, particularly in KS2, identified and tracked via NFER. |
| 4 | Post lockdown children have had limited access to wider activities and enrichment – particularly in relation to cultural capital. |
| 5 | Social, emotional and mental wellbeing (particularly self-regulation and resilience) lower following Covid-19 pandemic. Identified via:   * Pupil progress meetings * Observations by staff * Reports from Pastoral Leader * Parental feedback following pandemic * Discussions with pupils and their families |

## 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 |
| Improved oral and language skills and vocabulary among disadvantaged pupils. | * NELI & ELKLAN assessments show significantly improved language skills. * Monitoring evidence, including pupil voice, book scrutiny and engagement in lessons, indicated improved language skills throughout all year groups. |
| Improved reading attainment for disadvantaged pupils by the end of EYFS and KS1. | * Increase the % of disadvantaged pupils passing the Y1 phonics screening check closing the gap between disadvantaged and all pupils. * Children carefully tracked in their phonics progression (Phonics Tracker) and attainment so that gaps can be identified early and interventions put in place. * Increase the % of PP children achieving the Reading ELG in EYFS. |
| Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2. | * Data from early intervention programmes put in place in KS1/lower KS2 show improved attainment for PP children. * KS2 Maths outcomes improve each year so that by 2024/25 more disadvantaged pupils meet the expected standard. * Teaching for mastery approach to be developed through all key stages. * NFER assessments/curves evidence increasing numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils. |
| Pupils access a wide range of enrichment experiences both in and out of school. | * After School Clubs for Physical Activities and the arts. * Sports Premium funding used to develop access to sports and sporting facilities * Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, FACES, music lessons and residentials etc. |
| To improve social, emotional and mental well-being (particularly self-regulation and resilience) for all pupils in school, particularly our disadvantaged pupils. | * Children have raised awareness of how their brain works and develop strategies that allow them to improve their ability to self-regulate. * Pupil surveys reflect enjoyment in school and improved attitudes to learning. * Social skills, independence, perseverance and teamwork are developed. |

## 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: £ 21,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **FIRST CLASS teaching**   * Quality first teaching for all pupils. * Teacher and TA CPD is ongoing for Maths and English by leads. * Teacher and TA CPD focuses around the science of learning. * Maths and English are high priority on school development plan. * Pupil progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. | * EEF Guide to Pupil Premium – maintains that a tiered approach is the most successful where teaching is the top priority, including CPD. * EEF – Metacognition and self-regulation approached to teaching support pupils to think about learning more explicitly. * Sutton Trust – quality first teaching has a direct impact on student outcomes. * Training and supporting highly qualified teachers delivers targeted support. | 1, 2, 3 |
| * The development of the Thinking Schools approach -building a consistent pedagogy and ensuring a high level of teaching and learning for all. * The focus will be on EEF and Ofsted recommendations around metacognition, self-regulation, cognitive load theory, skilful questioning, effective feedback, building learning and thinking skills, motivation and establishing positive habits of mind. * Additional staffing to ensure staff have full access to ongoing CPD and research. | * EEF research into low cost, high impact strategies such as metacognition, thinking schools, feedback and self-regulation * University of Exeter research on the impact of the Thinking Schools approaches * Ofsted’s research into the implementation of a sequenced and challenging curriculum | 1,2,3,5 |
| * Pastoral Leader is non-class based and able to deliver a range of social and emotional support programmes and ‘friendship’ interventions. * Training on how to use methods of assessing pupil dispositions and self-regulation * PASS (Wellbeing) Yrs 1 – 6 | * EEF – Social and emotional learning – improves interaction with other and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. | 5 |
| **Language Interventions**   * Talk Boost * Elklan * NELI * Staff trained to use these, delivered on a structured rota | * Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. | 1,2 |
| **Apps for home use**   * The purchasing of Apps to support children’s learning at home eg. Teach Your Monster To Read, Spelling Shed etc | * EEF – digital technology – clear evidence that technology approaches are beneficial for writing and maths practice. | 2,3 |

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

Budgeted cost: £ 10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * Learning Support Service to work with SEND children | * High quality, small group or individualised support from a specialist teacher to support children with a particular SEND need. | 2,3 |
| * 1st Class@Number Training for 2 x teachers and 1 x TA. | * Small group intervention shown to be effective, the earlier the better. * Focused at KS1 children – intervening early makes significant interventions. | 3 |
| * 1:3 Maths Tuition from qualified teachers additional to school time | * EEF - Evidence indicates that tuition is effective, delivering approximately five additional months’ progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. * Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. | 3 |

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

Budgeted cost: £ *10,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **The Letterbox Club Reading Parcels** | * Disadvantaged pupils nationally have a vocabulary that is much smaller than non-disadvantaged. This is especially true of those children in families in receipt of welfare benefits. * By making schematic connections through literacy the children’s vocabulary increases which in turn enables them to know more and access more difficult texts. | 1, 2, 3 |
| **Breakfast Club** | * Access to school breakfast club – helps to improve attendance and ensure that children have had a healthy and filling breakfast so they are able to access their learning. | 5 |
| **DESTY** | * EEF – Social and emotional learning – improves interaction with other and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. | 5 |
| **Subsidised Trips**   * Reduction in cost of trips for PP * Residential trip cost is greatly reduced for PP * Cultural capital experiences promoted in the curriculum. | * Learning is contextualised in concrete experiences and language rich environments. * Ofsted research (2019) places emphasis on improving cultural capital, especially for disadvantaged children. * Pupil surveys reflect greater enjoyment and engagement in school. * Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data. * EEF - outdoor adventure learning shows positive benefits on academic learning and self-confidence. | 4, 5 |
| **Commando Joe’s**   * Classes to work with Commando Joe on their   R – Resilience  E- Excellence  S – Self-Awareness  P – Positivity  E – Empathy  C – Communication  T – Teamwork  Curriculum.   * Access to Commando Joe before & after school clubs. | * EEF – Social and emotional learning – improves interaction with other and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment. * Linked to Sports Premium Plan | 5 |

**Total budgeted cost: £** *41,000*

# 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 2020 to 2021 academic year.

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| |  |  |  | | --- | --- | --- | | **July 2021**  **% achieving ARE (age related expectations)** | **Pupil Premium**  **Ch.** | **All children** | | **EYFS**  % achieved GLD | **50% (2/4)** | **75%** | | **Reading** |  |  | | **Year 6** | **100% (3/3)** | **85%** | | **Year 5** | **100% (3/3)** | **94%** | | **Year 4** | **100% (1/1)** | **88%** | | **Year 3** | **50% (1/2)** | **79%** | | **Year 2** | **100% (1/1)** | **79%** | | **Year 1** | **33% (1/3)** | **71%** | | **Writing** |  |  | | **Year 6** | **100% (3/3)** | **82%** | | **Year 5** | **66%(2/3)** | **85%** | | **Year 4** | **100% (1/1)** | **89%** | | **Year 3** | **50% (1/2)** | **79%** | | **Year 2** | **0% (0/1)** | **76%** | | **Year 1** | **33% (1/3)** | **69%** | | **Maths** |  |  | | **Year 6** | **66% (2/3)** | **85%** | | **Year 5** | **66% (2/3)** | **85%** | | **Year 4** | **100% (1/1)** | **89%** | | **Year 3** | **100% (2/2)** | **85%** | | **Year 2** | **100% (1/1)** | **79%** | | **Year 1** | **33% (1/3)** | **80%** |   **Outcome A – Ensure all pupils make at least good progress from their starting points so that it is not just attainment that is measured.**  At the end of Key Stage 2, 100% of pupils made at least good progress from their end of KS1 starting points in Reading and Writing and 66% in Maths. 2 out of 3 children made outstanding progress in Reading and Writing and 1 out of 3 children made outstanding progress in Maths.   |  |  |  |  | | --- | --- | --- | --- | |  | **Reading** | **Writing** | **Maths** | | **EYFS** | **100%** | **100%** | **100%** | | **KS1** | **83%** | **33%** | **66%** | | **KS2** | **100%** | **92%** | **91%** |   The majority of PP children made good or better progress from their starting points. Over the course of the year. Small numbers of children (19 in total) across the school skew the percentages. Those children who have not made good progress this year (particularly in Key Stage 1) have been identified as needing additional intervention and support in the coming year.  **Outcome B – For all pupils in all year groups who are eligible for pupil premium to make good progress in all subjects including reading, writing, spelling and maths as well as the foundation subjects from their starting points. This will be measured using internal progress and attainment trackers.**  As for Outcome A  **Outcome C – Higher attaining pupils eligible for pupil premium continue to thrive in all subjects and make outstanding progress from their starting points.**  Higher attaining pupil premium pupil continued to thrive in al subjects and made good progress from their starting points. This was particularly evident in Reading and Writing where 100% of our higher attaining pupils achieved the greater depth standard (15% of the entire PP total.) In Maths, the figure was lower with 33% of higher attaining pupils achieving the greater depth standard (5% of the entire PP total.) This is an area for development across school in the coming year.  **Outcome D – Children entitled to pupil premium will have attendance that is as good or even better than non-disadvantaged pupils at Eccleston Lane Ends or improve due to the work undertaken.**  Children on pupil premium had a high average attendance rate of 97.9% This is slightly higher than the whole school attendance for the academic year 2020-21, which was 97.1%. Almost half of the pupil premium children (42%) had an attendance of 100% for the 2020-21 academic year.  **Outcome E – Develop pupils’ social and emotional well-being in targeted individuals and groups throughout the school.**  DESTY has had a really positive impact upon our PP children, meaning fewer behavioural incidences and friendship issues amongst our PP children. One PP child has now moved off his ‘IBP’. A non-class based role of pastoral lead has been created, allowing for greater time to be devoted to DESTY sessions and other play and social skills groups. Pupil voice questionnaires show marked improvements in levels of self-esteem and self-confidence amongst the children worked with. This needs to be continued this 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*

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| Programme | Provider |
| DESTY | Education Desty |
| 1st Class Number | Every Child Counts/Edge Hill |
| Commando Joe’s | Commando Joe’s Education |
| 1:1 Maths Tuition | 3rd Space Learning |
| Talkboost | I Can |
| Elklan | Nuffield Early Language Intervention |
| NELI | Nuffield Early Language Intervention |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | £310 received for 1 pupil – pooled together with total PP funding allocation |
| What was the impact of that spending on service pupil premium eligible pupils? | Pupil achieved GLD at the end of Reception. |

# Further information (optional)

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| *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.* |