

## 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

| Detail  | Data                     |
|---|--------------------------|
| School name   | Errington Primary School |
| Number of pupils in school  | 219                      |
| Proportion (%) of pupil premium eligible pupils   | 28% 62 children          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                |
| Date this statement was published   | December 2021            |
| Date on which it will be reviewed   | December 2022            |
| Statement authorised by   | Sarah Rule               |
| Pupil premium lead  | Teri Edwards             |
| Governor / Trustee lead   | Stan Glover              |

### Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £80,180    |
| Recovery premium funding allocation this academic year  | £7830      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £6995.23   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £95,005.23 |

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium funding is an allocation of additional funding provided to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM), looked after children (LAC) and those from families with parents in the Armed Forces. Schools receive this funding to support their eligible pupils to narrow the attainment gap between them and their peers. The funding is used to address inequalities and to help improve the attainment of disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their full potential at school and often do not perform as well as their peers.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. We recognise that the challenges are varied and there is no 'one size fits all'.

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies.

To ensure that the attainment gap is narrowed and that all children are able to reach their full potential at Errington Primary School our main objectives are:

- To narrow the attainment gap through targeted intervention.
- For all children to meet or exceed expected progress through quality first class teaching.
- To provide opportunities to ensure disadvantaged children engage in the wider curriculum.

We aim to do this through:

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.
- Ensuring staff are appropriately trained to deliver quality first teaching.
- Training and employing teaching assistants to deliver targeted approved interventions that are evidenced based.
- Providing after school clubs to PP children for free to engage them in the wider curriculum and to provide them with meaningful experiences.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments, observations, and discussions with pupils indicate difficulties with reading comprehension. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.  |
| 2                | Assessments, observations and discussions with pupils indicate disadvantaged children generally have difficulties with phonics than their peers in KS2. This negatively impacts their ability to read.  |
| 3                | Our assessments and observations indicate that writing attainment for disadvantaged children is below that of non-disadvantaged children.   |
| 4                | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. |
| 5                | Observations and discussions with pupils and parents indicate limited life experiences and opportunities to join in enrichment opportunities due to cost.   |
| 6                | Assessments, observations and discussions with pupils indicate disadvantaged children have difficulties in maths. Particularly retention of math facts.   |

## 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  |
|--|---|
| Improved reading attainment among disadvantaged pupils.  | KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.  |
| Improved progress in phonics.  | Staff trained in Government approved scheme (Read Write Inc).<br>School outcomes in line with national average.   |
| Improved and raised writing standards among disadvantaged children.  | KS2 writing outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard in writing.   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>             |
| Pupils access a wide range of enrichment experiences both in and out of school.          | <p>Pupil and parent surveys to reflect enjoyment in school and improved attitudes towards learning.</p> <p>Social skills, independence and team work are developed.</p> |
| Improved mathematics attainment among disadvantaged pupils and non-disadvantaged pupils. | <p>KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>   |

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: £25,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| CPD and training for all teaching staff with Grammarsaurus to ensure continuity of techniques, methods and skills across year groups.<br>We will purchase resources and fund ongoing teacher training and release time.   | Evidence suggests that having a high-quality modelled text helps to improve writing. Mapping out the curriculum ensures that knowledge is built upon and essential skills are learnt. This will benefit all children.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> | 3                             |
| Purchase Read Write Inc Phonics e-book library to ensure books read at home match phonics sounds taught at school.  | Research suggests that children need to practice reading taught sounds and should be given books that match sounds taught in phonics.<br>Ofsted, School Inspection Handbook, 2019  | 1, 2                          |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub re-sources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br><a href="https://publishing.service.gov.uk">Maths_guidance_KS_1_and_2.pdf</a> (publishing.service.gov.uk)   | 6                             |

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

Budgeted cost: £45,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase (and train staff to use) Accelerated Reader to give children books accurate to their reading level and to check comprehension of their reading. | Evidence suggests that children need to read books at their individual reading level to enable them to gain comprehension skills. A study of Accelerated reader has shown students to make 3months more progress using Accelerated reader.<br>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice | 1                             |

|   |  |      |
|---|--|------|
|   | <p>the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> |      |
| <p>Purchase Read Write Inc Fresh Start.</p> <p>Additional phonics sessions targeted at disadvantaged children and delivered by teaching assistants trained in WRI and WRI Fresh Start.</p> <p>Train teaching assistants to deliver Fresh Start.</p> <p>Teaching assistants to deliver intervention.</p> | <p>Research and evidence suggest that a systematic approach to teaching phonics has a positive impact (+5 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>  | 1, 2 |
| <p>Purchase Better Reading Support Partners.</p> <p>Additional reading intervention targeted at disadvantaged children and delivered by a teaching assistant.</p> <p>Two teaching assistants to be trained to deliver intervention.</p>   | <p>Research suggests that teaching reading comprehension strategies have a high impact (+6 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>   | 1    |
| <p>CPD for staff. Training for staff to implement maths interventions.</p> <p>Success@arithmetic</p> <p>1stClass@Number</p> <p>Teaching assistants to deliver interventions.</p>  | <p>Research suggests that using evidence-based interventions are beneficial in closing gaps in knowledge needed to succeed in mathematics.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf</a></p>  | 6    |
| <p>School Led Tutoring.</p> <p>NTP – Protocol education used.</p> <p>First 75% funded by school led tutoring grant.</p> <p>Groups targeted will be disadvantaged children with gaps within their mathematics learning identified by assessments and teacher assessment.</p>                             | <p>Evidence suggests that, compared to those who don't receive tutoring, pupils who receive small group tutoring may make, on average, 4 months of progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 6    |
| <p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Teaching assistant to deliver intervention.</p>  | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 4    |

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

Budgeted cost: £25,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Improve the quality of social and emotional learning.</p> <p>CPD for staff on Thrive intervention. Purchase Thrive subscription and Thrive worker to support children who are having difficulty accessing learning through behavioural issues.</p>  | <p>Social emotional mental health is crucial due to the recent pandemic. Studies suggest children with SEMH issues find concentrating and engaging with activities difficult thus negatively impacting their learning. Thrive aims to equip children with skills and techniques to better deal with their emotions and everyday life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | 4                             |
| <p>Essential experiences built into curriculum and cost subsidised for PP children.</p> <p>PP children encouraged to participate in after school clubs for free.</p> <p>Reduction in cost for trips and residential trips for PP children.</p> <p>Children encouraged to attend free PP sport and outdoor activity events.</p> | <p>Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) emphasises improving cultural capital particularly for disadvantaged children. Enrichment activities offer children a context for learning and a stimulus to trigger their enjoyment in learning.</p> <p><a href="https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf">https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</a></p>  | 4,5                           |

**Total budgeted cost: £95,000**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged children was lower than their peers. Almost 50% of PP children did not meet expected for writing, reading and maths in KS1 and 36 % in KS2. Due to school closures and the impact of the pandemic, the outcomes we aimed to achieve in our previous strategy were not met and the focusses were adapted to meet the needs of the children throughout school closures.

Our assessments for the reason of these outcomes point primarily to Covid-19 impact which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use daily online lessons for maths and English on Microsoft Teams and the development and use of the student SharePoint to aid learning.

Our assessments and observations indicate pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues which is why this is a targeted area 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*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |