

Pupil premium strategy statement – Eppleton Academy Primary

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	199
Proportion (%) of pupil premium eligible pupils	32
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Laura Jackson Headteacher
Pupil premium lead	Laura Defty Assistant Headteacher
Governor / Trustee lead	Michelle Vernon Rachel Chapman Link governors for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,380
Recovery premium funding allocation this academic year	£9,135
Pupil premium (and recovery premium*) funding carried forward from previous years	£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>	£101,515

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 met the expected standard in phonics in 2019, which dropped to 40% in 2020. 50% of disadvantaged pupils met the expected standard in phonics in 2022. This negatively impacts their

	development as readers slows their progress in all curriculum areas that demand effective reading strategies.
2	<p>Covid-19</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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p> <p>Year 2 data 2022 shows the significant gaps that are present in children's learning due to lockdowns and school closures. 45% of disadvantaged children attained the standard in reading and 36% in writing. This is because children were catching up with phonics work that had been previously missed. Disadvantaged pupils are behind national disadvantaged pupils in reading and writing.</p>
3	<p>Social and emotional</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. 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. 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>Attendance</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. Our attendance data over the last 4 years indicates that absence among disadvantaged pupils has been between 2.1% and 3.1% lower than for non-disadvantaged pupils. 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>External Opportunities and Resources / Enrichment</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. 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. Improved reading comprehension skills evident.	KS2 reading outcomes in 2024/25 show that the % 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. 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: • qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To reduce the number of persistent absentees.	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. 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: £ 52 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<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>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Further 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 text</p>	<p>The EEF toolkit suggests that reading comprehension strategies can have very high impact for very low cost based on extensive evidence (+6 months)</p>	2
<p>Employment of an additional TA allocated to pupils in KS1, to support the securing of basic skills.</p>	<p>We have the ongoing drive to secure basic skills in reading, writing and number so that children can finish key stage 1 with strong foundations, ready to access a broad and balanced curriculum in KS2.</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
<p>Quality CPD for all staff with a focus on cognitive load theories and retrieval practise to improve long term memory recall.</p> <p>Ongoing support for staff from curriculum leaders focused on improving quality first teaching.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. It is important that schools consider how children learn, how they develop knowledge and skills and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge and fluency in key skills are crucial.</p> <p>Retrieval practise embedded in all lessons improving quality first teaching.</p> <p>https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice</p>	1,2

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

Budgeted cost: £22 500

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3
<p>Reading Plus Annual Fee to improve fluency in reading in upper KS2</p>	<p>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.</p>	2

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

Budgeted cost: £ 26 515

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 challenges they face and develop strategies to deal with difficulties.	School-based humanistic counselling led to significant reductions in pupils' psychological distress over the long-term, compared to pupils who only received pastoral care. 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. University of Roehampton, 2021	
Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and dedicated release time on a weekly basis for senior leaders to develop and implement new procedures and to action support to families and attendance procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Early Help Support Support from Early Help Worker directed to families with attendance & socio-emotional concerns. Formal plans and informal work offered in the form of direct work with pupils and	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve than pupils who missed above 15% of sessions.	3,4

parents to address barriers to attendance.		
Funding to ensure all children have equal opportunities for educational experiences through experiences, extra curricular clubs and excursions.	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. 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.	5
Funded breakfast 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.	Breakfast consumption in children has been found to: <ul style="list-style-type: none"> • Improve cognitive function, particularly memory, attention, and executive function • Improve academic performance, including school grades and achievement test scores • Increase on-task behaviour in the class 	5

Total budgeted cost: £ 101 515

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupils premium activity had on pupils in the 2021 to 2022 academic year.

Attainment – Key Stage 2 2022		
	Pupils eligible for PP 2021-22	Pupils not eligible for PP 2021-22
% achieving the expected standard in reading, writing and maths	58%	64%
% achieving the expected standard in reading	67%	86%
% achieving the expected standard in writing	67%	79%
% achieving the expected standard in maths	83%	79%

Intended outcome	Success criteria
Improved attainment and progress in phonics among disadvantaged pupils.	4 out of 8 disadvantaged children attained the expected standard in the Y1 phonics screening check. There is a 10% increase in the number of disadvantaged children achieving the expected standard from the previous year.
Improved reading attainment among disadvantaged pupils. Improved reading comprehension skills evident.	8 out of 12 disadvantaged children attained the expected standard in reading at the end of KS2. Assessments and observations indicate improved comprehension skills among disadvantaged pupils. There is a strong evidence base through reading journals of the explicit skills being taught and mastered. This is evident when triangulated with other sources of evidence, including engagement in lessons, Accelerated reader and Reading Plus records and ongoing formative assessment. Rapid progress has been evident with children who have completed reading catch up tutoring, particularly in current Y5.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Pupil voice show that disadvantaged pupils enjoy coming to school. Disadvantaged pupils have accessed a wider range of extra-curricular activities due to the end of the pandemic

	restrictions. Disadvantaged pupils are given the opportunity to attend visits and residential.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged pupils is 92.4% compared to 95% for non-disadvantaged pupils. Steps have been taken to support families to improve attendance but this work needs to continue. Some families have made marked improvements, as case studies evidence, but we are still facing difficulties with illnesses affecting our school community. This continues to be a focus area with too many persistently absent for the end of Academic year July 2022.
Improve the quality of teaching and have an 'outstanding' teacher in every classroom.	There has been a high focus on curriculum development and supporting teachers with their subject knowledge in foundation subjects. Teachers have been supported in raising their expectations through defining quality through subject professional organisations. This has supported the quality of teaching across the school.

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
Reading Plus Online Reading programme	Reading Plus
Burnside RWI Phonics Programme	Ruth Miskin

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)