

# Pupil premium strategy statement – East Allington Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023, 2024, 2025
Date this statement was published	19/10/2023
Date on which it will be reviewed	19/10/2024
Statement authorised by	T Pether
Pupil premium lead	T Pether
Governor / Trustee lead	

## Funding overview

This link takes you to a spreadsheet where you can search for your school and see the projected PP funding allocation for 23/24

[https://assets.publishing.service.gov.uk/media/650a9d3322a783001343e903/Pupil-Premium\\_2023-to-2024\\_Q2\\_allocations\\_September\\_2023.ods](https://assets.publishing.service.gov.uk/media/650a9d3322a783001343e903/Pupil-Premium_2023-to-2024_Q2_allocations_September_2023.ods)

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	

<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16,005

# Part A: Pupil premium strategy plan

## Statement of intent

- At East Allington Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential to be 'Active' 'Bold' and 'Caring' citizens.
- • We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- • Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at East Allington, we are determined to provide the support and guidance they need to help them overcome these barriers.
- • In addition to this, we aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum.
- Given the size of our primary school and the low percentage of children who are PP or SP can disproportionately impact data. The needs of each child will vary considerably and so will our support for each, individual child.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Variable attendance rates of children on PP – attendance has an impact on the outcomes and experiences of a minority of PP children. The challenge is to work with the families to improve attendance of certain children. Attitudes towards the importance of good attendance have changed since the pandemic – this has been verified through government research
2	Some pupils and their families face mental health and medical challenges. We know this due to our close links with families in the community. These issues impact children's aspirations and ability to manage mental health, as well as attendance as mentioned above.
3	Some pupils have limited cultural capital beyond their homelife and immediate community
4	There are residual gaps in children's knowledge and understanding following the pandemic

## 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
<i>Attendance for children on PP will be in line with or above that of non PP</i>	<i>Attendance for children on PP is in line with or above that of non PP</i>
Families and children are able to access support through the school for mental health and medical issues	Children's mental health is not a barrier to good attendance and outcomes
Children on PP have the same cultural opportunities as non PP	Children on PP have the same cultural opportunities as non PP
PP children make accelerated progress to enable them to close the gap with non-PP	PP children's outcomes are the same or higher than non-PP

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of support staff to support child on PP with EHCP – PP funds used to resource and train	1:1 staffing being the best support for children	1
Trust and Head to work with staff to run a whole school coaching programme for teachers and Teaching assistants. Each teacher to receive coaching every fortnight	<a href="https://files.eric.ed.gov/fulltext/ED591448.pdf">https://files.eric.ed.gov/fulltext/ED591448.pdf</a>  <a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  High quality teaching and learning: <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	

<p>Head/ senior leaders to improve/ enhance the teaching and learning within every subject. Particular emphasis on reading (phonics) – considerable investment in phonics training for staff and impact assessment</p> <p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Main focus on early reading and phonics. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for Phonics, reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1/3 tuition to be carried out by experienced teachers (National Tutoring Programme)	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	

Targeted in class support for pupils to access the high quality curriculum.	<a href="https://d2tic4wvo1iusb.cloud-front.net/documents/guidanceFor-Teachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloud-front.net/documents/guidanceFor-Teachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a>	
Play therapy  Individual trauma counselling	<a href="https://www.health-line.com/health/play-therapy#benefits">https://www.health-line.com/health/play-therapy#benefits</a>	2

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

Budgeted cost: £ 6000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Implementation of the '11 by 11' enrichment strategy to be adopted by all ESW schools (eleven enriching extra-curricula activities to have been experienced by all children by the time they're 11yrs).  Disadvantaged children prioritised to be Peer mediators & get places on Rights Respecting Schools groups - this is to boost confidence	Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> . Education Endowment Trust Toolkit	
<i>Free wrap around care – breakfast club and after school club are free for disadvantaged children</i>	<a href="https://www.teachingexpertise.com/articles/wraparound-child-care-provision/">https://www.teachingexpertise.com/articles/wraparound-child-care-provision/</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a>	

<p><i>Nurture sessions and support for identified pupils to engage with learning in class and support for lunch/ break sessions.</i></p> <p><i>PP children chosen for 'Wild Embers' nature nurture sessions</i></p>	<p><a href="https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/">https://www.nurtureuk.org/reports/the-eef-toolkit-and-nurture-groups/</a></p>	<p>All</p>
<p><i>- EH co-ordinator / SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</i></p>	<p><a href="https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	
<p><i>- Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 95%.</i></p> <p><i>- Partnership working with EWO re pupils &lt;95%. Increased rewards for improving and good attendance.</i></p> <p><i>Community strategies used to support pupils struggling with attendance to improve this</i></p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	
<p><i>- Financial support provided for pupils to attend visits and residential</i></p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	

**Total budgeted cost: £16,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Small cohorts of disadvantaged children mean data needs to be interpreted taking this into account.*

*2023 KS2 Test data: 1 PP child (1/16)*

*Reading – Expected standard*

*Maths – Below Expected*

*Writing – Below Expected*

*Play therapy has been a catalyst for increased attendance and positive relationships.*

### Externally provided programmes

Programme	Provider
Accelerated reader	Renlearn
Play Therapy	Private provider
National Tutoring	Teaching staff
Wild Embers Therapeutic Forest School	Wild Embers
Music tuition	Peripatetic teacher
Counselling	Sarah Lord (private provider)