

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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 | Little Eaton Primary School |
| Number of pupils in school | 217 |
| Proportion (%) of pupil premium eligible pupils | 16/217 7.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 Years |
| Date this statement was published | 23.11.21 |
| Date on which it will be reviewed | 5.4.22 |
| 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 | £22520 |
| Recovery premium funding allocation this academic year | £7160 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £29680 |
| 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 Reading, Writing and Maths in comparison to non-disadvantaged pupils |
| 3 | Parental engagement and support for reading and homework |
| 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 | Children and teachers report increased confidence levels. Disadvantaged children make comparable progress to other children in year group. Children talk increasingly positively about what they are able to achieve |
| Increase reading and writing progress rates for disadvantaged children | Children report that they want to improve their work Teachers report good attitude to learning. Engagement in classroom activities improves. Increased levels of attainment to close GAP |
| Engage parents in school activities. | Homework is completed. Reading records are completed 3 times a week. All disadvantaged children's parents meet with teacher at parent consultation at least twice a year |
| Ensure that all extra-curricular activities are available to all | The uptake of PP onto extracurricular activities matches non-pp |

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: £9440

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| A rigorous staff CPD programme to develop quality-first teaching (whole school lead teacher accreditation) | “Good teaching is ‘the most important lever schools have to improve outcomes for disadvantaged pupils.’ [EEF, 2021] ▪ “Research identifies that high-quality staff CPD is imperative to supporting the development of PP children.” [EEF, 2021] ▪ “What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the professional development.” [EEF, 2021] | Challenge 1 Challenge 2 £6000 over 3 year |
| Continue to develop Mastery Maths approach working alongside Maths Hub and Primary Maths Specialists. Effective use of White Rose Resources. EYFS Lead and KS1 staff enrolled on Mastering Number programme. Pupils with a secure, deep understanding of maths are able to rationalise and problem solve. | Re-join the Maths Hub to develop Mastery Maths, working alongside Maths Hub and Primary Maths Specialists. Effective use of White Rose Resources. EYFS Lead and KS1 staff enrolled on Mastering Number programme. Pupils with a secure, deep understanding of maths are able to rationalise and problem solve. | Challenge 1 Challenge 2 £2000 over 3 year |
| Further Talk for Writing training for English Lead The strategies that underpin Talk for | Talk for Writing training for English Lead The strategies that underpin Talk for Writing focus upon quality texts, oral retelling, using story | Challenge 1 Challenge 2 £800 |

| | | |
|---|--|------------------------------------|
| Writing focus upon quality texts, oral retelling, using story structures with story maps and expanding vocabulary. | structures with story maps and expanding vocabulary. | |
| Emotional Literacy Training for two further members of staff Ongoing CPD for staff running our talktime programme will support children in developing their own Emotional Literacy and enable them to recognise, understand, manage and appropriately express their emotions. | Emotional Literacy Training for two 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. | 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 additional, experienced TA into the EYFS classroom.</i> | 'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.' [EEF, 2021] ▪ "Small group tuition has an average impact of four months' additional progress over the course of a year." [EEF, 2021] | Challenge 1 Challenge 2 £12614 |
| <i>Employ support teacher to target children in phonics, reading 3x morning sessions Year 2</i> | | Challenge 1 Challenge 2 £26560 (as part of a maternity cover swap) |
| <i>Target key areas identified by the teacher during weekly lessons Year 2 & 3</i> | | Challenge 1 Challenge 2 Part of above |
| <i>Employ teacher to take catch-up booster sessions as agreed with the class teacher Year 6 & 5</i> | | 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>Engage parents through whole school initiatives such as maths master class and reading initiatives</i> | <ul style="list-style-type: none"> • “The accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”. [2013, Secretary of State of Education] • “Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.” [EEF,2021] • Learning mentor to carry out interventions to those identified weekly. • “Children in receipt of Pupil Premium are far more likely to have social and emotional difficulties – perhaps as a result of extra caring responsibilities, parents with mental health issues or just the strain that worrying about money causes within homes.” [Third Space Learning, 2021] | Challenge 3 £800 TBC |
| <i>Provide children with appropriate resources to complete homework activities</i> | | Challenge 3 & 4 £400 |
| <i>Ensure that all pupils are able to attend school trips and residential</i> | | 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. | | Challenge 3 & 4 TBC |

Total budgeted cost: £ £57468

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, 2021-2022 and 2022-2023 academic year

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 on making Expected or Better progress | | | |
|---------|--|-----------|-----------|-----------|
| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Reading | 15/17 | 8/16 | 9/13 | 12/13 |
| Writing | 14/17 | 8/16 | 9/13 | 12/13 |
| Maths | 15/17 | 8/16 | 10/13 | 13/13 |

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 |
| Reading | 11/17 | 7/16 | 9/13 | 9/13 |
| Writing | 9/17 | 6/16 | 7/13 | 9/13 |
| Maths | 9/17 | 10/16 | 9/13 | 10/13 |

Combined Attainment 2023

Next steps,

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.

| COMBINED: R + W + M / NONE | | | | |
|----------------------------|----------------|----------------|----------------|-----------------|
| | R + W + M | | None | |
| | Yes | No | Yes | No |
| | Year 1 (3) | 33% (1) | 67% (2) | 33% (1) |
| Year 2 (0) | | | | |
| Year 3 (3) | 33% (1) | 67% (2) | 33% (1) | 67% (2) |
| Year 4 (0) | | | | |
| Year 5 (2) | 50% (1) | 50% (1) | 50% (1) | 50% (1) |
| Year 6 (5) | 80% (4) | 20% (1) | | 100% (5) |
| Total (13) | 54% (7) | 46% (6) | 23% (3) | 77% (10) |

| COMBINED: R + W + M / NONE | | | | |
|----------------------------|----------------|----------------|----------------|----------------|
| | R + W + M | | None | |
| | Yes | No | Yes | No |
| | Year 1 (3) | 33% (1) | 67% (2) | 33% (1) |
| Year 2 (3) | 33% (1) | 67% (2) | 33% (1) | 67% (2) |
| Year 3 (0) | | | | |
| Year 4 (2) | | 100% (2) | | 100% (2) |
| Year 5 (1) | 100% (1) | | | 100% (1) |
| Year 6 (3) | 67% (2) | 33% (1) | 33% (1) | 67% (2) |
| Total (12) | 42% (5) | 58% (7) | 25% (3) | 75% (9) |

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.