

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Little Eaton Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	11 out of 185 5.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	23.11.24
Date on which it will be reviewed	4.25, 7.25,
Statement authorised by	Paul Schumann
Pupil premium lead	Paul Schumann
Governor / Trustee lead	Carolyn Burke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19940
Recovery premium funding allocation this academic year	£900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£20840</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	No

# Part A: Pupil premium strategy plan

## Statement of intent



Little Eaton Primary School

Alfreton Road, Little Eaton,  
Derbyshire. DE21 5AB

*Our aim is to recognise and nurture each child's individual talents, we want pupils at Little Eaton to have memorable lifelong learning experiences. Our school is a very special place, we have amazing teachers and support staff, a wonderful site, and as a result, pupils are engaged, enthusiastic and proud of their school.*

### **Pupil Premium Statement of Intent:**

Our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage. As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of pupil premium are carefully tracked
- Gaps are identified and addressed
- All staff have high expectations and this is monitored
- Employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support.

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey

## Challenges

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

Challenge number	Detail of challenge
1	Low confidence, aspiration, and self-esteem of some pupils affects their capacity to learn from mistakes and accept or respond to feedback.
2	Lower attainment in Writing in comparison to non-disadvantaged pupils (50% ARE compared to 73% ARE)
3	Pupils require targeted academic support to ensure that they can keep up with their peers.
4	Low socioeconomic status means difficulty in paying for trips, residential visits, music lessons and out of school club activities.

## 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
Raise the self-esteem and confidence of disadvantaged pupils	<ul style="list-style-type: none"> <li>○ <b>Increased Participation:</b> Measure the increase in the number of pupils actively participating in class discussions and activities.</li> <li>○ <b>Feedback Engagement:</b> Track the number of pupils who seek and respond positively to feedback over a term.</li> <li>○ <b>Self-Assessment:</b> Use self-assessment tools to gauge improvements in pupils' confidence and self-esteem.</li> </ul>
Increase writing progress and attainment rates for disadvantaged children	<ul style="list-style-type: none"> <li>○ <b>Improvement in Writing Scores:</b> Monitor the percentage increase of disadvantaged pupils achieving Age-Related Expectations (ARE) in writing.</li> <li>○ <b>Writing Assessments:</b> Conduct regular writing assessments and compare the progress of disadvantaged pupils to their non-disadvantaged peers.</li> <li>○ <b>Targeted Interventions:</b> Evaluate the effectiveness of targeted writing interventions by tracking individual pupil progress.</li> </ul>

<p>Pupils receive targeted academic support to ensure that they can keep up with their peers.</p>	<ul style="list-style-type: none"> <li>○ <b>Academic Progress:</b> Measure the academic progress of pupils receiving targeted support through regular assessments.</li> <li>○ <b>Support Utilisation:</b> Track the attendance and engagement in targeted support sessions.</li> <li>○ <b>Peer Comparison:</b> Compare the academic performance of pupils receiving support with their peers to ensure they are closing the gap.</li> </ul>
<p>Ensure that all extra-curricular activities are available to all</p>	<ul style="list-style-type: none"> <li>○ <b>Participation Rates:</b> Monitor the participation rates of disadvantaged pupils in extracurricular activities and trips.</li> <li>○ <b>Financial Assistance:</b> Track the number of pupils receiving financial assistance and the impact on their participation.</li> <li>○ <b>Feedback and Satisfaction:</b> Collect feedback from pupils and parents on the accessibility and impact of these activities.</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

Budgeted cost: £9440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A rigorous staff CPD programme to develop quality-first teaching</p>	<p><b>Evidence:</b> Research indicates that high-quality Continuous Professional Development (CPD) for teachers significantly impacts pupil attainment. <a href="#">Effective CPD helps teachers improve their teaching practices, which in turn benefits all students, particularly those from disadvantaged backgrounds<sup>1</sup>. The Education Policy Institute found that quality CPD has a greater effect on pupil outcomes than</a></p>	<p>Challenge 1 Challenge 2 £6000 over 3 year</p>

	<a href="#">other interventions, such as performance-related pay or extending the school day<sup>2</sup>.</a>	
<p>Continue to develop Mastery Maths approach working alongside Maths Hub and Primary Maths Specialists.</p> <p>KS1 to take part in the Mastering number programme</p>	<p><b>Evidence:</b> The Mastery Maths approach, supported by the Maths Hubs programme, has been shown to improve mathematical understanding and attainment. <a href="#">This approach is based on successful practices from high-performing East Asian countries and focuses on deep conceptual understanding and procedural fluency<sup>3</sup>.</a> <a href="#">The National Centre for Excellence in the Teaching of Mathematics (NCETM) highlights that teaching for mastery can close attainment gaps and ensure all pupils achieve high standards in mathematics<sup>4</sup>.</a></p> <p><b>Evidence:</b> The Mastering Number programme aims to develop strong number sense and fluency in calculation for young children. <a href="#">Evidence from the NCETM shows that this programme helps pupils develop a secure understanding of number concepts, which is crucial for their future success in mathematics<sup>5</sup>.</a> <a href="#">Schools participating in the programme have reported improvements in pupils' mathematical confidence and attainment<sup>6</sup>.</a></p>	<p>Challenge 1 Challenge 2 £2000 over 3 year</p>
<p>Further Talk for Writing training for English Lead The strategies that underpin Talk for Writing focus upon quality texts, oral retelling, using story structures with story maps and expanding vocabulary.</p>	<p><b>Evidence:</b> Talk for Writing is an evidence-based approach that improves pupils' writing skills through imitation, innovation, and independent application of writing techniques. <a href="#">The Education Endowment Foundation (EEF) pilot study found that Talk for Writing had a positive impact on pupils' writing abilities and their confidence in writing<sup>7</sup>.</a> <a href="#">The approach's focus on quality texts, oral retelling, and vocabulary expansion is particularly beneficial for disadvantaged pupils who</a></p>	<p>Challenge 1 Challenge 2 £800</p>

	<a href="#">may have limited exposure to rich language experiences<sup>8</sup>.</a>	
Emotional Literacy Training for two further members of staff Ongoing CPD for staff running our Positive Play programme will support children in developing their own Emotional Literacy and enable them to recognise, understand, manage and appropriately express their emotions.	<b>Evidence:</b> Emotional Literacy Support Assistants (ELSAs) and similar training programmes help staff support pupils' social and emotional development. <a href="#">The EEF highlights that social and emotional learning (SEL) interventions can lead to significant improvements in pupils' social interactions, emotional regulation, and academic performance<sup>9</sup>. Training staff in emotional literacy equips them to better support pupils, particularly those from disadvantaged backgrounds who may face additional emotional challenges<sup>10</sup>.</a>	Challenge 1 Challenge 2 £640

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

Budgeted cost: £46228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ support teacher to target children in Years 3 &amp; 4</i>	'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.' [EEF, 2021]	Challenge 1 Challenge 2 Part of above
<i>Employ teacher to take catch-up booster sessions as agreed with the class teacher Year 6 &amp; 5</i>	<ul style="list-style-type: none"> <li>▪ "Small group tuition has an average impact of four months' additional progress over the course of a year." [EEF, 2021]</li> </ul>	Challenge 1 Challenge 2 Use of PPA time cover(£7040)

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

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide children with appropriate resources to complete homework activities</i>	<p><b>1. Provide Children with Appropriate Resources to Complete Homework Activities</b></p>	Challenge 3 & 4 £400
<i>Ensure that all pupils are able to attend school trips and residential</i>	<p><b>Evidence:</b> Providing appropriate resources for homework can significantly impact pupil attainment, particularly for disadvantaged pupils.</p>	Challenge 3 & 4 £600
Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills, confidence and independence. PP pupils are ready for learning, able to access academic work and make good or accelerated progress.	<p><a href="#"><u>The Education Endowment Foundation (EEF) highlights that homework can have a positive impact on learning, with pupils making an average of two months' additional progress<sup>1</sup>. Ensuring that pupils have the necessary resources to complete homework helps to level the playing field, enabling disadvantaged pupils to engage fully with their learning outside of school hours<sup>2</sup>.</u></a></p>	Challenge 3 & 4 TBC
	<p><b>2. Ensure That All Pupils Are Able to Attend School Trips and Residential</b></p> <p><b>Evidence:</b> School trips and residential provide unique learning experiences that can enhance pupils' engagement, social skills, and academic outcomes. <a href="#"><u>Research from the Learning Away project, funded by the Paul Hamlyn Foundation, found that high-quality residential can improve students' engagement with learning, resilience, self-confidence, and relationships with peers and teachers<sup>3</sup>. Ensuring that all pupils, regardless of socioeconomic status, can participate in these experiences helps to promote equity and inclusion<sup>4</sup>.</u></a></p> <p><b>3. Provide Additional Social and Emotional Support for PP Pupils to Improve Learning</b></p>	

	<p><b>Behaviours, Social Skills, Confidence, and Independence</b></p> <p><b>Evidence:</b> Social and emotional learning (SEL) interventions are crucial for supporting disadvantaged pupils. <a href="#"><u>The EEF's guidance on SEL indicates that these interventions can lead to significant improvements in social interactions, emotional regulation, and academic performance<sup>5</sup>. By providing additional support, schools can help pupils develop the skills needed to manage their emotions, build positive relationships, and engage more effectively in their learning<sup>6</sup>.</u></a> This holistic approach ensures that pupils are ready for learning and can make good or accelerated progress.</p>	
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**Total budgeted cost: £ £57468**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

#### Progress –

The percentage of Pupil premium pupils not making expected or better progress has increased over the last year.

	Amount of children making Expected or Better progress				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Reading</b>	15/17	8/16	9/13	12/13	11/12
<b>Writing</b>	14/17	8/16	9/13	12/13	9/12
<b>Maths</b>	15/17	8/16	10/13	13/13	11/12

#### Attainment-

Comparison with the previous year shows that PP children levels of progress is still behind Non-PP in reading and writing

	Amount of children achieving end of year expected				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b>Reading</b>	11/17	7/16	9/13	9/13	10/12
<b>Writing</b>	9/17	6/16	7/13	9/13	7/12
<b>Maths</b>	9/17	10/16	9/13	10/13	11/12

#### Combined Attainment 2023

The effective use of pupil premium spending has consistently led to progress in student achievement. Across the years **2019-2024**, the average percentage of children making **Expected or Better progress** in:

- **Reading: 78.20%**
- **Writing: 73.60%**
- **Maths: 81.40%**

This demonstrates the positive impact of targeted support and investment in student learning. By focusing on individual needs and providing additional resources, schools have been able to enhance student outcomes and ensure that more children are meeting or exceeding expected levels of progress. The sustained improvement over multiple years reflects the effectiveness of the pupil premium spending strategy in promoting educational equity and raising attainment for all students.

Outcomes have increased during the last two years and are particularly evident in our KS2 disadvantaged results.

**Next steps,**

Headteacher to develop the next Pupil Premium Strategy utilising the EEF best practice and share with governors.

To include:

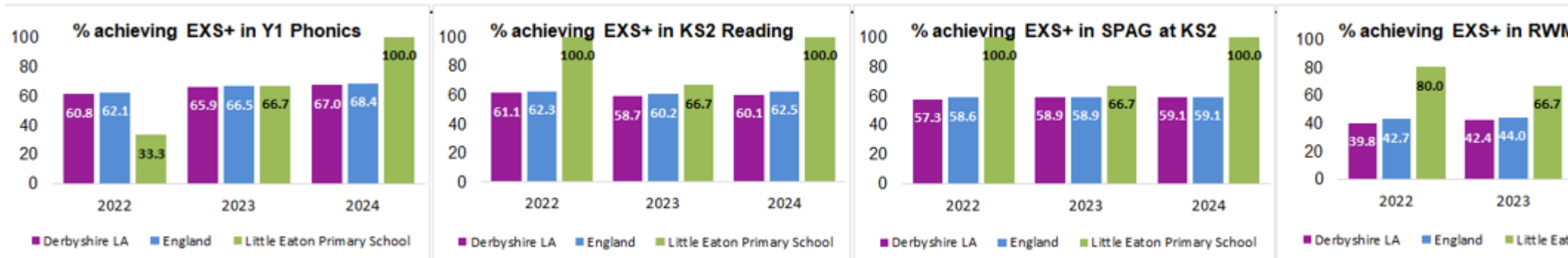
Pupil Premium children to be targeted in class handovers.

Pupil Premium progress to form part of targeted groups for staff appraisal and pupil progress meetings.

Teaching assistant support to be focussed on Pupil Premium and vulnerable learners.

Catch-up staff to target Pupil Premium and vulnerable learners, especially in Year 6.

## Key 2024 Pupil Premium Data



## Disadvantaged Pupils – Year 6 Data Summary July 2022 - 2024

	2022			2023			2024		
	School	Percentile	National %	School	Percentile	National %	School	Percentile	National %
<b>KS2</b>									
<b>No. Pupils</b>	5			3			1		
%EXS+ RWM	80.0	7	42.7	66.7	15	44.0	100.0	1	45.6
%EXS+ Reading	100.0	1	62.3	66.7	41	60.2	100.0	1	62.5
%EXS+ Writing	80.0	14	55.2	66.7	34	57.9	100.0	1	58.7
%EXS+ Maths	80.0	17	56.3	66.7	38	58.8	100.0	1	59.2
%EXS+ SPAG	100.0	1	58.6	66.7	38	58.9	100.0	1	59.1
Reading APS	110.6	3	102.2	114.0	1	102.4	115.0	1	102.8
Maths APS	101.6	42	100.8	115.0	1	101.3	113.0	1	101.5

2023-2024 Reading Progress (2x EYFS pupils and 2x SEN pupils not shown)

Current Yeargroup	Academic Year	OVERALL <span>EXPORT TO EXCEL</span>					
		Weak	Below expected	Expected	Good	Very good	Outstanding
Year 2	Year 1 (1)		100% (1)				
Year 3	Year 2 (2)			100% (2)			
Year 4	Year 3 (2)			50% (1)	50% (1)		
Year 5	Year 4 (0)						
Year 6	Year 5 (2)		50% (1)	50% (1)			
Year 7	Year 6 (1)			100% (1)			
<b>Total (8)</b>			<b>25% (2)</b>	<b>63% (5)</b>	<b>13% (1)</b>		

Writing Progress (2x EYFS pupils and 2x SEN pupils not shown)

Current Yeargroup	Academic Year	OVERALL <span>EXPORT TO EXCEL</span>					
		Weak	Below expected	Expected	Good	Very good	Outstanding
Year 2	Year 1 (1)			100% (1)			
Year 3	Year 2 (2)			100% (2)			
Year 4	Year 3 (2)			100% (2)			
Year 5	Year 4 (0)						
Year 6	Year 5 (2)			50% (1)	50% (1)		
Year 7	Year 6 (1)			100% (1)			
<b>Total (8)</b>				<b>88% (7)</b>	<b>13% (1)</b>		

Current Yeargroup	Academic Year	OVERALL <span>EXPORT TO EXCEL</span>					
		Weak	Below expected	Expected	Good	Very good	Outstanding
Year 2	Year 1 (1)			100% (1)			
Year 3	Year 2 (2)			100% (2)			
Year 4	Year 3 (2)			100% (2)			
Year 5	Year 4 (0)						
Year 6	Year 5 (2)			100% (2)			
Year 7	Year 6 (1)			100% (1)			
<b>Total (8)</b>				<b>100% (8)</b>			

2023-2024 Maths Progress (2x EYFS pupils and 2x SEN pupils not shown)



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*