

## 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	Earls Barton primary school
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£ 69940 + £11724 for post LAC +£5425 PP plus
Recovery premium funding allocation this academic year	£ 8265
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 We had carry forward in April but have put 0 for September.
<b>Total budget for this academic year</b>	<b>£95354</b>

# Part A: Pupil premium strategy plan

## Statement of intent

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 and 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. We are using excellent teachers known to the school to run catch up groups in writing and maths to gap-fill so that pupils can access whole class quality first teaching with their peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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

## 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 many 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 are below national average. This negatively impacts their development as readers.</p> <table border="1"> <thead> <tr> <th></th> <th>Overall</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <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> </tbody> </table>		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 significantly 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, especially in writing and maths.</p>												
5	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.												

	Teacher referrals for support have markedly increased after the pandemic. 34 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 (29 of whom are disadvantaged) receiving small group interventions.
6	Our current attendance data indicates that attendance among disadvantaged pupils has been between on average 3% lower than for non-disadvantaged pupils.  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.
7	The school has had a period of instability with three changes of HeadTeacher and SLT over the past 4 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.
8	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 worsened 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. 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.

## 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.	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.
Improved Reading, Writing and Maths attainment for disadvantaged pupils at the end of KS2.	KS2 combined outcomes in 2024/25 are in line with or better than national averages for disadvantaged pupils meeting the expected standard.

<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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• 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.</li> <li>• Pupils engagement in extra-curricular activities is supported by the personal allowance offered to disadvantaged families from our PP funding budget.</li> </ul>
<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 <a href="#">here</a></p> <ul style="list-style-type: none"> <li>• the percentage of all pupils who are persistently absent being no higher than 8% and the figure among disadvantaged pupils being no more than 20%.</li> </ul>
<p>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>	<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"> <li>• Planning documents show ‘scaffolding up’ and other differentiation techniques in order that all pupils, including disadvantaged pupils, can be supported to reach age appropriate levels.</li> <li>• Extra-curricular trips/experiences organised by school staff see an increase in disadvantaged pupil take up.</li> <li>• Sustained improvements in Reading, maths and writing outcomes.</li> </ul>
<p>Parental engagement</p>	<p>Sustained levels of parental engagement through:</p> <ul style="list-style-type: none"> <li>• Monitored Attendance at parents evenings</li> <li>• Confirmation of hwk within policy and monitoring of completion rate figures</li> <li>• Booking systems through Eventbrite</li> <li>• Implementation of SeeSaw app for EYFS</li> <li>• 3 yearly reports sent home with option for discussion.</li> </ul>

## 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: **£725** Many 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>1, 2, 3, 4</p>
<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>We will purchase resources and fund ongoing teacher training and release time to allow our Reading and Writing Leads to see best practice in other schools/ complete NELI (Nuffield Early Language Intervention) assessments and interventions in EYFS.</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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<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 comprehension), particularly for disadvantaged pupils:</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access White Rose resources and support opportunities.</p>	<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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></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):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£45,807**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p>	<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:  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4

who have relatively low spoken language skills.		
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.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	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.	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): <a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a>	4,5,8,
Partial funding of ELSA (including supervision with EPS termly) to support disadvantaged pupils, Individually and in small groups to support Social and emotional learning across all years.	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4,5,8
Participation in The Saints educational programme opportunity of coaching in and out of school across the course of the year,	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	4,5,8

including other opportunities, offered to disadvantaged pupils to develop the S&E learning skills and offer enhanced experience	Saints coach weekly for a term and partake in a range of other opportunities.	
Participation in TRUST programme including travel to and from the venue (for 2 out of 5 pupils)	This is a new intervention offered to identified individuals to develop their S&E learning in a therapeutic environment of Courteen Hall. It is a weekly intervention lasting 5 weeks.	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: **£49,300**

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.	Both targeted interventions and universal approaches can have positive overall effects: <a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for Inclusion lead to develop and implement updated procedures and partially fund the work of our Family Support Worker (FSW) to continue work with parents in improving attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Continued offer to disadvantaged families of a personal allowance to be spent on extra curricular activities and lessons, uniform, educational	Based on our experiences over the past 4 years that this has been offered to our families, (excluding times of national	4,5,8

trips. £400 for PPP and £300 for PP annually.	lock-down) Pupils are accessing swimming and music lessons as well as school trips, adding to their experiences and allowing an increased feeling of belonging to the school and community.	
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £95,832**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils is lower in key areas of the curriculum. 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 closure, which was aided by use of online resources through a blended approach to learning using Microsoft Teams and ensuring that all PP pupils had access to a device, many of which were bought for the pupils and remain theirs to keep. Wherever possible during periods of school closure we allocated any spare capacity in school to PP children. However, uptake of the places was mixed from parents.

Overall attendance in 2020/21 was lower than in the preceding year at 90%. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 4% lower than their peers and persistent absence higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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 throughout lock-downs and beyond with at least 3 weekly contacts insisted on per week. These included class social times as well as individual parental and pupil phone calls to 'check-in.' The support of the Inclusion team throughout these times was very well received. We are building on that approach with the activities detailed in this 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 65-77. These pupils now benefit also from the PP allowance we forward to parents to support extra-curricular activities, educational trips amongst other opportunities they would otherwise not be able to so readily offer their children. Identifying children and families who may be eligible for support will continue to be a priority.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Holiday sports clubs and extra curricular term time activities.	Pacesetters
Saints Rugby participation	The Saints foundation
Music lessons	NPAT
Swimming lessons	Waedal Leisure Centre
Dance and Drama	Variety
Extra Curricular sports clubs.	Variety
Scouting and guiding subscriptions	Scouts

