

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
Name of School	East Crompton St George's CE Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Head Teacher
Pupil premium lead	Head Teacher
Governor / Trustee lead	Mrs Michelle Fitton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,683
Recovery premium funding allocation this academic year	£6,682.50
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	£90,365.50

Part A: Pupil premium strategy plan

Statement of intent

- *At East Crompton St George's (ECSTG) we believe that every child should be given the opportunity and enabled to reach their full potential through an engaging curriculum which seeks to develop their understanding of their local community and the wider world. We want to ensure that all pupils, irrespective of their background, access high quality teaching and learning experiences that scaffold their development through each year group and enable them to make good progress and achieve high attainment in all areas.*
- *High quality teaching is at the heart of our approach to offer all pupils the best opportunities of succeeding. This is proven to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefitting non-disadvantaged pupils in our school. Therefore, at ECSTG we offer continuous professional development which enables staff to achieve their full potential within their role.*
- *Where pupils begin their journey below age related expectations (or fall off track due to absence/illness) we aim to deliver precision in meeting their needs over time in reading, writing and maths, 'closing the gap' term on term and year on year. We aim to intervene as early as possible once a need is identified.*
- *Reaching at least age related expectations in Reading, writing and maths will allow each and every pupil the best opportunity of reaching their full potential as they progress onto high school and adulthood. Therefore, we invest in the development of high quality subject leadership, informed and precise teaching and intervention in these subject areas, whilst seeking to minimise the impact on other subject areas during interventions. Any withdrawal from other lessons will be minimised and over a specific time period to ensure pupils do not constantly miss other learning opportunities.*
- *A child's education is more than academic progress and we place high value on developing pupils holistically so that they become well rounded individuals who grow to be successful adults within their community.*
- *Our approach is responsive to need and is formed from robust assessment which seeks to pinpoint specific needs at class, group and individual levels rather than through generic statements.*
- *Our strategy is also integral to our wider plans for education recovery.*

Challenges

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

Challenge number	Detail of challenge
1	Impact on pupil progress from school closures during Covid-19. School implemented a successful 'prioritised content' of the English and maths curriculum with evidence of impact on progress. However, whilst many disadvantaged pupils made accelerated progress, non-disadvantaged pupils made greater progress. Whilst pupils accelerated progress towards age related expectations, the length of the school closures and impact on academic progress means that percentages of pupils at age related expectations remains below data for National in 2019 – this is evident through observations, moderation and in school assessment data.
2	21% of disadvantaged pupils have significant and complex special educational needs having an EHCP or with the SENDco gathering evidence to request an EHCP.
3	Persistent absence amongst pupils has increased following school closures due to Covid-19. When the current head teacher joined the school, persistent absence was high at around 14%. A clear strategy was put in place and significant impact evidenced with persistent absence dropping below National at 8%. The following year, school closures took place due to Covid-19 and since this point, persistent absence data has increased to around 15% in 2020-21. Whilst only 23% of persistent absence relates to pupil premium pupils, this is where the greatest negative impact on progress is evident due to the highest rates of absence between 14% and 29%.
4	Baseline data for Reception pupil premium pupils' evidence that a high percentage enter with low communication and language (75%) and literacy skills (75%). This impacts progress in speaking, listening, reading (including phonics) and writing as they progress through school and into KS2. School implemented a new reading strategy with a specific strand on developing vocabulary and saw positive impact on reading data in year 6 SATS 2019. However, the impact of the following school closures and disruptions has meant that EY and KS1 pupils have a significant delay in this area which needs addressing. The delay in language and literacy skills in EY also affects cohesion within writing which has historically been a challenge.
5	Baseline data for Reception pupil premium pupils' evidence that a high percentage enter school with low mathematics skills (75%). Pupils begin their EY journey with extremely limited experience of number. They are unable to recite nursery rhymes with number and have limited number recognition. This delays the learning opportunities around the value of a number within 5.
6	Baseline data for Reception pupil premium pupils' evidence that a high percentage enter school with low personal, social and emotional development (75%). As pupils progress through school they have lacked resilience within learning, being over reliant on adults within the classroom. This has been exacerbated during school closure due to Covid with an

	increase in mental health needs among pupils which affect pupils' learning and attendance (see challenge 3).
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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
Pupils rapidly close the gap with an increase in the percentage of disadvantaged pupils achieving age related expectations in reading, writing and mathematics across all year groups.	<ul style="list-style-type: none"> Quality first teaching used to deliver 'prioritised learning' content to all pupils across all year groups. Target Tracker (electronic assessment system used in school) shows an increase in percentage of PP pupils closing the gap to achieving ARE/achieving ARE across the whole school and within year groups. Interventions in place to support increased progress specifically target PP pupils in the first instance with start and end data for interventions showing increased impact. National Assessment points evidence the percentage gap closing between PP pupils and their peers with PP pupils achieving in line with National data for non disadvantaged in 2023/24.
Improved vocabulary skills impact English progress and attainment amongst disadvantaged pupils. Pupils are able to write clearly and with purpose using cohesive devices thereby impacting the percentage of pupils achieving Age Related Expectations.	<ul style="list-style-type: none"> Pupils evidence a 'richer' vocabulary which increases through year groups evidenced through pupil voice and in writing. Higher level vocabulary evident during learning walks on working wall/through pupil voice/in a variety of subject books. Percentage of PP pupils achieving ARE/closing the gap to ARE increases in writing in all year groups and C&L in EY. Pupils are motivated to write for a purpose using a range of cohesive devices to engage the reader – increase in percentage of pupils achieving ARE in line with National for non-disadvantaged in 2023/24.
Pupils develop effective phonetic knowledge which supports the early development of key reading skills such as decoding.	<ul style="list-style-type: none"> Reading lead effectively tracks pupil's half termly with pupils moving rapidly through the phonics programme. Children progress through the expected reading bands for their year group/RWI band.

	<ul style="list-style-type: none"> • By the end of KS1 pupils are confident at decoding through the application of phonic skills. • Percentage of disadvantaged pupils achieving ARE in phonics screening is at least in line with National for year 1 and 2 by 2023/24.
To achieve and sustain improved attendance for all pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> • Robust systems in place for monitoring attendance with specific analysis of PP pupils. • Persistent absence below National at no more than 8% by 2023/24. • Whole school attendance at least in line with National (96%) with specific analysis of data showing the gap between disadvantaged and their peers no more than 2% by 2023/24.
Increased level of resilience amongst pupils in peer relationships and in relation to their approach to learning.	<ul style="list-style-type: none"> • 'Jigsaw' scheme effectively taught across all year groups, evidenced through drop in observations, collection of work, pupil engagement and pupil voice. • Decrease in behaviour incidents at play/lunch times evident through analysis of C Poms. • Increase in pupil progress leading to increased percentage of pupils achieving ARE in all curriculum areas.

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: £46,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the provision within early years to ensure a 'good' standard of education for all pupils.</p> <p>Ongoing support through EY specialist EY2P</p>	<p>There is a strong evidence base that quality first teaching has the biggest impact on pupil progress.</p> <p>Children learn a large percentage of everything they will learn in their life between the ages of birth and 5 years therefore there is a key importance to their first year in education.</p> <p><i>EEF: Early Years Toolkit</i> <i>EEF: Improving Mathematics in EY and KS1 guidance</i> <i>DfE: The Reading Framework: Teaching Foundations of Literacy</i></p>	All
<p>Enhance our writing strategy across school through the development of modelled writing.</p> <p>Training for staff with follow up team teaching/planning support where required.</p>	<p>There is a strong evidence base that quality first teaching has the biggest impact on pupil progress. To develop as a writer pupils need to 'see' how writing is developed and the thought processes that take place.</p> <p><i>EEF Improving Literacy in KS1 guidance</i> <i>EEF Improving Literacy in KS2 guidance</i> <i>EEF School Improvement Planning</i></p>	1,2,4
<p>Intensive support for first year ECT from senior leadership.</p>	<p>There is a strong evidence base that quality first teaching has the biggest impact on pupil progress.</p> <p><i>EEF School Improvement Planning</i></p>	1,2,4
<p>CPD to develop understanding of sentence level work from Reception to year 6.</p> <p>Staff are 'comfortable' in understanding their year</p>	<p>There is a strong evidence base that quality first teaching has the biggest impact on pupil progress.</p> <p><i>EEF School Improvement Planning</i></p>	1,2,4

group but need to develop an understanding of writing development over time.		
<p>English and maths 'prioritised Learning content delivered through whole class sessions three times a week for SPAG and maths.</p> <p>Half termly 'gap analysis' to ensure focussed objective setting for the following half term delivery of prioritised content.</p> <p>Ongoing assessments specifically related to content covered to ensure pupils 'close the learning gap'.</p>	<p>School successfully developed 'prioritised content' alongside another primary school from the Cranmer Education Trust. This was successfully implemented last academic year with data evidencing positive progress for a significant number of pupils across school. At the start of the academic year 2021/22 school leaders reassessed the delivery of prioritised content 'how' to ensure delivery remains relevant for impact.</p> <p><i>EEF Improving Literacy in KS1 guidance</i> <i>EEF Improving Literacy in KS2 guidance</i> <i>EEF School Improvement Planning</i></p>	1,2,4,5
<p>Develop maths and English subject knowledge of Teaching Assistants supporting pupils to enable them to confidently intervene and meet pupil needs within the classroom.</p> <p>CPD opportunities</p>	<p>Evidence shows that high quality teaching assistant intervention requires strong subject knowledge, knowing when and how to intervene.</p> <p><i>EEF Making Best Use of Teaching Assistants</i></p>	1,2,4,5
<p>Implementation of DfE 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><i>EEF: Teaching and Learning Toolkit: Phonics</i> <i>DfE The Reading Framework: Teaching Foundations of Literacy</i></p>	4

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

Budgeted cost: £27,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritised content specific pupil intervention. Led by class teacher with an additional teacher delivering teaching to the rest of the class.</p>	<p>Pupils with a greater level of need should have access to a highly skilled professional (teacher) to enable them to make accelerated progress.</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 1:1 and small group.</p> <p><i>EEF: Teaching and Learning Toolkit: One to one tuition</i></p> <p><i>EEF: Teaching and Learning Toolkit: Small group tuition EEF</i></p>	<p>1,2,4,5</p>
<p>Additional phonics session targeted at disadvantaged pupils who require additional phonic support.</p> <p>Reception – to ensure they do not fall off track.</p> <p>Year 1 to enable them to close the gap to age related expectations.</p> <p>Year 2 and 3 – catch up following school closure.</p>	<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><i>EEF: Teaching and Learning Toolkit: Phonics</i></p> <p><i>DfE The Reading Framework: Teaching Foundations of Literacy</i></p>	<p>4</p>
<p>Booster sessions – before and after school for English and maths year 2 and 6.</p>	<p>Intervention is recommended as additional learning rather than substituted learning for another subject. Offering booster sessions before and after school enables the class teacher to target specific individuals or small groups of pupils for greater impact.</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 1:1 and small group.</p> <p><i>EEF: Teaching and Learning Toolkit: One to one tuition</i></p> <p><i>EEF: Teaching and Learning Toolkit: Small group tuition EEF</i></p> <p><i>EEF: Teaching and Learning Toolkit: Extended School Time</i></p>	<p>1,2,4,5</p>

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

Budgeted cost: £18,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of provision for mental health and wellbeing for pupils.</p> <p>Development through CPD and school curriculum</p>	<p>Increased impact on pupils mental health and wellbeing following school closures and the Covid pandemic.</p> <p>Extensive evidence associating positive childhood mental health and wellbeing with improved outcomes at school and in later life</p> <p><i>EEF: Improving social and emotional learning in Primary Schools guidance</i></p>	<p>1,2,3,6</p>
<p>Embedding principles of good practice set out in the DfEs Improving School Attendance advice.</p> <p>This will involve Release time for pastoral staff to implement robust procedures to improve attendance.</p>	<p>DfE guidance informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3,6</p>
<p>Contingency fund for acute issues</p>	<p>Based on our experience 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>	<p>All</p>

Total budgeted cost: £ 92,024

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 data for 2020/21 and quality assurance processes from an independent school improvement partner indicate that the progress of disadvantaged pupils was in line with non-disadvantaged pupils in maths across all year groups. In reading progress data for disadvantaged pupils was broadly in line with non-disadvantaged pupils in most year groups. However, progress in writing was weaker with half of the year groups making insufficient progress for disadvantaged pupils. Writing across school, for all pupils, is an area for development and part of the school development plan for 2021/22. In year 5 and 6 all pupils made significant accelerated progress in reading, writing and maths. In both of these year groups quality first teaching is strong. Reflecting on the impact of school closures and data at the start of the academic year this evidences positive impact for disadvantaged pupils considering the limited time for access to quality first teaching and face to face intervention. We believe this is due to the positive impact and precision of our Trust developed 'prioritised content' for English and maths. This poses strong evidence to implement, assess and review it's continued use in the 2021-2024 cycle of pupil premium reporting.

Support to develop teaching is evidencing impact through observations and book scrutiny with the majority of lessons observed meeting teaching standards and books evidencing progress over time, which is particularly strong in UKS2.

All staff delivering phonics in 2020/21 were trained in the Read, Write, Inc (RWI) programme. They accessed additional support and training through the RWI portal and specialist attached to school through the LA. This led to effective teaching of a systematic phonics programme and resulted in a positive impact on data and progress following the return to school from school closures due to Covid 19. However, attainment remains below National. One staff member left school at the end of the academic year and another transitioned to a KS2 year group meaning that additional training and support for phonics will be needed in the next academic year.

Phonics Data 2021

Reception: 73% all children on track 100% pupil premium 70% non-pupil premium

Year 1: 54% all children on track 60% pupil premium 49% non-pupil premium

This evidences positive progress and attainment for disadvantaged pupils.

We took the broadest interpretation of vulnerability during lockdowns, with over 50% of children attending school. We particularly targeted disadvantaged pupils (62% attendance) This proved effective in enabling these pupils to continue to make good progress (evidenced in data in first paragraph). Home/school phonics books have been purchased but were not distributed until the Summer term due to school closure.

A significant group of pupils lacked resilience in home learning during the school closures and this impacted progress during this time (leading to the increase in disadvantaged pupils attending school) despite teachers planning appropriate learning opportunities and making weekly welfare calls home. When school was open to limited and then all pupils, the use of ‘bubbles’ had a significant impact on the wider opportunities that we were able to offer to our pupils. Additional funding was used to create ‘bubble equipment chests’ for both indoor and outdoor learning opportunities and music lessons continued for small groups of pupils.

Following the second school closure, a large number of pupils returned to school with high anxiety levels. Parents reported pupils struggling to sleep, being very tearful and not wanting to come to school. In school there were challenges around friendships with pupils struggling to manage their emotions. A full week was dedicated to the mental health and wellbeing of pupils alongside gathering baseline data to ensure that the emotional wellbeing of pupils was catered for. This had an extremely positive impact, pupils settled back into school life, emotional outbursts decreased, and parents reported their child seemed happier and more settled again. The school year ended with a whole school carnival event where pupils experienced quality experiences in circus skills, storytelling, sports activities, art and entertainment with extremely positive feedback from pupils, parents and staff. Our aim through all of the mental health and wellbeing strategies deployed was in consideration of ‘Maslow’s hierarchy of need’ by meeting the emotional and mental wellbeing needs of pupils we enabled them to achieve greater academic progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

For schools that receive this funding, you may wish to provide the following information:

