

Pupil premium strategy statement – Ebchester CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	13%
Academic years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	October 2024
Date on which it will be reviewed	February 2024
Statement authorised by	Rachel Clasper
Pupil premium lead	Mr Chris Carr
Governor / Trustee lead	Mr Geoff Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£17,760.00

Part A: Pupil premium strategy plan

Statement of intent

The ethos of Ebchester CE Primary School is encompassed by our School Vision:

‘Love your neighbour as yourself’ – Matthew 22:39

‘At Ebchester CE Primary School, love lies at the centre of everything we do. Following the example set by Jesus, we create a culture of compassion. Every individual is valued, respected and cared for so that pupils can flourish into successful learners, caring individuals and responsible citizens.’

This ethos explains our school’s approach to all children and particularly those who are disadvantaged.

The main objective of our pupil premium strategy is to improve the education outcomes for disadvantaged pupils in our school. Through our previous strategies and monitoring of pupil outcomes, we have devised a strategy whose intention is to ensure our youngest children become fluent readers as quickly as possible, and to develop cultural capital and emotional wellbeing for all our pupils.

Our current strategy works towards achieving our main objective by addressing the challenges specific to our disadvantaged children. Through analysis of data and professional discussions with teachers and families, we have identified three challenges for our disadvantaged children which we aim to address.

Challenges

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

Challenge number	Detail of challenge
1	Formative and summative assessments show that most disadvantaged pupils have greater difficulty with reading in EYFS and Year One (taught through phonics).
2	Our observations and discussions with pupils have identified that, due to the cost-of-living crisis, children’s cultural capital and their personal development is under-developed. Disadvantaged children are having fewer meaningful experiences outside of school and therefore are not developing the same vocabulary and cultural capital as their non-disadvantaged peers.
3	Our observations, discussions with pupils and surveys (with both pupils and parents/carers) have identified that a small but significant amount of children in KS2 are struggling with their mental health and many of these children are disadvantaged pupils.

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
An increase in the number of PP reading at ARE in EYFS and KS1.	<p>EYFS reading outcomes across the 2024-25, 2025-26 and 2026-27 academic years show that at least 75% of disadvantaged pupils achieve GLD in Reading.</p> <p>Year One outcomes across the 2024-25, 2025-26 and 2026-27 academic years show that at least 75% of disadvantaged pupils pass the PSC.</p> <p>Year Two outcomes across the 2024-25, 2025-26 and 2026-27 academic years show that 100% of disadvantaged pupils who did not pass the PSC in Year One do pass the resit in Year Two.</p>
A wide range of experiences will support personal development and increase cultural capital.	<p>Sustained high levels of development in cultural capital from 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> - discussions show an increase in vocabulary through observations by teachers and student voice - discussions showing an increase in understanding of the world through observations by teachers and student voice.
Children to be equipped with vocabulary to help them name and manage emotions, particularly linked to difficult emotions.	<p>All children in school to engage with the Zones of Regulation display in class and accompanying resources.</p> <p>Children and their parents/carers understand they can speak to staff about mental health and know they will be supported (whether this be through referrals to specialists or simply listening to problems).</p>

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: £4500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to reading in EYFS and KS1.	Evidence shows that appropriate teaching of reading through SSP and through the teaching of reading comprehension has a strong impact on children's progress. EEF 'Reading comprehension strategies' EEF 'Phonics'	1
Further development of Little Wandle Letters and Sounds Revised phonics scheme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence based that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF 'Phonics'	1
CPD linked to Zones of Regulation	Evidence shows that the explicit teaching of strategies linked to meta-cognition and self-regulation have a high impact on children's wellbeing and progress. EEF 'Social and emotional learning'	3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at all children so that everyone keeps up with the pace of the Little Wandle Phonics scheme. Our school trends show that a large percentage of disadvantaged pupils in EY and KS1 will need this support.	Phonics approaches have a strong evidence based that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF 'Early years intervention' EEF 'One to one tuition'	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular meetings with parents in EYFS/KS1 to keep them updated on the teaching of Reading in EYFS and KS1.	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF 'Parental involvement'</p>	1
Termly school trips	<p>Research shows that cultural capital has a positive impact on academic achievement. Our own experiences in school have shown that disadvantaged pupils greatly benefit from their experiences on school trips.</p> <p>Sage 'Does Cultural Capital Really Impact Academic Achievement?'</p>	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3

Total budgeted cost: £17,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

An improvement in attendance for PP children

The target for the previous three-year cycle was achieved for disadvantaged children. From 2021-24, the attendance of disadvantaged children was 95.5% (target was 95%) and the percentage of persistence absence was 1.1% (target was 7%). These figures are above the national statistics for attendance which, in 2023/24, were 94.7% for primary schools and 19.8% for persistent absence.

An increase in the number of PP reading at ARE

100% of disadvantaged children in 2024 reached expected standard in the Reading KS2 SAT.

Due to small cohort sizes, meaningful conclusions cannot be extrapolated from the EYFS and KS1 data. However, school trends have shown that the same proportion of disadvantaged children in EYFS and KS1 are not reaching ARE in Reading. As such, this outcome will be carried forward to the next three-year cycle but will be focused solely on EYFS and KS1.

Levels of resilience will be improved through self-regulation and meta-cognition.

Student voice, pupil surveys and parent/carer surveys all show that children and particularly disadvantaged children have a good understanding of resilience and have a good ethic towards learning and completing work.

A wide range of experiences will support personal development and increase cultural capital.

Due to the cost-of-living crisis, the full outcome of this objective has not been met. At Ebchester, we have strived to provide all our children with meaningful experiences but we have not been able to realise this outcome to the degree we hoped for due to the cost-of-living crisis putting strain on budget. As well as this, through our discussions with pupils and parents/carers, we know the cost-of-living crisis is having a negative impact on the experiences children have outside of school (particularly those who are disadvantaged). As a result, we will keep this outcome on our next cycle but with a focus on addressing the issues caused by the cost-of-living crisis rather than those cause by school closures during the Covid-19 pandemic.

An increase of children reaching GLD in Communication and Language aspects by the end of EYFS.

The target of 75% of disadvantaged children reaching GLD in Communication and Language as been achieved.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds Revised	Wandle Learning Trust