

Pupil Premium Strategy Statement 2022-23

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.

The DfE request the use of the below pro-forma to show how we invest our money using the key elements from the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's using [pupil premium guidance](#) to 'narrow the gap.'

School overview

Detail	Data
School name	Eagle CP School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	13% (10)
Academic year/years the strategy plan covers	2022/2023
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Hayley Adams
Pupil Premium lead	Hayley Adams
Governor / Trustee lead	Emma Tiffin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	+ £13,850
Recovery premium funding allocation this academic year	+ £500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	+ £14,266
Total budget for this academic year	£28,616

Part A: Pupil premium strategy plan





Statement of intent

When making decisions about using Pupil Premium funding we consider our school context and challenges. Our aim is to provide our children with the knowledge and skills for now and for the future within a school environment that is both engaging and purposeful.

Our curriculum is designed to provide children with experiences that enhance their thinking and problem-solving; allow them to develop socially and emotionally; to become confident, adaptable and resilient learners; and to know how to keep themselves safe and healthy.

Being classed as disadvantaged should not be a barrier to this aspiration nor put any ceiling on opportunity. The challenges faced by families are varied and there is no "one size fits all".






We support the EEF research in terms of the ultimate objectives:

-  To narrow the gap between disadvantaged and non-disadvantaged pupils
-  For all pupils in school to make or exceed expected progress rates
-  To support our children's health and wellbeing to enable access to learning
-  For opportunities to not be inhibited through lack of opportunity or resource

We aim to do this by ensuring that teaching and learning opportunities meet the needs of all the pupils irrespective of background. Teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of the needs of all.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our key principles to achieve these objectives focus on a range of provision including:

-  Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
-  Maintaining reduced class sizes thus improving opportunities for effective teaching and accelerating progress
-  Increasing Teaching Assistant support to provide small group work focussed on overcoming gaps in learning and specific intervention (eg Precision Teaching)
-  Supporting payments for enrichment activities, educational visits and residential trips to ensure children have first-hand experiences to use in their learning
-  Emotional wellbeing and behaviour support during the school day and with additional provision during lunchtime

This list is not exhaustive and will adapt according to the needs of the children.

Challenges

Our breakdown distribution of disadvantaged children in receipt of Pupil Premium is:

(Pre-School)	Reception	Year 1/2	Year 3/4	Year 5/6
(2)	1	2	5	2

The key challenges identified among our disadvantaged pupils include:

Challenge number	Detail of challenge
1	Lower attainment on entry to the Early Years Foundation Stage, in particular with communication and language skills
2	Observations and review shows an increase in social and emotional issues for many pupils, but including those disadvantaged affecting the readiness to learn
3	Issues with attendance and punctuality
4	Support for families who need advice and to talk about the needs they have to manage the organisation of family life
5	Pandemic restrictions have limited cultural capital opportunities such as educational visits, speakers into school and extra-curricular activities affecting transferable knowledge gaps from varying experiences

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
<p><u>Academic Progress</u> To achieve and sustain improved oral language skills and vocabulary</p>	<ul style="list-style-type: none"> • Disadvantaged children will have made good progress from their on entry data • Phonics scores will continue to improve • Language and vocabulary use will be evident in writing choices
<p><u>Social & Emotional Wellbeing</u> To achieve and sustain positive wellbeing for pupils improving their readiness to learn and school attendance.</p>	<ul style="list-style-type: none"> • EHWB as shown through pupil voice • Social wellbeing as shown in qualitative data from incident reporting • Ensuring that any incident is dealt with swiftly and effectively, in a restorative manner
<p><u>Attendance & Punctuality</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high attendance 95%+ • Reduce the number of late starts amongst disadvantaged pupils • No difference between the attendance rates of disadvantaged and their non-disadvantaged peers • Reduce persistent absenteeism
<p><u>Support</u> Families are comfortable to talk to and work with school to signpost or facilitate support if applicable</p>	<ul style="list-style-type: none"> • Open door and availability is made clear by increasing face-to-face opportunities • Regular signposting is sustained via electronic communication • Regular training for staff to engage with families to ensure next steps are followed correctly
<p><u>Extra-Curricular & Cultural Capital Activities</u> To achieve and sustain attendance of disadvantaged children at lunch time and after-school clubs and cultural capital events.</p>	<ul style="list-style-type: none"> • Extra-curricular are re-established following pandemic restrictions (lunch time and ASC) • A tracking and monitoring system records attendance. • Monitoring of children with talents in other skill-sets is understood, supported and encouraged • Opportunities are implemented to be part of varied community events

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 (eg; CPD, recruitment and retention)

Budgeted cost: £4, 830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment tools to support accurate assessments of children's starting	Online resources for teachers to adapt learning for children from their starting points	1, 2
Improving the standard of language and communication skills through fluency project	Where there are weaker Language and Communication skills, children are unlikely to use talk to connect ideas and explain what is happening coherently in their writing and school work	1
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are working with the LA Fluency Project (English Hub) and LEAD Teaching Hub for Small Schools. All staff to lead effectively are released once a term.	1
Maintain small class sizes through monitoring school structure and budget	EEF recognise that class size reductions below 25 provide additional benefits particularly during the early stages of primary school and especially if the reduced numbers allow teachers to teach differently to increase high quality interactions and feedback	1, 2, 3, 4

Targeted academic support (eg; tutoring, one-to-one support structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EY Resourcing to meet the need of the EY Curriculum and respond to entry data	Lower baseline data in EYFS and in starting in nursery has been evident since the pandemic. Additional resourcing to increase accessibility and respond to learning in the moment will meet the varied needs of our pupils	1
Online resources for teachers to adapt learning for children from their starting points	Teachers require the best resources and schemas to support the implementation of teaching and learning plans to best meet the needs of disadvantaged children	1
Additional learning support to ensure children in the best 'place' to learn both emotionally, socially and in terms of filling gaps	Rosenshine's Principles teach us that children need sufficient time to practise retrieval and get the desired help. To underpin effective learning, positive behaviour, regular attendance, the emotional health and well-being of all who learn is vital	1, 2
Data review targeting outcomes and support for PP and SEND	John Dunn Research shows that recognition from senior leadership will ensure the most positive outcomes for PP children	1
1:1 emotional support offered to children with social, emotional or mental health needs	EEF research has shown that social and emotional learning have a positive impact on these aspects of a child's development but will also lead to an impact on academic attainment.	2, 3, 4

Wider strategies (eg; related to attendance, behaviour, wellbeing)

Budgeted cost: £10,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring of disadvantaged children so that well-being, attendance, readiness to learn and performance levels are high.	Administration support increased to provide capacity to monitor attendance, consider the barriers to attendance and ways to overcome them	1

Safeguarding administration and monitoring (CPOMS)	Following the separation from our families during covid and the experiences they have lived through, careful review of records, analysed and reported to governors ensure all families are 'kept in mind' and supported	4
Trips including residential	EEF research shows that children without access to a wide range of experiences will progress at a slower rate than those who have a broad range of learning experiences. It is essential for children's wellbeing that they experience different opportunities to bring these experiences to their work: <ul style="list-style-type: none"> • Residential (3 days) • Pantomime • Forest School Experience • Lincolnshire Show 	2, 5
Fund extra curricular clubs for disadvantaged children	Building cultural capital and experiences will improve disadvantage children's aspirations as identified by the EEF	2, 3, 4
Play Leader across the school to help support children with their social development	EEF research has shown that behaviour interventions improve attainment by reducing challenging behaviour in school and build positive relationships to further improve learning experiences.	1, 2, 3, 5
Continue the before and after school clubs including nutritious snacks	EEF research has shown that social and emotional learning have a positive impact on these aspects of a child's development but will also lead to an impact on academic attainment.	2, 4

Total budgeted cost: £26,455

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 2021 to 2022 academic year.

Aim	Success Criteria	Outcome
Increase the percentage of children achieving the expected standard in reading/writing/maths	The number of disadvantaged children achieving positive progress to meet or exceed the expected standard	EYFS: 1 of 2 Year 2: 1 of 2 Year 4: Tables: 1 of 2 Year 6: R: 2 of 3 W: 0 of 3 M 1 of 3
Recovery phonics intervention improve the outcomes in phonics screening assessments	The number of disadvantaged children achieving positive progress to meet or exceed the expected standard	92% of children achieved the expected standard at the end of Year 1 In word-reading at EYFS 85% had made progress and of the 2 PP pupils, 1 achieved GLD (50%)
Improve the emotional wellbeing and learning readiness of disadvantaged children so they can access learning at school and home.	Disadvantaged children are ready to learn and know that they are safe and secure at all times.	Of our seven families, four received support in terms of 1:1 EHWP sessions for the children following trauma (see results above)
Ensure Pupil Premium children have experiences which broaden their experiences of life and increase motivation in all subject areas.	All children receive a broad and balanced education where no experiences are limited.	Access to daily sport/activity was taken by by eight of the 12 children