

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	Thomas Eaton Primary Academy
Number of pupils in school	118 primary age children.
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Nancy Irvine
Pupil premium lead	Nancy Irvine
Governor / Trustee lead	Mrs Susannah Connell CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,385 per pupil £55,400
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,200

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Thomas Eaton Primary Academy is to provide all pupils with the opportunity to achieve to their full potential, irrespective of their background or the challenges they face. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or gaps in learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged pupils can be:

- less support at home;
- weak language and communication skills;
- lack of confidence;
- more frequent behaviour difficulties;
- attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied, and different approaches may need to be taken to support different children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment about the impact of disadvantage. To ensure our approaches are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths
2	Language skills
3	Life experiences
4	Parental support and aspiration
5	General wellbeing, focus and readiness to learn
6	Attendance

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
Reading	Achieve outcomes in line with, or above, national average by the end of Key Stage 2.
Writing	Achieve outcomes in line with, or above, national average by the end of Key Stage 2.
Maths	Achieve outcomes in line with, or above, national average by the end of Key Stage 2.
Phonics in Key Stage 1	Achieve at least in line with national average expected standard in Phonics Screening Check in Year 1.
Parents and the school to work collaboratively to support children	Children eligible for pupil premium funding will access the same provision as their peers and parents are supported through engagement with the school.
Children to access a range of life experiences	Children eligible for pupil premium funding attend trips and experiences offered by the school, providing them with a wider range of life experiences.
Children to develop their language skills	The attainment and progress for children eligible for pupil premium funding is the in line with that of their peers.
Children to have good mental health and general wellbeing, ready to learn	Children are in school and ready to learn.

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: £46,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write training Purchase resources and ongoing training and development for staff	Children passing the Phonics Screening has been lower than national average in recent years. Progress in phonics and early reading provides the foundations for future success. Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
Consistent approach to the teaching of Reading across school using the CUSP approach. Renewal of the CUSP reading curriculum.	See EEF Toolkit: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1,2
Staff CPD	High quality CPD is essential to follow EEF principles. This is followed up in staff meetings and training days. Staff are released regularly to lead effectively.	All
1 HLTA/Level 3	Effective deployment of staff to deliver structured interventions or one-to-one support. Staff employed to support small groups to focus on closing identified gaps.	1,2,5
Reading Fluency training for KS2	Pupils' attainment in reading is below the national average by the end of KS2.	1,2,3,5
Additional adult support within the	EEF report that 'Evidence suggests that TAs can have a positive impact on academic achievement.'	1

teaching of core subject areas		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured additional Phonics sessions targeted at disadvantaged pupils that require further support.	Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF Improving Literacy in KS1	1,2,4
Structured additional interventions for Writing using colourful semantics.	EEF Improving Literacy in KS1 and KS2.	1, 2
Structured interventions to support development of reading fluency and comprehension in KS1 and KS2	EEF Improving Literacy in KS2	1,2,3,4
Analysis of data from assessments to quickly identify children that need targeted support Termly Pupil Progress meetings	See EEF research guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	2

Regular monitoring of the targeted interventions in place (pre and post-intervention assessments completed)		
Out of school hours 'booster' groups	<p>EEF report that 'although schools should focus on improvements to core classroom teaching that support all children in the class . . . some high quality, structured intervention may still be required for some pupils to make progress.' Alongside this, EEF research found that 'reducing class size appears to result in around three months' additional progress for pupils, on average.'</p> <p>EEF recommends that schools should 'use structured interventions to provide additional support' when pupils need to catch up' whilst also stating in their Attainment Gap Report that 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p>The EEF Teacher Toolkit found that 'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.'</p>	1, 4
Targeted analysis and monitoring of children's specific gaps and planned intervention/teaching of specific needs	<p>EEF state that 'careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.' Dixons Kings Academy reported through the EEF in their Pupil Premium Guidance that their effective small groups are 'not on disadvantaged students as a cohort; it is on a specific gap. It's a strategy which should help to close many gaps in achievement, not just for those receiving the Pupil Premium.'</p>	1, 2
Small group phonics teaching in EYFS and KS1	<p>It is important to focus on increasing the language skills of our children. The Hart/Risley study showed that children from families with a low-income are exposed to 30 million fewer words than their peers from families with higher incomes by the age of 3.</p>	1, 2

Accelerated Reader	An EEF report found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into.	1, 2, 4
TT Rockstars/NumBots	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' These platforms are used alongside first quality teaching which is also encouraged by the findings of the EEF who found 'Evidence suggests that technology approaches should be used to supplement other teaching'.	1, 4

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff training on behaviour management with the aim of developing our school ethos through a therapeutic approach.	Universal approaches and targeted interventions can have positive overall effects.	5
Rock Steady Music	Every child should have the opportunity/right to learn to play a musical instrument and to perform to an audience.	All
Parent workshops/stay and play sessions.	Parental engagement has a positive impact of around 4 months additional progress. Parental engagement strategies are more effective with parents with young children.	2, 4, 6
1:1 play therapy session with children identified as having SEMH needs.	Targeted approaches for social and emotional learning have an impact on progress. The approached from these sessions will be embedded into routine practices.	5
ELSA trained TA to run sessions with children with SEMH needs.	Targeted approaches for social and emotional learning have an impact on progress. The approached from these sessions will be embedded into routine practices.	5
Curriculum trips and experiences (including financial support for these where required)	With reference to residential trips, EEF reports that 'adventure learning consistently shows positive benefits on academic learning. There is also	3, 4, 5

	evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.	
Play Therapy	PTUK have 'research, policies and activities showing between 77% and 84% positive change' in children based on the implementation of Play Therapy.	4, 5
Mental health and wellbeing lead employed.	Social and emotional wellbeing is a high priority. The DfE state that 'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'	4, 5
Before (including emergency breakfast) and after school provision is offered when required	The EEF tested the impact of 'Magic Breakfast clubs' on pupil attainment in relatively disadvantaged primary schools. A positive impact was found. 'Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments.'	4, 5
Free School Meals	Statutory	4, 5

Total budgeted cost: £61,200

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.

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