

# 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	Eppleton Academy Primary
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	25.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kim Bushby Head Teacher
Pupil premium lead	Laura Jackson Deputy Head Teacher
Governor / Trustee lead	Michelle Vernon Rachel Chapman Link governors for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,180
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,850

# Part A: Pupil premium strategy plan

## Statement of intent

At Eppleton Academy Primary we see the raising of attainment for disadvantaged children as part of our commitment to ensuring all children achieve their full potential. We aim to deliver a highly effective tiered approach for ALL disadvantaged pupils, regardless of prior attainment or current performance which is responsive to pupils' needs. We ensure we offer equality in terms of 'levelling the playing field' for disadvantaged pupils so that they have the same opportunities, experiences, support and aspirations as their counterparts in order to secure good progress, achieve high attainment and to make sure they are ready for the next stages in their education and beyond.

We will do this through the following key principles:

- By considering the challenges faced by vulnerable pupils
- Having individualised approaches to address barriers to learning at an early stage through intervention at the point at which it is needed
- Ensuring high quality teaching is at the heart of our approach as 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers
- Ensuring a highly effective teacher is in every class
- Delivering an engaging, challenging and relevant curriculum for ALL of our pupils
- Focusing on opportunities and equality in line with their counterparts: trips, broad and balanced curriculum, careers curriculum, funded breakfast provision
- Focusing on the effective deployment of staff to support disadvantaged children
- Making decisions rooted in robust assessment and evidence
- Addressing non-academic barriers to attainment such as attendance to ensure our most vulnerable are engaged and attending school in order to maximise opportunities to excel
- Focusing on early reading through phonetic understanding to support fluency.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and promote an ethos of attainment of all children and raising expectations of what disadvantaged pupils can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Many of disadvantaged pupils have greater difficulties with phonics than their peers. Gaps are evident in reception and disadvantaged pupils struggle to meet the phonics standard at the end of the year (80% of disadvantaged pupils

	<p>met the expected standard in phonics in 2019, which dropped to 40% in 2020). This negatively impacts their development as readers slows their progress in all curriculum areas that demand effective reading strategies.</p>
2	<p><b>Covid-19</b></p> <p>Due to school closures in academic years 2019-20 and 2020-21 and periods of closure due to isolation, children have missed a large amount of face-to-face teaching time. Our assessments, observations and discussion with pupils shows that this has a direct and serious impact upon the academic and emotional progress of our children. Many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
3	<p><b>Social and emotional</b></p> <p>Our assessments, observations and discussions with pupils and families show increased numbers of disadvantaged pupils who display difficulties in social and emotional aspects of their learning.</p> <p>This is particularly notable following the pandemic due to the limited social opportunities and a lack of enrichment opportunities during school closure. There has been an increase in the number of children who are managing anxiety and experiencing difficulties in their relationships with their peers. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>We also have families within our school who have historically or are currently in receipt of support from external agencies, including social care. School is required to offer support to families to address their varied needs and support the learning of the children.</p>
4	<p><b>Attendance</b></p> <p>Our attendance data shows that generally those in receipt of Pupil Premium have a higher absence rate than that of Non-Pupil Premium children and in addition was higher than that of PP children nationally. Our PP children are also more likely to be persistent absentees.</p> <p>Our attendance data over the last 3 years indicates that absence among disadvantaged pupils has been between 2.1% and 3.1% lower than for non-disadvantaged pupils.</p> <p>11.3%-27.5% of disadvantaged pupils have been 'persistently absent' compared to 3.1%- 14.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress</p>
5	<p><b>External Opportunities and Resources / Enrichment</b></p> <p>Children have a lack of experiences outside of school, which often presents issues with children not being suitably equipped to start their school journey or access content in the curriculum. A lack of experiences and aspirations can inhibit vocabulary and comprehension and create life limiting low aspirations.</p> <p>Many of our families rely on school support to further enhance a child's academic journey and to provide wider experiences through school trips, extra-curricular clubs and encounters with employers.</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
Improved attainment and progress in phonics among disadvantaged pupils.	Phonics outcomes at the end of Y1 in 2024/25 show that 85% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that % of disadvantaged pupils in school meeting the expected standard will at least match national figures. Gaps will be diminished between disadvantaged and non-disadvantaged pupils.
Improved reading comprehension skills evident.	Assessments and observations indicate significantly improved comprehension skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	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> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Overall attendance rates will maintain high for those eligible for Pupil Premium and will be comparable to other groups within the school and better than those nationally.
To reduce the number of persistent absentees.	The percentage of Pupil Premium children who are persistent absentees will decrease for individuals identified.
Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of 2025	Every teacher has been judged 'outstanding' by internal assessment Increased proportions of pupils will reach ARE in English and Maths across the school, particularly in reading.

## 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: £ 41000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further development of the consistent high-quality teaching of Systematic Synthetic Phonics through fidelity to the Read, Write Inc programme.</p> <p>Purchase of further RWInc resources including Ruth Miskin online portal.</p> <p>Ongoing programme of CPD for new staff, reading leader and through coaching model.</p> <p>Working with English Hub.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Development of a whole class guided reading approach with a focus on the explicit teaching of reading skills including fluency and comprehension.</p> <p>-High quality ongoing CPD</p> <p>-purchase of high quality texts</p>	<p>The EEF toolkit suggests that reading comprehension strategies can have very high impact for very low cost based on extensive evidence (+6months)</p>	2
<p>Employment of an additional TA in Year 1 to support catch-up owing to cohort missing important opportunities in their early education due to Covid-19.</p>	<p>Early Years is the most crucial area in school to get it right! Our most vulnerable children have limited opportunities and have low starting points on entry in Reception. Having missed vital face-to-face teaching and limitations to online learning for younger children, as a school, we have identified the need to offer additional support to these children.</p> <p>The Teaching and Learning Toolkit suggest that reduced class sizes has moderate impact for high cost, based on moderate evince – resulting in on average an additional 3 months progress. An important factor when focusing on catch up due to Covid19.</p>	1, 2

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

Budgeted cost: £ 15850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>-increased staffing to allow for smaller homogeneous daily teaching groups</p> <p>-1:1 phonics tutoring</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. This will be aimed at reading and maths.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
NELI	<p>The EEF toolkit suggests that oral language interventions can have very high impact for very low cost based on extensive evidence. (+6 months)</p> <p>Evidence The Teaching and Learning Toolkit has an ongoing research for this programme. Early findings suggests that, the Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. It states that on average, pupils on the programme make 4 months additional progress to those not on the programme of which they are very confident about the findings even though the trial is ongoing.</p>	

Reading Plus Annual Fee to improve fluency in reading in upper KS2	Following the SATs test 2019, it was proven that the reading test expected children to read over 100 words more than they would normally be expected to read in that time scale. Monitoring shows our children are not managing to read accurately at this speed. Reading Plus integrates the three domains of reading: physical, cognitive and emotional. It builds the physical skills for fluency and stamina and provides essential texts to build vocabulary and comprehension, and taps into student interest to build confidence and motivation. An in-school trial was completed in the previous academic year which showed marked gains in children's reading speed.	2
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader Annual Fee to encourage a passion for reading which is at the appropriate level for all children	Over recent years we have found that it engages children and enthuses them so that they read more often which subsequently helps to break down barriers of social deprivation by offering opportunities to explore new experiences and languages through texts. The EEF studies have found that reading comprehension interventions and approaches have very high impact for very low cost, which is based on extensive research. Our focus with this intervention tool is ensure children are accessing a range of literature that is suitable for their reading ability to further enhance their love and enjoyment for reading- thus providing more opportunities.	2
School counsellor employed to help ensure that pupils are prepared for the academic and social	School-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care.	3

challenges they face and develop strategies to deal with difficulties.	With one in eight 5 to 19 year olds in the UK estimated to meet the criteria for a mental health disorder, it is clear how vital this rapid access to support is. <b>University of Roehampton, 2021</b>	
<p><i>Attendance</i></p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and dedicated release time on a weekly basis for DHT to develop and implement new procedures and to action support to families and attendance procedures to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Funding to ensure all children have equal opportunities for educational experiences through experiences, extra curricular clubs and excursions.	<p>Our most vulnerable children do not have the same opportunities and access to experiences as their peers therefore; we try to enhance these provisions within the provisions we offer at school. By doing so, it not only enhances vocabulary and comprehension skills through equipping children with the experiences to enable them to infer but also promotes the development and help raise aspirations for all children.</p> <p>Children with greater opportunities and awareness of the world have a broader vocabulary and are able to make stronger links in their reading and across the curriculum.</p>	5
<p>Funded breakfast</p> <p>A healthy start to each day will enable more pupils to be ready for learning and will impact on improved attainment and progress in lessons.</p>	<p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> <li>• Improve cognitive function, particularly memory, attention, and executive function</li> <li>• Improve academic performance, including school grades and achievement test scores</li> <li>• Increase on-task behaviour in the class</li> </ul>	5



	The Human Appetite Research Unit at the University of Leeds, School of Psychology.	
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**Total budgeted cost: £ 71850**

## 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, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in reading, Writing and Maths combined. Despite improved outcomes for disadvantaged pupils in 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial school closure. Priorities for CPD were focussed on the delivery of remote learning and adaptations to our curriculum, to ensure all teachers implemented high quality lessons virtually. Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during partial school closure. Programmes of CPD allowed for collaboration between staff and the sharing of good practice. Feedback from parents evidenced a marked improvement from the first lockdown to the second. Pupil engagement in home learning increased, with at least 85% of pupils regularly accessing home learning. The progress in Year 6, even during periods of lockdown were sustained, as 100% of children were accessing home learning. In Early years, we had the lowest levels of engagement and on return to school, it is evident that these children were most effected by school closure.

Early career teachers accessed a bespoke teaching development programme, which included a personalised CPD, opportunities to observe good practice and opportunities to develop curriculum subject knowledge. Three teacher who were NQTs all successfully pass their assessments, with two completing their NQT year.

Strategies to improve attendance proved effective, with attendance at the end of 2020-21 being above national figures and persistent absenteeism being below national figures. Regular communication with our disadvantaged families during periods of school

closure, as well as on pupils return to school were found to have the greatest impact. This will remain a focus to ensure these figures are sustained.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. In particular, we have found the support offered by our school counsellor particularly effective for individual pupils and will continue this as part of this plan.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*