

Ecton Village Primary Academy Pupil Premium Strategy Statement 2021-2022

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. 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	34%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1st September 2021
Date on which it will be reviewed	1st September 2022
Statement authorised by	Kate Cleaver, Principal
Pupil premium lead	Kate Cleaver, Principal
Governor / Trustee lead	William Thallon

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Pupil premium funding carried forward from previous years	£0
Recovery premium funding allocation this academic year	£3625
Recovery funding carried forward from previous years	£2066
Total budget for this academic year	£39,316

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 LKS2

	where the impact of school closures and missed learning has had the greatest effect.
2	Over the past three years attendance of PPG pupils has remained in line with that of non-disadvantaged pupils (95% in 18/19, 96% in 19/20 and 98% in 20/21). However, indicators in term 1 of 21/22 show that PPG attendance has dropped significantly – down to 79% compared to 93% for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	In addition to being in receipt of PP 43% of our PP children are also from the GRT community. This adds a layer of complexity to their need; including low attendance; mistrust from the GRT community meaning limited engagement in extracurricular activities and off site visits as well as non-literate families.
4	Sandwell well-being surveys explore the following key areas: prosocial behaviours; emotional health, social life and school life. Pupils in KS2 are surveyed twice each year and those identified as having a low overall score, or in the low category for any individual sub-theme, are in need of support. In March 21 (following a period of National Lockdown) 13% of children in LKS2 and 4% of children in UKS2 were identified as having very low well-being scores. This data has allowed us to identify individual children who are in need of emotional and well-being support
5	Lesson visits, work scrutiny and pupil voice activities have identified that some PP pupils lack independent learning skills, resilience and intrinsic motivation; 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.
6	A number of vulnerable children have weak language development and word poverty which impacts on progress in all areas of the curriculum. 7% 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 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

	<ul style="list-style-type: none"> • 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 nationally at KS1 and KS2	<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 • By 2024 at least 85% of PP pupils in year 4 will achieve 18+ marks in the MTC.
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. • Observations of the curriculum and behaviour audits will demonstrate indisputable evidence that pupils are determined or exceptional learners • Children in KS2 will engage in ARC activities and this will result in increased levels of independence, confidence and resilience. This will be measured through the wellbeing survey.
5. Focus on developing high quality oracy practices.	<ul style="list-style-type: none"> • Children will be seen to use four key oracy skillsets: reasoning and evidence; listening and response; expression and delivery and organisation and prioritisation. • There will be an embedded whole school approach to the teaching of oracy. • 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 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • An overall rate of attendance of 96.4%. • Persistent absence will be no higher than 8.1% for A PA rate below 8.1%.

Activity in this academic year 2021-2022

Teaching

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Implementing 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
Engage with the Reading Hub to support embedding a culture of Reading for Pleasure. Increasing book stock to support this development.	<p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <ul style="list-style-type: none"> There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). 	2
Teaching children effective strategies for planning and editing their writing	<p>EEF report: Improving Literacy in Key Stage 1</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</p>	1, 5, 6

	and support by accurately assessing pupil needs.	
Using a mastery approach to embedding foundational skills supported by the White Rose scheme of work. CPD for teachers.	EEF evidence: Mastery learning + 5 months	3
Embed the EVPA curriculum with a focus on pedagogy and subject knowledge to enable children to know more, remember more and do more.	Based on Rosenshine's Principles of instruction research. EEF evidence: 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 the English Hub for Reading for Pleasure, an internal phonics leader, Herts grid for Learning for Maths and external coaching for all subject leaders.	EEF report: Effective Professional Development	1, 2, 3, 4, 5

Targeted academic support

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Teachers and expert TAs to deliver high quality one-to-one and small group support using bespoke interventions;	EEF report; making best use of teaching assistants EEF evidence: Small group tuition + 4 months EEF evidence: One to one tuition + 5 months EEF report: Improving Literacy in Key Stage 1	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: £15,000

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
Family Support / Pastoral Worker employed to focus on supporting children and families. They will provide intervention to improve social and emotional learning. This includes delivering Protective Behaviours at a whole school level, Zippy's Friends Programme for all children in KS1, Drawing and Talking for some children and Zones of Regulation for identified groups of children. Seeds of Change therapeutic intervention for 1 PP child.	EEF evidence: Social and emotional learning + 4 months	4, 6

Total budgeted cost: £39,000

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: 2020-21 aims and outcomes

Aims	Outcomes
Progress in reading	Progress for disadvantaged children at the end of 2021 (based on internal assessment) was in line with that of national disadvantaged however it remains below that of the overall national. 50% of PPG children met the expected standard in reading and 25% of PPG children were greater depth in reading.
Progress in writing	Progress for disadvantaged children was in line with that of national disadvantaged however it remains below that of the overall national. Progress for the disadvantaged group was above that of the national disadvantaged group. 75% of children met the expected standard in writing and 50% were greater depth.
Attainment in grammar, punctuation and spelling	75% of children met the expected standard in GPS and 25% were greater depth.
Progress in mathematics	Progress for disadvantaged children at the end of 2021 (based on internal assessment) was in line with that of national disadvantaged however it remains below that of the overall national. 75% of PPG children met the expected standard in maths. No PPG children were GD in maths.
Progress in phonics	Y2 phonics- 2 children were identified as disadvantaged and both met the expected standard Y1 phonics – there were no PPG children in the year 1 cohort in summer 2021
Improvement in attendance of disadvantaged children	Attendance for PPG children in summer 2021 was 92% compared to whole school attendance of 96.7%

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
Accelerated Reader	Renaissance Learning