

Ecton Village Primary Academy Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1st September 2023
Date on which it will be reviewed	1st September 2024
Statement authorised by	Kate Cleaver, Principal
Pupil premium lead	Kate Cleaver, Principal
Governor / Trustee lead	William Thallon

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£30,555
Pupil premium funding carried forward from previous years	£0
Recovery premium funding allocation this academic year	£3625
Recovery funding carried forward from previous years	£0
Total budget for this academic year	£34,180

Part A: Pupil premium strategy plan

Statement of intent

Key Principles of our Strategy

It is our intention that all children at EVPA achieve at least age related expectations across all subject areas; we will strive to overcome barriers to learning and we will support the emotional well-being of our learners in order to have a long lasting and life enhancing impact upon them. Our approach builds upon relevant research, using it alongside our thorough understanding of the challenges our children face to make informed decisions about the effective use of funding. High quality first teaching is our starting point – we know that this is proven to have the greatest impact in closing the attainment gap. This will be supported by high quality interventions, informed by robust diagnostic assessment, to support academic progress and emotional wellbeing delivered by staff who are well trained and who know our children well.

Our strategy is a three-tiered approach (as recommended by EEF, June 2019):

- High quality for teaching and learning; ensuring disadvantaged pupils are challenged in the work they are set
- Targeted support through specific interventions linked to overcoming barriers to learning; ensuring we intervene at the earliest possible point when need is identified
- Wider strategies to support pupils that experience socio-economic disadvantage; including well-being and mental health support

Through our strategy we strive to;

- Continue to raise the attainment and progress of pupils eligible for PPG, to enable them to perform at least in line with their non - disadvantaged peers.
- Ensure that pupils eligible for PPG are supported with their well-being and mental health.
- Integrate our plans for educational recovery, notably tutoring for pupils whose education has been worst affected, including non-disadvantaged.
- Provide a curriculum and inclusive pedagogical approaches that focus on language development and provide pupils eligible for PPG with the knowledge, skills, vocabulary and opportunities needed to participate in the planned curriculum and curriculum enhancing opportunities in meaningful ways.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that the attainment gap between PP and non-PP has widened during COVID in reading, writing and maths. The gap is widest in KS2

	- specifically year 5 and year 6 where the impact of school closures and missed learning has had the greatest effect.
2	Historically, attendance of PPG pupils had remained in line with that of non-disadvantaged pupils (95% in 18/19, 96% in 19/20 and 98% in 20/21). However, this fell to 85% in 21/22. This became a key priority for AY 22/23. By the end of this year PPG attendance was 91.7% which is 0.4% above the national figure. This will remain a priority for AY 23/24 in order to maintain this positive change.
3	In addition to being in receipt of PP 60% of our PP children are also from the GRT community. This adds a layer of complexity to their need; including lower rates of attendance[RH1]; mistrust from the GRT community meaning limited engagement in extracurricular activities and off site visits as well as non-literate families.
4	Lesson visits and work scrutinies have identified that some PP pupils lack independent learning skills, resilience and intrinsic motivation; [RH2]this puts them at a continued disadvantage compared to non-PP peers. Our assessments indicate that this continues to have an impact on disadvantaged pupil's progress.
5	A number of vulnerable children have weak language development and word poverty which impacts on progress in all areas of the curriculum. 10% of our PP children receive external support for their speech and language development.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan in **September 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Raise standards in Writing to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2	<ul style="list-style-type: none"> • By 2024 at least 70% of PP pupils will achieve the expected standard or above by the end of KS1 • By 2024 at least 80% of PP pupils will achieve the expected standard or above by the end of KS2
2. Raise standards in Reading to at least the same attainment levels as non-PP pupils nationally at KS1 and KS2	<ul style="list-style-type: none"> • By 2024 at least 85% of PP pupils pass the phonics test in Year 1 and 100% of PP[RH3]pupils will pass the phonics resit in Year 2 • By 2024 at least 75% of PP pupils achieve the expected standard for reading or above by the end of KS1 • By 2024 at least 75% of PP pupils will achieve the expected standard or above by the end of KS2
3. Raise standards in maths to at least the same attainment levels as non-PP pupils	<ul style="list-style-type: none"> • By 2024 at least 76% of PP pupils will achieve the expected standard or above in maths by the end of KS1 • By 2024 at least 80% of PP pupils will reach the expected standard or above by the end of KS2

nationally at KS1 and KS2	<ul style="list-style-type: none"> By 2024 at least 85%^[RH4] of PP pupils in year 4 will pass the times tables check.
4. Focus on developing intrinsic learning behaviours, independence and resilience	<ul style="list-style-type: none"> All disadvantaged pupils will be able to talk about the different types of learners and be able to articulate which one they are and how they know. ^[RH5] Observations of the curriculum and behaviour audits will demonstrate indisputable evidence that pupils are determined or exceptional learners
5. Focus on developing high quality oracy practices. ^[RH6]	<ul style="list-style-type: none"> Children will be seen to use four key oracy skillsets: reasoning and evidence; listening and response; expression, delivery, organisation, and prioritisation. There will be an embedded whole school approach to the teaching of oracy.^[RH7] Children are able to articulate their learning during and after lessons. Engaging in high-quality oracy practices during lessons deepens understanding and is linked with improved test scores and exam grades as well as greater knowledge retention, vocabulary acquisition and reasoning skills. Improved oracy will lead to improved wellbeing and mental health; they will have the skills and opportunities to express their thoughts, feelings and emotions, ask for help, interact effectively and positively with peers and adults.
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> An overall rate of attendance of 96.4%. A PA rate below 8.1

Activity in this academic year 2023-2024

Teaching

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Embedding a consistent approach to developing Oracy. CPD for teaching staff	<ul style="list-style-type: none"> The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds. 	4, 5
Implementing an effective systematic phonics programme across EY and KS1. CPD for teaching staff through RWI	EEF report: Improving Literacy in Key Stage 1	2
Embedding the CUSP writing curriculum and ensuring that children effective strategies for planning and editing their writing	<p>EEF report: Improving Literacy in Key Stage 1[RH8]</p> <p>EEF report: Improving Literacy in Key Stage 2</p> <p>These include: developing children's language capabilities; supporting pupils to develop fluent reading capabilities and target teaching and support by accurately assessing pupil needs.</p> <p>Introduction of the ambitious CUSP curriculum for reading and writing will ensure consistency of teaching across all classes.</p>	1, 5, 6
Using a mastery approach to embedding foundational skills supported by the White Rose scheme of work. CPD for teachers. This will be underpinned by daily maths fluency lessons for all children in KS1 and KS2.	EEF evidence: Mastery learning + 5 months	3

Embed the CUSP curriculum with a focus on pedagogy and subject knowledge to enable children to know more, remember more and do more.	<p>Guiding research and evidence</p> <ul style="list-style-type: none"> • Sweller's cognitive load theory • Rosenshine's principles of instruction guided by Cain and Oakhill's vocabulary instruction • Fiorella and Mayer's generative learning practice <p>EEF evidence:</p> <ul style="list-style-type: none"> • Feedback + 6 months 	1, 4, 5
Phonics will be assessed every six weeks and children will be re-grouped according to need. Swift intervention will be put in place for those children who are identified as needing additional support.	EEF report: Improving Literacy in Key Stage 1	2
Providing professional development that develops teaching techniques and embeds practice; using external consultancy and coaching to support teachers. This will be delivered through, an internal phonics leader; Herts grid for Learning for Maths; use of the CUSP pedagogy online CPD sessions external coaching for all subject leaders.	EEF report: Effective Professional Development	1, 2, 3, 4, 5

Targeted academic support

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Teachers and expert TAs[RH9] to deliver high quality one-to-one and small group support using bespoke interventions;	<p>EEF report; making best use of teaching assistants</p> <p>EEF evidence: Small group tuition + 4 months</p> <p>EEF evidence: One to one tuition + 5 months</p> <p>EEF report: Improving Literacy in Key Stage 1</p>	1, 2, 3,
One to one tuition delivered by qualified, experienced teacher	EEF evidence: One to one tuition + 5 months	2, 3

Using Accelerated Reader (AR), a web-based programme to encourage children to read for pleasure; including funding for millionaire club reward to further motivate reading for pleasure. Book stock, including AR linked non-fiction texts, will be increased.	EEF evidence: Accelerated Reader + 3 months	2, 3
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Wider strategies

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise school activities for PP children to ensure equal access, including trips / visits / uniform and school based clubs	EEF evidence: Social and emotional learning + 4 months	1,4,5,6
PSHE curriculum; support from MHST; delivery of PB programme; Love Rocks for year 6 children.	EEF evidence: Social and emotional learning + 4 months	4, 6
Use of Accelerated Reader and Star Reader tests to ensure the zone of proximal development is used to challenge and engage readers	EEF evidence: Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.	2,6
1:1 tutoring for PPG in UKS2 with a focus on maths and reading. This will be delivered by a qualified teacher who works closely with the class teacher in order to target precise interventions that support the quality first teaching.	EEF Evidence: There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty	7



Total budgeted cost: £34,000

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.

Review: 2022-23 aims and outcomes

Aims	Outcomes
Progress in reading	Progress for children at EVPA at the end of KS2 was above the national average. 100% of PPG children were achieved GD in the SATs.
Progress in writing	Progress for children at EVPA was above average for the disadvantaged group was above that of the national disadvantaged group. 100% of children met the expected standard in writing and 50% were greater depth.
Attainment in grammar, punctuation and spelling	100% of PPG children met the expected standard in GPS and 100% were greater depth.
Progress in mathematics	Progress for disadvantaged children at the end of AY 22/23 was above average. 100% of PPG children met the expected standard in maths.
Progress in phonics	Y1 phonics- 1 child was identified as disadvantaged and met the expected standard Y2 phonics – no children in this cohort were identified as PPG.
Improvement in attendance of disadvantaged children	Attendance for PPG children in summer 2023 was 91.7% compared to whole school attendance of 93.3%

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
Phonics training subscription	RWI
Maths Scheme	White Rose
Handwriting Scheme	Kinetic Letters
PHSE scheme	Cambridgeshire PSHE Service
CUSP Curriculum for Reading, Writing, Spelling, Geography, History, Art and Design and Design Technology	CUSP