

Eccleston St. Mary's CE Primary School Pupil Premium Statement 2023-24



This statement details our school's use of pupil premium funding for the academic year 2023-24 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 | Eccleston St. Mary's CE Primary School |
| Number of pupils in school | 175 |
| Proportion (%) of pupil premium eligible pupils | 12.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-23 ; 2023-24; 2024-25 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | December 2024 |
| Statement authorised by | Jacqueline Birchall - Headteacher |
| Pupil premium lead | Jacqueline Birchall |
| Governor / Trustee lead | Dave Matthew – Chair of Governors |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £33, 465 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £33, 465 |

Part A: Pupil premium strategy plan

Statement of intent

Eccleston St. Mary's CE Primary School is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school whom we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support – this support is defined on an individual basis.

The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on ***all pupils***
- focussed support to target ***under-performing pupils***
- specific support targeting ***pupil premium pupils***

Our leadership team and wider staff ensure that Pupil Premium funding and provision impacts not only academic achievement, but social skills and pastoral care too. The Senior Leadership Team (SLT) are responsible for monitoring provision and outcomes, and the wider staff team implement and evaluate this provision. The SLT regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provision are in place.

Our approach is designed both to meet challenges faced by all pupils and those faced by individuals. The approaches we have adopted complement each other to help pupils excel. In order that 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 | Progress in Phonics in EYFS and KS1 is not as pronounced as we would like – this is particularly true of our disadvantaged pupils. |
| 2 | Spelling in free Writing is not consistent |
| 3 | Writing has improved consistently since lockdown but is still not as strong as Reading, GPS and Maths |
| 4 | A number of our pupils are suffering socially and emotionally and need our support. This may come as an ongoing result of lockdown or because a number of our families are in crisis, either because of financial worries or the breakdown of relationships. |

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 phonological knowledge amongst disadvantaged pupils | Internal and external data will show that disadvantaged pupils are achieving in line with their peers in phonics screening checks |
| Improved spelling in both tests and free Writing amongst our disadvantaged pupils | Internal and external data will show that spelling rules are being applied more consistently in free writing |
| Improved attainment in Writing among disadvantaged pupils | Internal and external data will show that a greater percentage of disadvantaged pupils will be meeting the Expected standard in Writing |

| | |
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| <p>To achieve and sustain positive wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing evidenced by:</p> <ul style="list-style-type: none">- observations- pupil voice- parental questionnaires- a significant increase in participation in enrichment activities among disadvantaged pupils |
|---|--|

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Renewal of new English curriculum</p> | <p>The new curriculum – ‘The Literary Curriculum’ is more engaging for all pupils with a wider variety of fresh and interesting texts at its heart. Having trialled it for a year, it is proving to be more appealing for our disadvantaged pupils, inspiring them to want to read the texts on offer and write in response. We have therefore renewed our subscription for this year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> | <p>1,2,3</p> |
| <p>Adoption of new Phonics Scheme with related training and resources. We are currently researching which to adopt with the intention of having it in place with all staff appropriately trained by Sept 2024.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The right programme will also positively impact pupils’ ability to write and spell.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | <p>1,2,3</p> |
| <p>Purchase of Phonics tracker</p> | <p>The ability to identify gaps in learning enables us to address those gaps so that disadvantaged pupils can move on in their learning more quickly.</p> | <p>1</p> |

| | | |
|---|---|-------|
| EdShed / LiteracyShed Plus | Materials to support the teaching of English – particularly spelling, which has proved to be a focus area for a number of our PP pupils | 1,2,3 |
| Extra CPD for staff as appropriate eg for Phonics, Spelling and Writing | Staff trained in current and updated approaches to learning will enhance pupils' learning and ability to progress Education Endowment Foundation EEF | 1,2,3 |

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

Budgeted cost: £ 10 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Extra TA hours | Full-time support in all classes allows both for a greater number of interventions to take place and for children's emotional needs to be addressed as and when appropriate Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) | 1,2,3,4 |
| Nessy Dyslexia Quest | This programme allows us to identify pupils with dyslexic tendencies and therefore to identify the correct approaches moving forward, enabling greater progress. | 1, 2,3 |
| Nessy Reading and Spelling | Licences for 30 children to access individualised interventions for reading and spelling | 1,2,3 |
| Buy into and use 'Learning by Questions' resource to support understanding of grammar | Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence | 2,3 |

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

Budgeted cost: £ 15 000

| Activity | Evidence that supports this approach | Challenge number(s)) addressed |
|--|--|---------------------------------------|
| Employment of a clarinet teacher from the Lancashire Music Service | Learning a musical instrument has been proven to raise children’s self-esteem and to ease certain mental health issues. It has also been shown to improve pupil performance in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 4 |
| Guitar lessons for one individual pupil | Enhanced self-confidence and potential for improvement across other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 4 |
| Archbishop of York Youth Trust KS2 cohort | Giving children wider responsibility in society can help develop their own self-esteem | 4 |
| Mini First Aid training | By gaining responsibility for caring for others, children develop greater self-esteem and confidence | 4 |
| Forest School Resources | Forest School activities allow children to build confidence, self-esteem and self-worth. https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ | 4 |
| CPOMS | Although originally a means of monitoring child protection issues, we use the system not only for that but to record and monitor children’s social and emotional issues. This allows us to spot trends and patterns and to intervene with targeted support, as appropriate. | 4 |
| MyHappyMind | The programme helps children to understand their emotions better and their approaches to learning, helping them to develop greater resilience. EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1,2,3,4 |
| Employment of a Learning Mentor | The mentor is available to help the children (especially the disadvantaged) who are struggling emotionally and socially as well as offering enrichment activities to | 1,2,3,4 |

| | | |
|--|--|---------|
| (partial funding – rest of the cost met from school budget) | <p>disadvantaged children. This can help the children not only emotionally but academically as removal of emotional barriers makes them better prepared for their academic studies.</p> <p>EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | |
| Training and re-delegation of TA to work as Family Support Worker one day per week | <p>The family support worker will be able to work with families in crisis to re-direct them to support and to offer strategies on how they can support their child's learning</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> | 1,2,3,4 |

Total budgeted cost: £

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 2022 to 2023 academic year.

Y2 SATs – the number of children achieving the expected standard in Reading, Writing and Maths was above the national average.

Y6 SATs – the number of children achieving the expected standard in Reading, Writing and Maths was significantly above the national average.

The above data suggests that the strategies we have been putting in place have been having an impact. We still feel that certain children, who received the least parental support and did not engage with online learning during lockdown are still working below the standard of their peers so these are the children we will continue to target specifically. Having full-time TA support in every class means that we are able to do this effectively with individual and small group interventions being put into place on a regular basis.

The positive impact of having a Learning Mentor has been felt throughout school. We have been able to support a number of children who have been struggling for a variety of different reasons. With external agency support being so hard to come by, our children have really benefitted from having support within school.

Our continued emphasis on providing a variety of enrichment activities across school has positively impacted all children from a mental health perspective but especially those from more disadvantaged starting points.

Externally provided programmes

| Programme | Provider |
|-------------------------|-------------------------|
| Espresso | Discovery Education |
| First News | First Group Enterprises |
| Phonics Play | Phonics Play Ltd |
| Phonics Tracker | Phonics Tracker Ltd |
| Dyslexia Quest | Nessy Learning |
| The Literary Curriculum | The Literacy Tree |
| White Rose Maths | White Rose Maths |
| SCARF | Coram Life Education |
| EdShed | Education Shed Ltd |
| TTRockstars | Maths Circle Ltd |
| Purple Mash | 2Simple |
| Picture News | Picture News Ltd |
| MyHappyMind | MyHappyMind |
| Learning by Questions | Learning by Questions |