

## Pupil premium strategy statement

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.

### School overview

| Detail  | Data                          |
|---|-------------------------------|
| School name   | Ebchester CE Primary School   |
| Number of pupils in school  | 91                            |
| Proportion (%) of pupil premium eligible pupils                         | 12%                           |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22<br>2022-23<br>2023-24 |
| Date this statement was published                                       |                               |
| Date on which it will be reviewed                                       |                               |
| Statement authorised by   | Mrs 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                                    | £18,950        |
| Recovery premium funding allocation this academic year                                 | £1,885         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£20,835</b> |

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

The ethos of Ebchester CE Primary School is encompassed by three words: Nurture, Grow, Succeed. This ethos is for all children in our school including our disadvantaged pupils. At Ebchester CE Primary School, we want to create a nurturing, challenging and empowering community so that our disadvantaged pupils can grow into successful learners, resilient individuals and responsible citizens.

The main objective of our pupil premium strategy is to improve the education outcomes for disadvantaged pupils in our school. Before the Covid-19 pandemic, we were successfully closing the gap between disadvantaged and non-disadvantaged pupils by the time they finished KS2 as evidenced through our school performance. After the negative impact of Covid-19 on our disadvantaged pupils, our aim is to re-establish this attainment by our disadvantaged pupils in relation to County Durham's and national averages.

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 five challenges which exist for our disadvantaged children.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0.5-4.2% lower than for non-disadvantaged pupils</p> <p>2.76-3.64% of disadvantaged pupils have been 'persistently absent' compared to 0.92-6.44% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 2                | <p>Formative and summative assessments show that most disadvantaged pupils have greater difficulty with reading (both with phonics in EYFS and KS1 and the KS2 Reading curriculum). This is affecting progress in English and also across the wider curriculum where reading is an essential skill needed to access learning.</p>  |
| 3                | <p>Our observations, including wellbeing survey, have identified difficulties with self-regulation and resilience for many pupils. This is notably due to the impact of school closures and is supported by national studies.</p>  |
| 4                | <p>Our observations and discussions with pupils have identified that, due to school closures, children's cultural capital is now under-developed. This is particularly prevalent amongst disadvantaged children and has resulted in a narrowed vocabulary and understanding of the world.</p>  |
| 5                | <p>Our assessment and tracking systems have identified that children in Reception are entering school with a low entry point in Communication and Language and this is affecting disadvantaged children more than non-disadvantaged children.</p>  |

## 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 improvement in attendance for PP children   | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- the overall attendance rate for all pupils being no less than 97% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%</li> <li>- the percentage of all pupils who are persistently absent being below 5% and the difference in the figure for disadvantaged pupils and their peers being no more than 2%</li> </ul> |
| An increase in the number of PP reading at ARE.  | KS2 reading outcomes in 2024/5 show that more than 75% of disadvantaged pupils met the expected standard.  |
| Levels of resilience will be improved through self-regulation and meta-cognition.              | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations</li> <li>- an increase in participation in enrichment activities, particularly among disadvantage pupils</li> </ul>   |
| A wide range of experiences will support personal development and increase cultural capital.   | Sustained high levels of development in cultural capital from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- discussions showing an increase in vocabulary through observations by teachers and student voice</li> <li>- discussions showing an increase in understanding of the world through observations by teachers and student voice</li> </ul>  |
| An increase of children reaching GLD in Communication and Language aspects by the end of EYFS. | EYP outcomes in 2024/5 show that more than 75% of disadvantaged pupils reached GLD in Communication and Language.  |

## 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: £2,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD linked to reading across all phases.   | Evidence shows that appropriate teaching of reading through SSP and through the teaching of reading comprehension has a strong impact on children's progress.<br><br>EEF 'Reading comprehension strategies'<br><br>EEF 'Phonics'                         | 2                             |
| CPD linked to mental health and meta-cognition.  | 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.<br><br>EEF 'Meta-cognition and self-regulation'<br><br>EEF 'Social and emotional learning' | 3                             |
| 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.<br><br>EEF 'Phonics'  | 2                             |

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

Budgeted cost: £15,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| One-to-one support to provide school-led interventions for pupils whose education has been most impacted by the pandemic.  | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to one and in small groups.<br><br>EEF 'Early years intervention'<br>EEF 'One to one tuition'<br>EEF 'Small group tuition' | 2, 5                          |
| 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.<br><br>EEF 'Early years intervention'<br>EEF 'One to one tuition'  | 2, 5                          |

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

Budgeted cost: £3,835

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Half-termly meetings with parents in EYFS/KS1 to keep them updated on the teaching of Reading in EYFS and KS1 | Parental engagement has a positive impact on average of 4 months' additional progress.<br><br>EEF 'Parental involvement'          | 1, 2, 5                       |
| Termly school trips   | Research shows that cultural capital has a positive impact on academic achievement. Our own experiences in school have shown that | 4                             |

|   |  |     |
|---|--|-----|
|   | <p>disadvantaged pupils greatly benefit from their experiences on school trips.</p> <p>Sage 'Does Cultural Capital Really Impact Academic Achievement?'</p>  |     |
| Meta-cognition and self-regulation activities | <p>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.</p> <p>EEF 'Meta-cognition and self-regulation'</p> | 3   |
| Contingency fund for acute issues.            | <p>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.</p>                | All |

**Total budgeted cost: £20,835**

## 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 2022 to 2023 academic year in relation to our intended outcomes.

#### An improvement in attendance for PP children

Throughout the year, strategies were employed by senior leaders and our attendance officer in order to have as high attendance percentages as possible and as few persistent absences as possible.

The attendance figures for 2022/23 are:

- Attendance of all pupils: 95.95%
- Attendance of PP children: 95:38%
- Persistent absence for all pupils: 5.1%
- Persistent absence for PP children: 0%

Whilst the school have not reached the target of 97% attendance for all pupils yet, the PP target of 95% has been met and, last year, the attendance of disadvantaged compared to non-disadvantaged was almost the same (less than one percentage point). Disadvantaged pupils constituted none of our persistent absentees in the 2022-23 academic year.

#### An increase in the number of PP reading at ARE

100% of PP students in KS2 achieved the expected standard in their SATs.

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

All staff had training in the Zones of Regulation and this was implemented across the school for children to use to self-regulate and develop their emotional literacy. Children actively used the tool when first introduced but interest has decreased so the mental health lead in the school is preparing resources to help children re-engage with the tool.

76.92% of PP children attended an after-school club last year which provided them with opportunities to develop their self-regulation and resilience.

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

Trips were conducted termly through the year rather than half-termly due to the cost of living crisis and its impact on the cost of school funding the trips for disadvantaged children. The school residential went ahead, subsidised by the pupil premium fund, and all disadvantaged



children enjoyed the experience and it supported their personal development and cultural capital.

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

The English lead has worked all academic year with the Reading Hub to improve the standard in phonics and vocabulary in Early Years. This has benefitted all children in Reception. However, there was only one child in Reception in the 2022-23 year and she did not achieve GLD in Communication and Language. This child started school significantly behind in her development and teachers and TAs have identified the possibility of SEND which is now being supported with a support plan. Whilst this child did not reach GLD in this Area of the EY Framework, she progressed exceptionally from her starting point to the end of her time in EY.

## 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*

| <b>Programme</b>                         | <b>Provider</b>       |
|--|-----------------------|
| Little Wandle Letters and Sounds Revised | Wandle Learning Trust |