

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	208
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Laura Jackson Headteacher
Pupil premium lead	Laura Jackson
Governor / Trustee lead	Michelle Vernon Rachel Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,758
Recovery premium funding allocation this academic year	£9,280
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>	£117,038

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 40% of disadvantaged pupils met the expected standard in 2020 with 50% in 2022. Only 64% of disadvantaged pupils passed their phonics screening in 2023 with an achievement gap of 14% between non disadvantage and disadvantaged pupils. This negatively impacts their development as

	readers slows their progress in all curriculum areas that demand effective reading strategies.
2	<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, across school, especially in reading.</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. 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. School is required to offer support to families to address their varied needs and support the learning of the children.</p> <p>13/24 children with SEMH need identified as an area of concern on SEND register Y3 and Y6 have accessed workshops with MHST 8 children in school accessing FRIENDA programme Y6 group accessing support with school counsellor due to anxiety arounds SATs 5 children accessing 1:1 counselling – further referrals due</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, although this is now lower than that of PP children nationally. Our PP children are also more likely to be persistent absentees. Our attendance data over the last 2 years indicates that absence among disadvantaged pupils is 2.7% lower than for non-disadvantaged pupils. With an average of 23.7% of disadvantaged pupils have been 'persistently absent' compared to 7.9% of their peers during the last 2 years. 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 will show that disadvantaged pupils are attaining in line with disadvantaged pupils nationally.
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 -a reduction in repeated exclusions
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	High quality teaching evident in every classroom shown in internal monitoring. Increased proportions of pupils will reach ARE in English and Maths across the school.

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: £ 57 500

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>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 supporting new and identified teachers</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 & HLTA allocated for a portion of the time 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.</p>	1,2
<p>Quality CPD for all staff with a focus on cognitive load theories and retrieval practise to</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</p>	1,2

<p>improve long term memory recall.</p> <p>Ongoing support for staff from curriculum leaders focused on improving quality first teaching.</p>	<p>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>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £28 023

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>School led tutoring for identified pupils. (guided reading, basic skills intervention groups, Y6 maths and reading groups)</p> <p>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,</p>	2

	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 prior to adoption, which showed marked gains in children's reading speed.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31 515

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 has been a motivational tools, which 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. 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	3
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

<p>Family Support Worker directed to families with attendance & socio-emotional concerns. Formal plans and informal work offered in the form of direct work with pupils and parents to address barriers to attendance.</p>	<p>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.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Yet it can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive.</p>	3,4
<p>Funding to ensure all children have equal opportunities for educational experiences through experiences, extra curricular clubs and excursions.</p>	<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. 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 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"> • 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: £ 117 038

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

EYFS

	Pupils eligible for PP 2022-23	Pupils not eligible for PP 2022-23	Pupils eligible for PP Nationally (22-23)
GLD	86%	58%	49%

Y1 PHONICS

	Pupils eligible for PP 2022-23	Pupils not eligible for PP 2022-23	Pupils eligible for PP Nationally (22-23)
Achieved phonics screen	64%	81%	67%

KEY STAGE 1 ATTAINMENT 2023

	Pupils eligible for PP 2022-23	Pupils not eligible for PP 2022-23	Pupils eligible for PP Nationally (22-23)
% achieving the expected standard in reading	27%	84%	54%
% achieving the expected standard in writing	27%	79%	44%
% achieving the expected standard in maths	27%	84%	56%

KEY STAGE 2 ATTAINMENT 2023

	Pupils eligible for PP 2022-23	Pupils not eligible for PP 2022-23	Pupils eligible for PP Nationally (22-23)
% achieving the expected standard in reading, writing and maths	37.5%	57.9%	50%
% achieving the expected standard in reading	63%	68%	66%
% achieving the expected standard in writing	75%	63%	68%
% achieving the expected standard in maths	50%	68%	60%

Intended outcome	Impact July 2023
Improved attainment and progress in phonics among disadvantaged pupils.	<p>7 out of 11 disadvantaged pupils attained the expected standard in the phonics screening check at the end of Y1 (64%).</p> <p>This is a 14% increase in the number of disadvantaged children achieving the expected standard from the previous year.</p> <p>This is still below 'other' pupils within school, national disadvantaged and other pupils nationally, therefore an attainment gap still exists.</p>
<p>Improved reading attainment among disadvantaged pupils.</p> <p>Improved reading comprehension skills evident.</p>	<p>5 out of 8 disadvantaged children attained the expected standard in reading at the end of KS2 (63%)</p> <p>Over the last three years 59% of disadvantaged pupils have achieved the expected standard or above at the end of KS2.</p> <p>Disadvantaged pupils' performance is in line with the performance of disadvantaged pupils nationally.</p> <p>However attainment gaps exist in school between disadvantaged and 'other' pupils and with 'other' pupils nationally.</p> <p>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.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Throughout school, pupil voice shows that disadvantaged pupils enjoy coming to school.</p> <p>Disadvantaged pupils are given the opportunity to attend visits and residentials, take part in music, sporting, career</p>

	<p>and cultural events. Data also indicates that disadvantaged children are accessing our wide offer in after school clubs.</p> <p>This academic year, the school supported several children with significant SEMH challenges through curriculum adaptations through our 'breakout' offer, groupings/adult support in and outside of lessons, use of the school counsellor for individual and group interventions, FRIENDs programme offer and through multi-agency support (CAHMs / CYPs/behaviour support). This was particularly needed in upper KS2. The behaviour and attitudes of disadvantaged pupils did improve across the academic year. We found that the support offered by our school counsellor particularly effective for individual pupils and will continue this as part of the plan.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Absence for disadvantaged pupils is 93.3% compared to 96% for 'other' pupils.</p> <p>Although overall attendance has improved from the previous year, with school absence and persistent absenteeism below local authority and national comparisons, gaps still exist between disadvantaged pupils and their peers. Absence among disadvantaged pupils was 2.7% higher than their peers and persistent absence 16.7% higher. This is why attendance remains a focus of our current plan with a high focus on the development of our family support worker who will work to tackle the barriers and identify additional support through outside agencies / initiatives.</p>
Improve the quality of teaching and have an 'outstanding' teacher in every classroom.	<p>A programme of high quality CPD has been developed and implemented which has focused on reading and also on ensuring high quality teaching and learning across the whole curriculum enabling pupils to know more and remember more through responsive teaching.</p> <p>Monitoring shows that across the curriculum there is a higher focus on retrieval of key facts and sticky knowledge. Assessment for learning is increasingly evident with a growing repertoire of strategies to support retrieval practice across school. Children are able to identify how their teachers help them to remember learning and their responses show that they are starting to retain learning of key information over time.</p> <p>Monitoring also shows consistency in reading lessons, with children showing high levels of engagement and an emphasis on improving reading fluency. Pupil voice and reading behaviours shows increasingly positive attitudes to reading.</p> <p>There has continued to be a high focus on continued curriculum development and supporting teachers with their own subject knowledge I foundation subjects. This continues to raise expectations and improve standards in foundation subjects.</p>

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
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)