

Pupil Premium Strategy Statement 2023-24

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	66
Proportion (%) of pupil premium eligible pupils	15.0% (10)
Academic year/years the strategy plan covers	2023/2024
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
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	£14,550
Recovery premium funding allocation this academic year	£3,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,327
Total budget for this academic year	£30,877

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”.

Our approach will be responsive to common challenges and individual needs based upon monitoring of diagnostic data and regularly reviewing tracking data so that we are fully aware of the needs of all. The approaches we will adopt will aim to complement each other to help our children learn and grow as young people by ensuring that teaching and learning opportunities meet the needs of all the pupils irrespective of background.

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

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

-  Ensuring all teaching is good or better to ensure a positive learning experience for all children
-  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)
-  Further phonics training, monitoring and support for staff to have the knowledge and skills to progress learners to ARE and above
-  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:

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

The key challenges identified among our disadvantaged pupils include:

Challenge number	Detail of challenge
1	<u>Attendance</u> Our attendance data indicates that attendance among disadvantaged pupils can be considerably lower than for non-disadvantaged pupils in some circumstances.
2	<u>Phonics, Early Reading and Language Skills</u> Whilst Phonics Screening results are consistently above national, the results for disadvantaged are below ARE and connect to lower rates of reading engagement and oral skills
3	<u>Social & Emotional Wellbeing</u> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupils which have particularly affected some disadvantaged pupils, including their readiness to learn and age-appropriate social skills.
4	<u>Wider Enrichment</u> Pandemic restrictions and the cost-of-living crisis have limited cultural capital opportunities including trips, visits and extra-curricular activities affecting transferable knowledge 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>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>Academic Progress</u> To achieve and sustain improved phonics, reading and oral skills among disadvantaged pupils.</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 • Regular reading showing progress in fluency and understanding • 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 reduced incident reporting/ EHWB 1:1s • Ensuring that any incident is dealt with swiftly and effectively, in a restorative manner
<p><u>Extra-Curricular & Cultural Capital Activities</u> To achieve and sustain attendance of disadvantaged children at mini, lunch time and after-school clubs and cultural capital events.</p>	<ul style="list-style-type: none"> • Extra-curricular activity offer continues and engaged disadvantaged pupils (lunch time and ASC) • Tracking system records attendance. • Support and encourage children with talents in other skill-sets • Reward and celebrate engagement • 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: £16,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD provided to improve the teaching of phonics and early reading for all pupils thereby improving outcomes of disadvantaged children	EEF research shows that improving high quality teaching through CPD (English Hub, Fluency project, Core Leadership CPD, Phonics) will improve children's outcomes.	2
Purchase of phonics reading resources to diagnose and interpret pupil performance	EEF research has shown that phonics has a positive impact on the ability of children to read. Improving reading opens up the rest of the curriculum for children.	2
Use DFE validated phonics materials to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Improving reading opens up the rest of the curriculum for children.	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	2, 3
Use online resources for teachers to support reading and phonics learning for children from their starting points	EEF research has shown that phonics has a positive impact on the ability of children to read.	2, 3
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, 3

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

Budgeted cost: £8,246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring so that well-being, readiness to learn and performance levels are high.	John Dunford Research shows that a Pupil Premium Champion from senior leadership will ensure the most positive outcomes for PP children is developed.	3
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	3
Additional learning support to ensure children in the best 'place' to learn both emotionally, socially and in terms of filling gaps	Rosenshine's Principles teaches 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	3
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.	3

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

Budgeted cost: £3,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain small class sizes through monitoring school structure and budget	EEF recognise that class size reductions below 25 provide additional benefits and especially if the reduced numbers allow teachers to teach differently to increase high quality interactions and feedback	3, 4
Monitoring of disadvantaged children so that well-being, attendance, readiness to learn and performance levels are high.	Attendance Champion in post to provide capacity to monitor attendance, consider the barriers to attendance and ways to overcome them through implementing robust tracking procedures	1
Fund extra-curricular activities and clubs for disadvantaged children	Building cultural capital and experiences will improve disadvantage children's aspirations as researched by the EEF	4

Fund trips/experiences/ clubs including residential to broaden disadvantage children's life experiences and cultural capital	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.	4
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.	1, 3, 4
Playleader 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.	3, 4

Total budgeted cost: £ 28,108

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 2022 to 2023 academic year.

Aim	Success Criteria	Outcome
Assessment tools to support accurate assessments of children's starting points	Data analysis is effective and supports interventions. John Dunn Research shows that recognition from SLT will ensure the most positive outcomes for PP children	Varied assessment strategies are in place across school included daily formative assessment records for all subjects which is tracked on the MIS and subject assessment overviews highlight the strength of performance by subject and cohort for reflection and intervention
Improving the standard of language and communication skills through fluency project through CPD and fluency project	Children use talk to connect ideas and explain coherently in their writing and schoolwork	The Year 2 children involved in the first year of the project performed exceptionally well having had the experience of increased fluency, talk and comprehension based on quality texts scoring R: 100%, W: 100%, GPS: 90%. The strategy is being rolled out to other year groups.
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	Another year of low class sizes has been achieved and all national data sets are above national results. Class sizes are in the region of 20, with the early years lower still but allowing for SEND inclusivity.
Respond to lower baseline data in FS1&2 evident since the pandemic.	Additional resourcing to increase accessibility and respond to learning in the moment will meet the varied needs of our pupils	All children achieved in EYFS with the exception of those non-verbal and SALT
Curriculum development with resource access 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	All subject areas have a key skills and progression document to support teachers' skills in adapting the learning for the children's starting points
Underpin effective learning, positive behaviour, regular attendance and emotional health and well-being through teaching adaptations	Use Rosenshine's Principles to give children sufficient time to practise retrieval and get the desired help.	Multiple training sessions have structured lessons to support recall and pupils are clear about the four stages of each lesson
Offer 1:1 emotional support to children with social, emotional or mental health needs	EEF research has shown that social and emotional learning have a positive impact on a child's development but will also impact on academic attainment.	1:1 EHWP support was required and provided for a family in receipt of FSM. The children improved attendance and accessed learning to score in NFER assessments

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	Regular attendance monitoring enabled close contact with all families and supported disadvantaged families with regular meetings and TAC engagement
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	CPOMS is implemented and regular training refreshers and data round-ups are included in briefings. Tracking shows that disadvantaged children do not have increased levels of safeguarding involvement than non-disadvantaged
Trips and experiences, 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.	A programme included: <ul style="list-style-type: none"> • Residential (3 days) • Pantomime • Forest School Experience • Lincolnshire Show
Fund extra-curricular clubs for disadvantaged children	Building cultural capital and experiences will improve disadvantage children's aspirations as identified by the EEF	In addition to the above, a club offer based on pupil requests has increased and been open to disadvantaged pupils who have accessed the provision
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.	The playleader support has engaged all children and guided sport and play to manage relationships and behaviour
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.	Children have been regularly eating breakfast during BASC and the menu has been adapted for their preferences