

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. The strategy statement is a 3 year plan spanning from 2020-2021 to 2023-2024

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	Earls Barton primary school
Number of pupils in school	469
Proportion (%) of pupil premium eligible pupils	17.7
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022, 2023, 2024,
Statement authorised by	Marie Lally, Headteacher
Pupil premium lead	Cath McManus, Inclusion & Pastoral lead
Governor / Trustee lead	Vicky Christy and Elaine Ford, leads for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88640 + £310 SC + 23450 PP+
Recovery premium funding allocation this academic year	£ 10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£122405

Part A: Pupil premium strategy plan

Statement of intent-

Earls Barton Primary School is situated in the village of Earls Barton. Children come mainly (81%) from the village and surrounding areas as well as some (12%) travelling from Wellingborough and a few (2.5%) from Northampton with the remainder from other surrounding areas. It is a large primary school with 469 on role and increasing in numbers due to recent housing developments in the area. 17.7% are considered disadvantaged. A building project is in the planning stage that we see the school raise to 3 form entry across every year group. The school was historically an infant and junior school that joined in 2017 to form the primary school. The former junior and then primary school has had high mobility of headteachers (16 headteachers in 21 years) but is committed now under new (September 2021) leadership to sustaining good teaching, provision and progress for all.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker involved or who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

EBPS has a dedicated inclusion team who oversee the support of our most vulnerable children and those who are in momentary need. The inclusion team liaise weekly and feed into the safeguarding team who meet fortnightly to plan strategically for improved outcomes for all.

Challenges

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

Challenge number	Detail of challenge															
1	Assessments, Observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among disadvantaged pupils. These are evident in EYFS-KS2 and are more prevalent among our disadvantaged pupils than their peers.															
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Our phonics results, (at time of publish) when last formally assessed (2018-2019) were below national average. This negatively impacts their development as readers.</p> <table><tr><td>2018/2019 Phonics screening check</td><td>Overall</td><td>PP</td><td>Non PP</td></tr><tr><td>Pass</td><td>72%(43 out of 60 pupils)</td><td>50% (6 out of 12)</td><td>77%(37 out of 48)</td></tr><tr><td>Not Pass</td><td>28% (17 out of 60)</td><td>50% (6 out of 12, inc 1 SEND pupil)</td><td>23% (11 out of 48, inc 1 SEND pupil)</td></tr></table>				2018/2019 Phonics screening check	Overall	PP	Non PP	Pass	72%(43 out of 60 pupils)	50% (6 out of 12)	77%(37 out of 48)	Not Pass	28% (17 out of 60)	50% (6 out of 12, inc 1 SEND pupil)	23% (11 out of 48, inc 1 SEND pupil)
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3	Internal assessments on the 3 core subjects of Reading, Writing and maths indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is emerging as evident also in Reception class within baseline entry assessments.															

4	<p>Our assessments and observations indicate that the education and well-being of 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.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Dec 2021-Teacher referrals for support have markedly increased after the pandemic. 34 pupils (20 of whom are disadvantaged) require additional support with social and emotional needs, with 30 (29 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our current attendance data indicates that attendance among disadvantaged pupils has been between on average 3% lower than for non-disadvantaged pupils.</p> <p>Dec 2022- 34.4% of disadvantaged pupils have been 'persistently absent' compared to 13.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>July 2022 end of year figures showed that yearly attendance for non-PP children was 95% and for PP children it was 90.5% so a -4.5% difference which we are working hard to close.</p>
7	<p>The school has had a period of instability with three changes of HeadTeacher and SLT over the past 5 years. This instability has had an impact on improving outcomes for disadvantaged pupils through middle leadership. Shared responsibility for meeting needs of disadvantaged pupils in the daily implementation of the curriculum must be supported by the knowledge of disadvantaged pupils and the issues that affect progress and attainment. This knowledge requires broadening amongst the wider staff.</p>
8	<p>Parental Engagement continues to be a challenge across the school. Parents need a high level of support to engage with their child's education. This has been impacted since lock-down with low numbers attending school information sessions. Previous pupil premium monies were used to ensure all PP children had access to their own digital device, being theirs to keep at home. This is still available through the personal allowance. However, this did not significantly improve pupil engagement with remote learning as children (especially Year 4 and below) were reliant on parents to support them.</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 oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p><u>December 2022 Update: EYFS:</u></p> <p>Language Screen completed with EYFS pupils in 2021-2022 indicated that 4 children out of the cohort had cause for language intervention. 3 out of the 4 were EAL. We used the NELI programme which saw significant gains within the intervention. On first informal assessment for 2022-2023 EYFS pupils have a greater need for speech sounds assessment and intervention. This is underway and continuous.</p> <p>From Reception Baseline Assessments (Autumn 2022) it is clear that the biggest difficulty our Disadvantage children face is within the area of comprehension with 40% of Disadvantaged children reaching Expected compared to 82% of not disadvantaged children reaching expected. This is followed with a lesser gap (but important to note) within Number, Writing and Reading.</p> <p>Disadvantaged pupils did better than not disadvantaged pupils within the assessment areas of Gross Motor Skills. Numerical Patterns and People, Culture & Communities.</p> <p>Whole school Talk 4 Writing training is taking place Jan 2023 to improve impact of teaching within oral and written language skills.</p> <p>We continue to commission private SALT fortnightly and have developed the SEN TA role to facilitate the intervention following therapy sessions.</p>										
Improved Reading, Writing and Maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 combined outcomes in 2024/25 are in line with or better than national averages for disadvantaged pupils meeting the expected standard.</p> <p><u>December 2022 update:</u></p> <p>Attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This statement remains to be accurate reflection at end of year data 2021-2022 and therefore still a challenge for 2022-2023. The figures for Progress look pleasing at the end of academic year 2021-2022 with Disadvantaged pupils progressing well and in line with Non-disadvantaged pupils across the board.</p> <p><u>July 2022 SATS Results were:</u></p> <table border="1"> <tr> <td>KS2</td><td>Expected and above</td></tr> <tr> <td>Reading (Disadvantaged)</td><td>70% of the 4 pupils who were below, 3 did not take the reading SATS test.</td></tr> <tr> <td>Reading (Non)</td><td>89%</td></tr> <tr> <td>Writing (Disadvantaged)</td><td>62%</td></tr> <tr> <td>Writing (Non)</td><td>82%</td></tr> </table>	KS2	Expected and above	Reading (Disadvantaged)	70% of the 4 pupils who were below, 3 did not take the reading SATS test.	Reading (Non)	89%	Writing (Disadvantaged)	62%	Writing (Non)	82%
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils seen through improved monitoring systems. School is looking to improve Cultural capital for all pupils with an emphasis on PP pupil opportunities. • Pupils engagement in extra-curricular activities will continue to be supported by the personal allowance offered to disadvantaged families from our PP funding budget. <p>This remains an area for development into year 2 of the 3 year plan.</p> <p><u>Governors will be considering whether the continuation of the £300 personal allowance in its current form is having the desired impact or whether this money could be spent in more effective ways.</u></p>				
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by: the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers within 3% (in line with national figures. Link here</p>				

	<ul style="list-style-type: none">the percentage of all pupils who are persistently absent being no higher than 8% and the figure among disadvantaged pupils continuing to reduce and being lower than 28%. <p>Attendance remains a priority for the school. Better measures have been put in place to track and monitor policy and procedure. By the end of the academic Year 2021-2022 the figures were:</p> <table><tr><td>Year 2021-2022</td><td>Pupil Premium</td><td>Non-Pupil Premium</td></tr><tr><td>Overall Attendance %</td><td>90.5%</td><td>95.0%</td></tr><tr><td>Persistent absenteeism %</td><td>28% down from 34.9%)</td><td>11% (down from 13.3%)</td></tr></table> <p>Commissioned advice of a leader in the field has been previously completed with the outcome seeing the new attendance procedures put in place. Impact on actual attendance figures has not been as expected and therefore again a renewed focus was built in 2021-2022. The outcome of this needs time to come to fruition. Attendance of pupils and vulnerable groups is now monitored fortnightly by the HT, DHT, FSW and attendance lead.</p>	Year 2021-2022	Pupil Premium	Non-Pupil Premium	Overall Attendance %	90.5%	95.0%	Persistent absenteeism %	28% down from 34.9%)	11% (down from 13.3%)
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To achieve and sustain improved knowledge amongst classroom staff of the issues that affect our disadvantaged pupils and the impact seen on progress, attainment and wellbeing.	<p>Information, training and discussions with staff will serve to improve understanding of the issues with an expectation that:</p> <ul style="list-style-type: none">Practice/ Planning shows ‘scaffolding up’ and other differentiation techniques in order that all pupils, including disadvantaged pupils, can be supported to reach age appropriate levels.Extra-curricular trips/experiences organised by school staff have methods to track cohort attendance in place and see an increase in disadvantaged pupil take up.Sustained improvements in Reading, maths and writing outcomes. <p>Marc Rowland is a leader in the field of meeting disadvantage with sound ethos and intervention. The training sessions were attended within 2022-2023 by the Inclusion Lead to inform best practice. This remains an area for development into year 2 of the 3 year plan.</p> <p>On-going staff CPD and the School Development Plan include constant references to high expectations for all and the need to fill the gaps not only academically, but through providing additional cultural capital as needed for our PP children.</p>									
Parental engagement	<p>Sustained levels of parental engagement through:</p> <ul style="list-style-type: none">Monitored Attendance at parents eveningsConfirmation of hwk within policy and monitoring of completion rate figuresBooking systems through EventbriteImplementation of SeeSaw app for EYFS and increasing to whole school usage.3, yearly reports sent home with option for discussion.									

	<p>Several parent events have been developed with attendance at exhibitions of art work, phonics workshops etc being supported and encouraged by the FSW with parents. Recent YR and KS1 phonics workshops and visits to phonics lessons were very well-attended with approximately 90% of Reception and 50% of KS1 children having at least 1 parent / carer attend. Recent “Book and Biscuit” Christmas event, open art galleries of children’s work and World Book Day events were attended by hundreds of parents. We have also introduced the SeeSaw app to remotely celebrate and share learning between home and school, including videos of how parents can support with reading at home.</p> <p>Further development of SeeSaw and improved monitoring of home reading will continue from January 2023.</p>
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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: **£35,853** Some of the activities below will be funded through the main school budget. PP children are supported accessing provisions as a priority.

Activity	Evidence that supports this approach	Challenge number(s) addressed									
<p>Continuing updating of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are timely and information they provide are used to inform future steps.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Dec 2022 Update: GL Assessment (English and Maths) introduced in academic year 2021-2022. Results of testing showed:</p> <table> <tr> <td></td><td>PP</td><td>Non PP</td></tr> <tr> <td>English</td><td>79%</td><td>84%</td></tr> <tr> <td>Maths</td><td>58%</td><td>77%</td></tr> </table> <p>We continue to use the dyslexia screener, the YARK. BPVS as assessments for individual need. We have extended our assessments by purchasing the boxhall profiling tool to aid baseline of pupils within nature provision primarily and support setting appropriate SE learning targets.</p>		PP	Non PP	English	79%	84%	Maths	58%	77%	1, 2, 3, 4
	PP	Non PP									
English	79%	84%									
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<p>Embedding Rosenshine's principals of instruction and Talk for Writing across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, and Questioning are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Whole staff Talk 4 writing training January 2023 One morning a week is funded for a TA to support each one of the KS1 classes.</p>	1									
<p>Use of Read, Write Inc (a validated synthetic phonics programme) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	2									

	<p>comprehension), particularly for disadvantaged pupils.</p> <p>Dec 2022 update: Whole Staff training in RWI programme tbc for academic Year 2022-2023. Setting has worked in Phonics to tailor the sessions to groups of pupils. The first Subject showcase in phonics was completed. Actions and monitoring schedule have been made in line with Outcomes. Phonics results this year were good.</p> <p>Phonics packs given to each PP child will continue as an initiative as this has supported learning at home.</p> <p>We have also funded the release of the phonics lead to team teach and monitor intervention quality, 5 mornings a week for 1 hour.</p> <p>Full Read Write Inc. training for all staff in Feb 2023</p>	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Dec 2022 update: We will continue to fund teacher release time to embed key elements of guidance in school and to access White Rose resources and support opportunities.</p> <p>Jan 2023: new HLTA employed to support in Y3/4 with the classes of 30 to provide bespoke group teaching based on needs and gaps identified in recent PPMs.</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices (through our PSHE curriculum) and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Dec 2022 update: Working towards gaining the TAMHS Award is on the Inclusion Team target for academic Year 2022- 2023.This will see actions and acknowledgement across the</p>	5

	school for work undertaken to improve and sustain good mental wellbeing in staff and students.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£34,259**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund Teacher and TA release time to complete the training to Implement NELI (Nuffield Early Language Intervention). We will continue to commission our Private Speech and Language Therapist (SALT) and specialist SALT TA (including resources) for ongoing individual support to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Dec 2022 Update: As described. This has developed for 2022-2023 into a full time role for SEN TA which is inclusive of Speech and Language intervention. All KS1 staff invited to SALT training in November 2022 about speech sounds and identifying need and ways to help in class as well as how and when to refer to outside agencies.</p>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in small ability groups with extra sessions for those of low ability.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Dec 2022 update: Pupils receiving Nurture provision in the mornings caught up with afternoon 1:1 phonics session.</p> <p>New role of Reading / phonics leader non-group bases to oversee and ensure consistency and high quality phonics delivery and to complete assessments in a consistent format. Reading leader also oversees 1:1 and catch-up phonics for all who require it.</p>	2

Implementing our own recovery tuition programme to provide high quality teaching in small groups to those 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.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Dec 2022 update: The provision was blighted by staff absence due to covid in 2021-2022.</p> <p>LAC children each given 45 mins of 1:1 tuition weekly since October 2022 based on their personal needs.</p>	4
Implementing our own Nurture Provision to provide a bespoke learning environment, trained staff and resources to support the significant SEMH needs of 7 pupils from R-Yr 2, 3 of which are PP.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>Dec 2022 update: This provision was highly successful and therefore has continued for academic year 2022-2023. All pupils returned to class full time by Term 6 supported by transition arrangements. 2 pupils have re-joined in Sept 2022 after a return of their difficulties after summer break. Further pupils have been identified and attend daily, all are disadvantaged.</p> <p>See the school's nurture policy and associated baseline and post-impact measure for further details.</p>	4,5,8,
Partial funding of ELSA (including supervision with EP termly) to support disadvantaged pupils, Individually and in small groups to support Social and emotional learning across all years.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Dec 2022 update: Continued support to all pupils who need it. Referrals from parents, child, DSL mtg and class teachers all in working operation. Procedures around referral have been developed and refined.</p> <p>Increased the profile and status of Jigsaw PSHE to ensure every child has the social, emotional and mental health support they need in class with additional Wave 2 interventions planned carefully using</p>	4,5,8

	in-school resource of ELSA and brokered involvement with external agencies as needed.	
Participation in The Saints educational programme opportunity of coaching in and out of school across the course of the year, including other opportunities, offered to disadvantaged pupils to develop the S&E learning skills and offer enhanced experience	<p>The school has participated in this programme in a previous year and found it had an impact on pupil engagement in learning and attendance. Pupils work with a Saints coach weekly for a term and partake in a range of other opportunities.</p> <p>Dec 2022 update: This has once again been commissioned for academic year 2022-2023 with greater attention to baseline data for the intervention and weekly involvement for Year 3 and 4 in wheelchair rugby to develop specific skills in communication, resilience, teamwork, physical competence.</p>	4,5,8
Participation in TRUST programme including travel to and from the venue (for 2 out of 5 pupils)	<p>This was a new intervention offered in 2021-2022 to identified individuals to develop their S&E learning in a therapeutic environment of Courteen Hall. It is a weekly intervention lasting 5 weeks.</p> <p>Dec 2022 update: This intervention was completed and enjoyed by the pupils. The results were more pleasing on self-esteem and Social emotional learning. Self-regulation was impacted but did not see sustain.</p>	4,5,8
Support of individual pupils including bespoke counselling and purchase of equipment	Individual need	4,5

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

Budgeted cost: **£48,027** 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management from Jogo, supported by the partial funding of the Behaviour Support Worker (BSW) with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Dec 2022 update: Training completed. We continue to fund 15%</p>	5

	of the Nurture lead/Behaviour lead and 25% of the BSA from PP funding	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will partially fund the work of our Family Support Worker (FSW) to continue work with parents in improving attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Dec 2022 update: The FSW is an invaluable resource for parents and within our safeguarding structures. We have responded to a new initiative offered by NFAST and facilitated by our FSW alongside NFAST. We offer a weekly parent group and parent/child collaboration work in order that parents and children are supported to develop good relationships. Initial feedback is positive. 75% of FSW is funded through PP</p> <p>Our Family Support Worker's time is also used to liaise with food banks and charities to support our families. Food parcels are provided with food parcels every school holiday and at other times of need.</p>	6
<p>Continued offer to disadvantaged families of a personal allowance to be spent on extra curricular activities and lessons, uniform, educational trips. £400 for PPP and £300 for PP annually.</p>	<p>Based on our experiences over the past 4 years that this has been offered to our families, (excluding times of national lock-down) Pupils are accessing clubs, trips, holiday clubs, educational items and uniform, adding to their experiences and allowing an increased feeling of belonging to the school and community.</p> <p>Dec 2022 update: This continues to be offered. Requests from parents are appropriate, educationally sound and spend validated.</p> <p>Governors to review this in 2023 to ensure maximum value for money and impact / effectiveness of the spend.</p>	4,5,8
<p>Contingency fund for acute issues.</p>	<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: £ 118,139

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.

Pupils in EYFS were identified using language screen and put forward for the NELI intervention programme that was successful in significantly raising the oral language skills of the majority of the pupils involved. This assessment and intervention is again planned for 2022-2023 delivered by the S&L specialist TA. The independent SALT that worked with the school left towards the end of the academic year. A highly recommended replacement was quickly found and is now working fortnightly to support the identification and intervention of pupils with S&L difficulties. This is mainly within KS1. All KS1 & EYFS staff undertook training on how to identify and support speech sounds difficulties within the classroom as QFT. The in-house referrals that came from this demonstrated the effectiveness of the training. Language assessment and intervention is in a better place 1 academic year on within this strategy and we hope to continue this.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils is lower in key areas of the curriculum. Our assessment in Dec 2021 of the reasons for these outcomes pointed primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. This impact is still being felt which disruption to learning through staff covid absence during 2021-2022 having again an impact. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. The progress of Disadvantaged pupils however was pleasing with progress being good and in line with non-disadvantaged pupils.

Pupils wellbeing continues to be at the forefront of our planning at EBPS. The Saints offered opportunity for PP pupils across the board last year to experience weekly sessions and other opportunities within school. This will again be offered 2022-2023 with a focus in Year 3 & 4 to improve communication resilience and self-regulation. The personal allowance is relied upon by many families to extend the extra-curricular opportunities for disadvantaged children. The school are now working towards achieving TAMHS award to recognise and extend our work in mental wellbeing. The next step, to implement methods to gather cohort data of extra-curricular participation, wellbeing of all pupils (Including disadvantaged) and parental engagement is recognised.

Overall attendance in 2021/22 was higher than the national average at 94.4%%. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 4.5% lower than their peers and persistent absence higher. Attendance is a continued focus of our current plan.

Through the work of the FSW (and admin lead on PP) to support parents, more pupils have applied for and been granted pupil premium status with the number raising from 65 to 77 last academic year and now at 82 in Dec 2022. These pupils now benefit also from the PP allowance we forward to parents to support extra-curricular activities, educational trips amongst other opportunities that would not otherwise be a priority for families. Identifying children and families who may be eligible for support will continue to be a priority. The work of the FSW also identifies the needs of individuals to staff with strategies and arrangements for the cohort and individuals being agreed upon within the greater inclusion team. Pupil Progress meetings involve the Inclusion lead 2022-2023 and will highlight disadvantaged pupil's priority within intervention and QFT.

In response to parental demand, we have widened our offer of wraparound care. We now have an on-site breakfast and after school club daily 7am – 6pm which PP children can attend using their personal allowance.

The school has also hosted the Holiday Activities Fund (HAF) programme of free holiday clubs and lunches for disadvantaged children. We hosted for 2 weeks in summer 2022, 1 week in Easter 2022 and 1 half term and plan to continue this. When we are not a host school, we signpost our PP children to the HAF activities and in some cases have also organised and paid for transport to the other school venue.

Externally provided programmes

Programme	Provider
Holiday sports clubs and extra curricular term time activities.	Pacesetters, Forest Schools, Happy Hols, Northampton ESCO / HAF clubs
Saints Rugby participation	The Saints foundation
Music lessons	NPAT
Swimming lessons	Variety
Dance and Drama	Variety
Extra Curricular sports clubs.	Variety
Scouting and guiding subscriptions	Scouts
TRUST programme	Roade Primary

