

Pupil premium strategy statement – Earlsdon 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 (October 2023 Census)	419
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	August 2025
Statement authorised by	R Forde
Pupil premium lead	R Forde
Governor / Trustee lead	B Hedges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93,240
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>) <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>	£ 6,545
Total budget for this academic year <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>	£ 99,785

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to provide an education of the highest quality that is innovative and creative and enables every child to fulfil their potential. Irrespective of background, we want every child to access rich and purposeful learning opportunities to enable every child to be responsible and successful local and global citizens.

Evidence shows that children from disadvantaged backgrounds face additional challenges in reaching their potential. COVID brought further challenges and has resulted in making our disadvantaged children even more disadvantaged. Common barriers to learning for disadvantaged pupils may include: weak language and communication skills, more frequent behavioural difficulties, less support at home, attendance and punctuality issues. The challenges are varied. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all children who are socially disadvantaged are registered for free school meals.

Alongside careful consideration of the research conducted by the EEF, we aim to ensure that all teaching staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school.

We aim to ensure that:

- Teaching and learning opportunities meet the needs of all pupils
- Appropriate provision is made for pupils who belong to vulnerable groups
- Pupil premium funding is allocated following a need analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school, speech and language acquisition for disadvantaged pupils is lower than their peers. Language and vocabulary are less developed for some disadvantaged pupils in KS2.
2	Observations and discussions with pupils and families have identified social and emotional issues for many pupils. Parent and teacher referrals for support have increased with more children currently requiring additional support with social and emotional needs.
3	Internal and external assessment indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

5	Attendance, for disadvantaged pupils, is typically lower than that of their peers.
6	Lack of enrichment opportunities for disadvantaged pupils compared to non-disadvantaged pupils.
7	Our assessments and observations indicate that the education and well-being 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. This has resulted in knowledge gaps leading to pupils falling behind age –related expectations.

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
To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.	Sustained high levels of well-being by Summer 2025 demonstrated by: • Feedback from pupil voice, student and parent surveys • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Evidence of improved self-esteem, resilience and aspiration.
Improved maths attainment among disadvantaged pupils	Maths outcomes in Summer 2025 show that disadvantaged pupils, without SEN, have made accelerated progress.
Improved reading attainment among disadvantaged pupils	Reading outcomes in Summer 2025 show that disadvantaged pupils, without SEN, have made accelerated progress.
Improved writing attainment among disadvantaged pupils	Writing outcomes in Summer 2025 show that disadvantaged pupils, without SEN, have made accelerated progress.
Improved phonics attainment among disadvantaged pupils	Phonics Screening results in Summer 2025 show that disadvantaged pupils, without SEN, have made accelerated progress.
Improved speech and language skills and vocabulary acquisition among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Provide a broad, balanced and rich curriculum for all children. Ensure disadvantaged children have access to enrichment activities/opportunities.	Disadvantaged children's books shows strong evidence of progress in knowledge and skills across all subjects. Percentage of children attending extra-curricular activities to increase. Pupil voice provides evidence that the whole curriculum is valued.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by Summer 2025 demonstrated by: - Increased over attendance rate for all pupils - Reduced attendance gap between disadvantaged pupils and their non-disadvantaged peers.

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: £ 9,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching model to support quality of teaching	Limited access to high quality teaching is likely to be a key contributor to the disadvantaged attainment gap; research consistently demonstrates the positive impact of high-quality teaching on pupil attainment. Ongoing professional development for all teaching staff and access to instructional coaching will promote and sustain high quality teaching. Teaching Walkthrus- Tom Sherrington & Oliver Caviglioli	3, 4, 7
Ongoing improvement of our maths teaching and curriculum planning in line with DfE and EEF guidance including access	School uses materials and evidence-based research from: - DfE including non- statutory guidance - National Centre for Excellence in the Teaching of Mathematics	4

to effective professional learning opportunities.	• Maths No Problem resources • Education Endowment Foundation (EEF)	
Enhancement of our Literacy teaching and curriculum planning in line with DfE and EEF guidance	The EEF has produced guidance to improve Literacy and is based on a range of the best available evidence.	3
Continued implementation of a DfE validated systematic synthetic phonics programme to secure consistently stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (not necessarily comprehension), particularly for disadvantaged pupils. Education Endowment Foundation	7

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

Budgeted cost: £ 87,921.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic	Tuition targeted to specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. Education Endowment Foundation	3,4, 7
Small group and 1:1 support in phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Education Endowment Foundation	7
Small group and 1:1 Maths, Reading and Writing support	Interventions and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or these falling behind. Education Endowment Foundation	3,4, 7
Speech and Language Therapy	Interventions and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or these falling behind. Education Endowment Foundation	1

Targeted pastoral support for individuals and small groups to address emotional well-being, resilience and mental health	Approaches that focus on providing one to one and small group support to address children's emotional well-being and develop resilience, can have a significant impact on well-being and attainment.	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team support including Boomerang, emotional well-being, friendships and bullying interventions.	There has been an increase in referrals to the pastoral team. The pastoral team continue to support with safeguarding concerns and safeguarding case load. Social, emotional support is proven to impact on wellbeing EEF- Behaviour interventions	2
Embedding principles of good practice set out in the DfE's Working together to improve school attendance guidance. This will include accessing Attendance Officer support to help improve school attendance and punctuality for disadvantaged children.	Attendance and punctuality data for pupil premium children is currently lower than for non-pupil premium children. Evidence demonstrates that some pupils find it harder than others to attend school and that it is vital to work together with partners and families to put the right support in place. DfE- Working together to improve school attendance.	4
Provide a range of curriculum enrichment and extra-curricular activities including residential visits.	Research and case studies shows that residential trips have a positive impact on Primary age children. As part of our whole school drive towards widening our curriculum and after school club offer we continue to ensure that disadvantaged children have access to clubs and enrichment activities.	5

Total budgeted cost: £ 102,276.75

Part B: Review of the previous academic year

Pupil Premium strategy outcomes

This outlines the impact that the Pupil Premium strategy had on pupils in academic year 2023-2024

Aim	Actions delivered	Outcomes
Improved speech and language skills and vocabulary acquisition among disadvantaged pupils.	One to one and small group Interventions and Speech and language therapies targeted at disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils as evidenced in classroom discussions, book looks, lesson engagement, small group and one to one discussions and formative assessments.
Improved reading attainment among disadvantaged pupils	Little Wandle one to one and small group phonics and reading interventions. Introduction of DfE validated synthetic, systematic phonics programme.	88% of Year 1 children met the agreed standard in the phonics screening. 80% of disadvantaged children reached the agreed standard (1 child did not reached the standard of the phonics screening test). KS1 phonics screening outcomes – 93%. 90% of disadvantaged children reached the agreed standard. 91.8% of Y2 disadvantaged children reached the agreed standard (1 child did not reach the standard of the phonics screening test). 85.7% of Y6 children reached ARE in Reading. 81.25% of Y6 disadvantaged children reached ARE in Reading.
Improved maths attainment for disadvantaged pupils	Maths mastery training Introduction of Times Table Rockstar Small group and one to one intervention	80.4% of Y6 children reached ARE in Maths 75% of disadvantaged children reached ARE in Maths.
Achieve and sustain improved well being for all pupils particularly disadvantaged pupils.	All disadvantaged children have access to pastoral support, Boomerang training and friendship group support. Referrals to external agencies and charities as required	This had a high impact on wellbeing of vulnerable children across the school as identified in intervention analysis and questionnaires. However, this continues to be a huge area of need.
Achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils	Weekly monitoring of attendance data. Support provided from school attendance team and external	Disadvantaged pupils absence rate- 9.56% (National 11.1%) Non disadvantaged pupils absence rate- 4.84% (National 5.5%)

	agencies including LA attendance officer, Early Help team, EP & SEND services and Children's Services.	Progress has been made (absence rate of disadvantaged children in 2022/2023 was 11.37%), but work needs to continue to reduce persistently absent rates for most vulnerable children.
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths No Problem	Singapore Maths
Phonics	Little Wandle
The Write Stuff	Jane Considine
Speech and Language programmes	School S & L therapist
Boomerang	Primary Mental Health team
IDL online programmes	Indirect Dyslexia Learning
Emotion coaching	Educational Psychology team
Anxiety and Resilience workshops	REACH team
United Against Bullying Programme	Anti- Bullying Alliance

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Monitoring and evaluation

Using EEF pupil premium research and guidance our current PP offer will be reviewed regularly following individual actions and review points and at the end of the academic year. This will allow comparison (network schools and externally) to ensure the most efficient use of money and the greatest impact for children.

Figures may be revised to reflect transience (a number of the children who have recently joined our school, do not currently have access to Public Funds and whilst receiving support in school, they are not included in the analysis of data and pupil numbers).