

# Eastcombe Primary School - 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	Eastcombe Primary
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23– 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Claire Jones Head Teacher
Pupil premium lead	Claire Jones
Governor / Trustee lead	Emily Luckham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,925
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1996
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8,921

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional to main school funding and is allocated to schools to help them tackle disadvantage and address inequalities for socially disadvantaged pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

At Eastcombe Primary School we recognise that children face many barriers to their learning. Our vision of "aim high, believe and achieve" means we have ambitious expectations for all pupils in our school, and believe that with great teaching, effective engagement with all stakeholders and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially.

In order to do this, we use a range of strategies to provide support to overcome barriers. We use the EEF (education endowment foundation) practical guide to pupil premium use to ensure we are deploying strategies which are rooted in evidence and best practice. We closely follow the EEF tiered model and ensure our pupils receive an offer which has been tailored to the needs of Eastcombe Primary School. We focus mainly in the areas of English (reading, phonics, writing), maths and mental health. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. We consider the challenges faced by vulnerable pupils, such as those who have a social worker, and this statement of intent is also focussed on their needs, regardless of whether they are disadvantaged or not.

We have 3 members of staff who deliver a catch-up programme after the loss of learning during the COVID pandemic. Some of the children in need of catch up are pupils in receipt of the pupil premium; others are not but are receiving catch up support as funded by the recovery premium. The children receive timely, weekly interventions, in areas identified by the class teacher and Head as being priority areas for catch up.

## Challenges

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

Challenge number	Detail of challenge
1	A wide range of family issues: financial issues; relationship issues; poor mental health, and wider family issues affect a proportion of children in receipt of pupil premium funding.
2	The emotional wellbeing of some of our pupil premium children is a concern, with sleep difficulties being one of the main barriers.

3	Low attendance figures and high rates of persistent absenteeism of some pupil premium or disadvantaged children
4	Some pupil premium children have poor resilience, low self-esteem and lack of confidence in their ability. Learning behaviours need to be developed.
5	Some pupil premium children have lower attainment and slower progress than their peers. A dis-engagement with remote learning also impacted on their attainment and progress therefore the gap widened between them and their peers.
6	Equal opportunities accessing the wider curriculum

## 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 wellbeing for all pupils in school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Pupil voice, parent surveys and teacher obs</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Intervention groups focussing on pupil wellbeing, self-esteem, learning behaviours and sleep will be embedded into our curriculum.</li> </ul>
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 5%.</li> </ul>
The gap is narrowed in the progress and attainment of pupils in receipt of pupil premium funding compared to those that are not.	<p>Pupil outcomes in 2024/25 show that:</p> <ul style="list-style-type: none"> <li>• Those pupils who have ‘fallen behind’ are supported and tracked closely to ensure they make accelerated progress and narrow the gap between them and their peers.</li> <li>• Pupils receive high quality teaching and regular interventions which are targeted and personalised to their needs.</li> </ul>
Families are supported financially to ensure equitable access to the full curriculum offer.	<ul style="list-style-type: none"> <li>• The school will subsidise the cost of educational visits, after school clubs, the residential and other enrichment activities to ensure equal access.</li> <li>• The school will continue to support vulnerable families with technology to ensure equality of access if required e.g. remote learning.</li> <li>• Pupils requiring uniform or resources are able to receive financial support from the school.</li> </ul>

## 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: £5782

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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 (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	5
TA – working alongside children	Teaching assistants helping to facilitate quality first teaching in Squirrel Class <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	3,4,5
Professional development	Good teaching - To enable teachers to access new and relevant training opportunities and ensure quality first teaching. All staff able to attend INSET and have subject leader CPD time. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	5

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

Budgeted cost: £2639

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA – working alongside children	Teaching assistants deliver focussed interventions based on the needs of the children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	3,2,4,5

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards extra-curricular activities/enrichment activities and school trips.	<p>Pupil Premium children will be given the same opportunities as their peers and are not excluded in any way from the wider curriculum or opportunities.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1,6

**Total budgeted cost: £8921**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Pupil evaluations undertaken during the 2020 – 2021 academic year were standardised, teacher administered and have helped inform future support and direction for our disadvantaged children.*