

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	149
Proportion (%) of pupil premium eligible pupils	36% (53/149)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£51, 110
Recovery premium funding allocation this academic year	£5,655
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	£56, 765

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	Poor oral language and communication skills – links later to writing development and reasoning.
2	Gaps in learning – these gaps widen if they are not addressed accordingly.

3	Limited “life experiences”. Closed mindset and lack of resilience
4	Lack of support and parental engagement at home.
5	Social and emotional needs – readiness to learn and resilience (ability to cope with potential ‘failure’)
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
Improved oral language skills and vocabulary.	Children will have a wider range of vocabulary on which they can draw, leading to improvements and progress in reading and writing. They will be able to approach reading challenges and comprehension with greater confidence and increased fluency, improving chances of developing comprehension skills.
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.
Improved and sustained attendance for all pupils, particularly our disadvantaged pupils.	All absence will be carefully monitored and addressed. Persistent absenteeism will reduce.
Any SEMH needs will be identified and addressed swiftly so children are ready to learn	Children will be given the opportunity to talk and discuss strategies to improve readiness for learning. Children will be engaged and ready to learn. Boxall profiles will show improved scores.

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: £47 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write training (£400 p/p total £1600)</p> <p>Purchase resources and ongoing training and development for staff</p>	<p>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.</p> <p>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</p>	1,2
<p>Enhancement of Maths teaching and curriculum planning in line with DfE and NCETM</p>	<p>The DfE have released non-statutory guidance in conjunction with NCETM, drawing on evidence-based approaches. The prioritisation of key objectives will be used throughout school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	2
<p>Consistent approach to the teaching of Reading and Writing across school using the CUSP approach</p> <p>Purchase of the CUSP reading and writing curriculum. (£2500)</p>	<p>See EEF Toolkit: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>‘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.’</p>	1,2
<p>Staff CPD (£4000)</p>	<p>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.</p>	All

1 HLTA/Level 3 and 1 Level 2 TA (£38 624)	Effective deployment of staff to deliver structured interventions or one-to-one support. Trained TA deployed in Key Stage 1 to offer Phonic catch-up support (highly trained in this area). Staff employed to support small groups to focus on closing identified gaps.	1,2,5
Reading Fluency training for KS1 and KS2 (£320) Release for teachers to deliver reading fluency intervention	Pupils' attainment in reading is below the national average by the end of KS2.	1,2,3,5

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

Budgeted cost: £4000

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	1, 2
Structured interventions for Maths across school, using the Ready to Progress criteria.	Pupils' historical attainment, and with recent disruption to school, show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made.	2, 3, 4
Structured interventions to support development of reading fluency and	EEF Improving Literacy in KS2	1,2,3,4

comprehension in KS1 and KS2		
<p>Analysis of data from assessments to quickly identify children that need targeted support</p> <p>Termly Pupil Progress meetings</p> <p>Regular monitoring of the targeted interventions in place (pre and post-intervention assessments completed)</p>	<p>See EEF research guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘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.’</p>	2
<p>Talk Boost programme:</p> <p>Introduce and establish small group following baseline assessment in Reception</p> <p>Training for Teaching Assistant to deliver the intervention, Reception teacher to oversee and SENDCO to monitor</p> <p>Teaching Assistant to deliver intervention</p>	<p>On entry to Reception, a majority of children have low language and communication skills.</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2,4

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

Budgeted cost: £5000

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
Subsidised clubs, trips, lunches and residential visits.	Children from lower income families may not be able to attend extra-curricular provision, trips or residential visits and this will disadvantage their access to a broad and balanced curriculum.	All
Ready to Learn Breakfast Club run by Mental Health and Wellbeing Lead.	Research shows hungry children do not perform as well. Children have this time to talk and settle before entering the classroom.	4,5,6
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 approaches 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 approaches from these sessions will be embedded into routine practices.	5

Total budgeted cost: £56 200

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.

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
CUSP Reading and Writing	Unity Partnership