# Pupil premium strategy

## This statement details our school’s use of pupil 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

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| Detail | Data |
| Eccleston Church of England Primary School |  |
| Number of pupils in school | 99 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-24 |
| Date this statement was published | Updated October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Katie Prescott |
| Pupil premium lead | Susanne Wearden |
| Governor / Trustee lead | Sue Willan |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £25,365 |
| Recovery premium allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £25,365 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We intend to use the Pupil Premium funding to;   * raise attainment and close the gap between children in receipt of the grant and their peers, * ensure children in receipt of the grant achieve their full potential making at least good progress in reading, writing and maths over the year, * to identify early and then break down barriers to learning and progress, * to provide high quality support for children for individual pupils or small groups of pupils, suited to their needs. This additional support may be carried out by teachers or teaching assistants in class or through tailored   interventions,   * to equip children with the skills to cope with difficulties and feel emotionally secure including providing specific tailored support for those pupils who have experienced significant trauma, * ensure staff to feel confident and equipped to support children experiencing emotional difficulties particularly in light of school having a higher than average number of pupils who are, or have been, in care. We want emotional well-being strategies to be fully embedded into the whole school curriculum. |

## 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 | Poor vocabulary and oral language skills which impacts on reading and writing and accessing the wider curriculum |
| 2 | Lower than expected achievement in reading |
| 3 | Emotional and social difficulties impacting on learning, general well-being, resilience and self-esteem  Developmental delay and difficulties resulting from significant trauma. |

## 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 |
| We intend to close the gap between PP pupils and non-PP pupils attainment in literacy with significant focus on developing vocabulary and language skills. | Increased percentage of children achieving age-related or better outcomes in literacy.  Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evidence of improvement can be seen in engagement in lessons, book scrutiny and ongoing formative assessments. |
| We intend to close the gap between PP pupils and non-PP pupils attainment in literacy with significant focus on reading | Increased percentage of children passing the Phonics Screening Check (target 100% by Summer 2024).  Increased percentage of children achieving age-related or better outcomes in reading. As measured by KS2 reading outcomes, the percentage of disadvantaged pupils achieving age-related or better outcomes in reading improves from to 100% in 2024. |
| We aim to improve self-confidence and resilience. | Improved focus, self-esteem and ability to manage social situations.  Improved progress in learning across all subjects.  Evidence of improvement will be demonstrated by feedback from pupils and parents, by the ongoing observations of staff and, where appropriate, by discussion with the school counsellor. |

## 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: £8000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SAL training for a TA | Research shows that good vocabulary instruction helps students to improve their ability to communicate effectively and achieve academically.  Speech and language skills underpin most areas of children's development by: providing a strong foundation for reading and writing and enabling access to the whole curriculum, supporting communication skills, promoting social skills and forming friendships. | 1,2,3 |
| Phonics training for SLT and all staff in new Phonics Programme | RWI is an Dfe approved systematic phonics programme designed to help get every child reading fast. Appropriate training gives teachers the confidence and skills to deliver high-quality teaching every day. | 2 |
| Whole staff training on a trauma informed practice in teaching  ELSA training for a TA For school to buy into supervision support and training for our ELSA staff.  TA to train in delivering children’s yoga  To employ a TA to use a trauma informed approach to supporting pupils | We recognise the need for a whole-school shift to trauma informed care in school and accept that a culture of ‘thoughtfulness’ across school is necessary in supporting the needs of our most vulnerable PP pupils.  The Emotional Literacy Support Assistant (ELSA) training ensures that staff are equipped to support the emotional needs of our pupils. Research shows that children learn better and are happier in school if their emotional needs are addressed. Training helps staff to support pupils with difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient.  Research shows that yoga benefits the mind and body. We believe that art and yoga sessions will help children to be calmer and relieve tension, anxiety and stress. We also hope to see better concentration and focus in core curriculum areas with enhanced ability to think and memorise learning. Research has shown that imagination and creativity are also increased when children attend yoga sessions regularly. As we have identified mental health and vulnerability as key barriers to learning at our school, we feel the investment in art therapy and yoga sessions will be hugely worthwhile. We hope that future mental health issues may be reduced by training children to meditate and relax and know how to act when they feel anxious or stressed.  Research shows that children who have experienced trauma are more likely to overcome difficulties if they form strong, supportive and caring relationships in school as well as at home. Lots of tailored support playing to our children’s interests and needs is going to impact positively on mental well-being and improve learning outcomes | 3  1,3  3  3 |

become more emotionally resilient.

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

Budgeted cost: £8000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA or specialist teacher to deliver daily or weekly SAL sessions 1:1 so gaps in vocabulary and language skills can be closed quickly to ensure pupils make rapid and sustained progress and reach their potential.  SAL staff to ensure there is a transfer of strategies into the classroom. | EEF research shows that 1:1 support can impact pupils’ progress positively by 5 months and small group support by 4 months. | 1,2,3 |
| Daily 1:1 tutoring for any PP children who are not meeting their reading potential  Regular assessments to ensure no children slip through the net.  Purchasing of new books to enrich the school library and embrace difference and inclusivity. | Research shows that 1:1 tutoring is the most efficient way to speed up progress in reading for the majority of children. When phonic and reading lessons are of the highest standard, the number of pupils who need extra support reduces dramatically. 1:1 tutoring will support pupils who have missed schooling or who find it hard to pay attention in a group. (This could be related to social and emotional barriers to learning). Regular one to one support with reading is shown to have a big impact on progress and we believe that this investment will help close the gap between PP children and those not eligible for the grant.  Research shows that reading achievement in primary school is an important predictor of future academic success and access to employment. We want our pupils to leave Eccleston having been fully challenged to meet their potential and to all have basic literacy skills. We want to embed, extend and challenge learning so that children have the confidence to read for pleasure and to support them in work and throughout life. We believe that using our specialist literacy lead to help children with reading will helps to reinforce concepts and fill gaps as necessary.  Research shows that children that are exposed to a large number of books as children are likely to have better adult literacy skills. The mere presence of books increases children’s academic success, vocabulary development, attention and job attainment. Personalising the selection of books to nurture and develop our PP children’s interests and strengths and include different family and social circumstances is likely to improve children’s desire to read and therefore have an impact on reading progress and also on their life chances. | 1,2  1,2 |
| To provide weekly after-school catch-up classes in literacy and maths for Y6 PP pupils and 10 others. | Gaps identified early are able to addressed. Teaching can be tailored to individual needs. Previous booster programmes have shown a significant acceleration of progress. | 1,2,3 |
| To continue to employ an integrative counsellor/ play therapist to work 1:1 with vulnerable pupils who have high level emotional difficulties and complex needs. Counsellor to also deliver bespoke social groups on well-being and emotional self-awareness. Despite the significant cost, we feel this is essential after the Covid 19 school closure and associated impact on mental health.  ELSA programme to support pupils who are considered to have low self-esteem or low level emotional difficulties and who have suffered during the Coronavirus pandemic. (1:1) | Research shows that therapeutic approaches to preventing emotional difficulties are successful in schools when delivered by specialist staff and services. We are aware that the impact of lockdown will have had a differing degree of impact on children depending on other factors such as levels of anxiety, access to outside spaces, technology etc. We are aware that pre-existing mental health issues may have been exacerbated over the school closure period and some children may have suffered silently. We believe by embedding a carefully planned and well-supported whole-school system, our children will be happy learners and better prepared for the transition back to school, to cope with a year of significant disruption due to Covid 19 and to cope with life after the pandemic. We are aware that this will come with lots of challenges and are eager that staff skills match the high emotional needs of our children. We have, therefore, decided to employ the services of a fully qualified child counsellor to work with some of our more vulnerable pupils. (We employed her all through school closure as well). We have seen very positive outcomes when using this counsellor in all the children she has worked with to date. The feedback from pupils and parents has been that they feel able to express themselves better and know that they have a comfortable and safe place to talk about their anxieties. All pupils will benefit from having a bank of strategies to draw on when they feel stressed or anxious including Mindfulness approaches. | 3  3 |
| 1:1 music lessons | Research on the impact of music interventions indicates positive effects on educational progress and development of children. We also believe that it has a positive impact on self-esteem. | 1,3 |

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

Budgeted cost: £6500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small phonics groups taught through the RWI Programme. Staff will be deployed to support as many different groups as possible to ensure small group sizes and maximum tailored support.  Daily 1:1 tutoring for any PP children who are not meeting their reading potential  Resources to support the RWI scheme including teaching resources and pupil books. | Synthetic, systematic phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Effective phonics techniques and consistent approaches embedded across school ensure successful literacy outcomes for primary pupils. | 1,2 |
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**Total budgeted cost: £25,000**

# 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 2022 to 2023 academic year.

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| During 2022-23, we invested heavily in counselling and pastoral support (including using an art-therapist) and have had positive feedback from families on the impact of this. The effect of the pandemic is still apparent with our pupils and there are also many social and emotional difficulties due to other factors.  Pupils who had SAL support made at least good progress in reading, writing and maths according to internal assessment data.  A higher than usual proportion of pupils entitled to the PP grant, did not make expected progress in maths, literacy and maths last year. Heavy investment is now in place to close gaps.  **Priority areas: social and emotional support and writing**  **Expenditure 2022-23:** Approx £26,000  **Impact:**  We invested heavily in counselling and pastoral support and have had positive feedback from families on the impact of this. We employed an art therapist who will continue to work with us. Pupil feedback has also been positive.  **Priority area: speech, language and communication**  **Expenditure 2022-23:** Approx £10,000/annum  **Impact:**  Pupils who had SAL support made at least good progress in reading, writing and maths according to internal assessment data.  Pupils with SAL needs may have benefitted from one to one sessions between once and three times a week.  We are investing in training another member of staff in delivering strategies following our old SAL TA leaving the school. This will need to continue to ensure training equips our TA with appropriate knowledge and to keep her up to speed with current support strategies for the diverse needs of our pupils.  **Priority area: literacy and maths**  **Expenditure 2022-23:** Approx £10,000/annum  **Impact:**  A higher than usual proportion of pupils entitled to the PP grant, did not make expected progress in writing last year. This year, we are providing lots of oral feedback to both keep pupils on task and to prevent misconceptions and errors, running booster groups in and after school to try and close gaps, improve confidence and accelerate progress. Where pupils are struggling we are planning a ‘keep up’ rather than ‘catch-up’ approach by providing 1:1 or small group support (wherever possible) or teacher guidance as quickly as possible. Older children will also be guided by written feedback and supported to respond to actions to help them improve. |

# Further information (optional)

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| We are currently working on setting up a forest school on site to provide more opportunities for outside learning and pupil well-being. This is being specifically undertaken to support some of our younger PP pupils who work better outside. Work is underway and it is hoped that this will finish in the next academic year (By Summer 2024). |