

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 | Engayne Primary School |
| Number of pupils in school | 621 |
| Proportion (%) of pupil premium eligible pupils | 8.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 2022-2023 2023-2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | April – July 2022 |
| Statement authorised by | Sara Sankey |
| Pupil premium lead | Jill MacKintosh |
| Governor / Trustee lead | Gurmit Uppal |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £85,355 |
| Recovery premium funding allocation this academic year | £4,906 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ |
| 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 | £90,261 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Engayne, is to give every pupil, irrespective of their background or the challenges they face, the opportunity to reach their full potential in a safe, enjoyable and stimulating environment, which prepares them for the ever changing world. The focus of our pupil premium strategy is to support the disadvantaged pupils to achieve good progress and high attainment across all subject areas no matter what their starting point. Alongside academic support, we ensure that the social, emotional and mental health needs of the pupils are met.

We recognise that all pupils can face challenges and barriers throughout their school career such as becoming young carers or having the involvement of social workers which may impact on their learning. This statement is also intended to meet their needs.

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.

We will ensure that all teaching staff are involved in the rigorous analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses of the pupils they teach, in their phase and across the school. Class teachers will identify interventions and support for individual pupils which are reviewed at least termly.

The approaches we have adopted complement each other to help the pupils progress. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Have systems in place to identify potential barriers and act rapidly when these are identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Develop pupils' independence and motivation as learners through teaching met-acognitive and self-regulation strategies.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | On entry into school, oral language and listening skills are under developed among some disadvantaged pupils. Assessments indicate these poorer language skills including phonic and vocabulary acquisition is evident across the school. This has |

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| | <p>an impact on early reading as well as comprehension skills and fluency further up the school.</p> <p>This has been compounded during the pandemic lockdowns.</p> |
| 2 | <p>Attendance and punctuality has a significant impact on the progress and wellbeing of our disadvantaged pupils. Attendance of our pupils eligible for pupil premium is 3% below that of our non-pupil premium.</p> <p>The number of pupil premium consider persistently absent has increased over the previous 2 years. Our assessments and observations indicates that this is having a negative impact on their progress.</p> |
| 3 | <p>From our assessments and observations in maths, our disadvantaged children have significant knowledge gaps and find it difficult to retain and recall prior knowledge leading to pupils falling further behind age-relate expectations.</p> <p>The impact of partial school closures has had a greater impact on our pupil premium children.</p> |
| 4 | <p>From at least weekly communication with families during school closures, social and emotional issue have been identified mainly due to a lack of enrichment opportunities and confidence assessing and implementing remote learning. These challenges particularly affect disadvantaged pupils, including attainment.</p> |
| 5 | <p>Due to home learning environments, a number of pupils eligible for PP across the school show a lack of motivation and engagement leading to a lack of confidence and understanding of behaviours for learning as well as poor attendance.</p> |

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 |
|---|--|
| Improve oral language skills and vocabulary acquisition among the pupils eligible for PP | <p>Observations including engagement in class activities, lesson observations, book scrutiny and interactions during play.</p> <p>Assessment scores show improvement including improved scores in PS.</p> <p>All disadvantage pass PS by the end of Y2 unless under SEN provision.</p> <p>KS2 reading outcomes are at least equal to national.</p> |
| To achieve and sustain improved attendance where this has significantly dropped due school closures | Attendance of those eligible for PP being at least equal to that of other pupils. |

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| | The percentage of attendance for those with persistence absence to be increased by 10% |
| Improve maths attainment for pupils eligible for PP at the end of KS2. | <p>Arithmetic attainment to be at least at the expected standard and in line with other pupils at the school by the end of each academic year.</p> <p>Children to sustain the improvements year on year so less are classed as underperforming at the beginning of each academic year.</p> <p>Disadvantaged pupils are at the expected standard and have made sustained progress by the end of KS2 unless they are on SEND register or have an individual plan.</p> |
| To achieve and sustain improved wellbeing for all pupils at our school particularly the disadvantaged. | <p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, parents evening notes and teacher observations • A significant increase in participation in enrichment activities including holiday activities provide by HAV • Negative behaviour in the classroom or at playtime better understood by the pupil. |
| <p>Improve parental engagement particularly at key stages in the child's development</p> <p>Improve pupils' engagement in their own learning both at home and at school.</p> | <p>Increased attendance of parents at parents evening, children's performances and information events.</p> <p>Regular contact with families of disadvantaged pupils to ensure level or work and expectations are understood particularly in Reception and Y1.</p> <p>Increased rates of TTrock stars, Mymaths, bug club and reading aloud participation.</p> |

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: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Role of the Pupil Premium lead (cost of time)</p> <p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention.</p> <p>Closely monitored by AHT and PP Lead</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p> | <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>EEF Toolkit guidance:</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.</p> | All |
| <p>Purchase of standardised diagnostic assessments</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 3, 4 |
| <p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance including training for using online maths assessment on TTRock stars.</p> <p>Increased awareness and embedding of rapid recall of basic facts including times tables.</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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 2 |
| <p>Purchase of SATs practice books and other resources needed for home</p> | <p>Specifically designed books can provide a useful resource for parents to ensure they have an understanding of the level and skills required by the end of KS2</p> | 1,3,4, 5 |

| | | |
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| learning including homework. | The majority of parents within the school purchase these and a number of disadvantaged children don't have access to them. | |
| <p>Improve the quality of social and emotional learning</p> <p>Continue to embed into routine education and traced using SMSC grid. Purchase of SCARF and introduction of OPAL</p> <p>Supported by professional development and training for staff including MDA team</p> | <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>We want to enable our children to continue to develop their emotional resilience; develop their self-regulation and learn <i>how to learn</i> in a school environment once again.</p> | 1,2,4,5 |
| Embedding more effective practice around feedback | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>Meaningful feedback is important to support pupil progress, building learning, addressing misunderstanding and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>Using the EEF evidence as a basis for further training and development in the school.</p> | 1,2,3,4 |

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

Budgeted cost: £40,00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of phonic books for the reading scheme in Rec and Y1 | <p>The National Curriculum says</p> <p style="padding-left: 40px;">read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Section 3, Word Reading and Spelling of the Reading Framework, July 2021</p> <p>Clearly explains the need to have decodable books at the same level as the children's phonetic development.</p> | 1,5 |

| | | |
|--|---|----------------|
| <p>Additional phonics and comprehension sessions targeted at lowest 20% which includes the majority of PP in Y1 and 2</p> | <p>A clear phonics approach, with structured interventions at an early point have a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Comprehension needs to develop alongside the children's phonic knowledge.</p> | <p>1</p> |
| <p>Introduction of individual intervention scheme to enhance QFT</p> | <p>Feedback, one-to-one tutoring, pre-teaching and reading comprehension strategies have all shown to have support pupils to make accelerated progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> | <p>1,3,4</p> |
| <p>Pre-teaching for reading and arithmetic based maths</p> | <p>Develops confidence and greater participation in class which leads to better motivation and engagement. A number of the disadvantaged children have more gaps in their learning, pre-teaching gives an ideal opportunity for these to be addressed before the main lesson. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1, 3, 4</p> |
| <p>Provide a blend of tuition, mentoring, school led tutoring as well as NTP for pupils whose education has been impacted by the pandemic. A significant proportion of the pupils who receive these will be disadvantaged, including those who have a higher attainment.</p> | <p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p> | <p>1,3,4</p> |
| <p>Fourth smaller arithmetic group to allow teachers to have more time to support those with gaps no matter their level of attainment.</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 one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>3</p> |

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

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on behaviour management and the introduction of OPAL during lunchtimes. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 2, 4 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Weekly rewards and recognition for good attendance. First day calling implemented. Working closely with the EWO to ensure a clear hierarchy of letters and information to parents of children who are persistently absent or on the verge of being. | DfE's Improving School Attendance Attendance for pupil premium children is below that of non-pupil premium. However, the number of unauthorised absences is very low. More pupil premium are late before registration closes, which is an indication of our policy of late rather than not at all for a small number of children. | 2 |
| Monitoring of covid absences of vulnerable children. Providing advice and adaptations for getting children into school where possible. Ensure pupils have food and resources including calls from their class teachers if they are out of school due to covid/ long term illness/mental health issues. | Disadvantaged families affected by isolating due to covid are taking up the offer of food parcels. Pupils have been able to work from home as they have been provided with laptops and resources. Work has been submitted to the class teachers. Parents have felt able to help the pupil work following calls from the class teacher. | 4, 5 |

Total budgeted cost: £90,000

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.

Last year's NFER standardised assessments suggested that the performance of many of the pupils eligible for pupil premium were well below expected at the beginning of the year - on the children's return after lockdown 1.

| No underperforming | Reading | Writing | Maths |
|--------------------|-------------|-------------|-------------|
| Autumn | 12/58 – 21% | 11/58 19% - | 14/58 – 24% |
| Summer | 6/58 -10% | 4/58 -7% | 12/58 – 21% |

Our strategies proved to be effective across the year with the number of underperforming pupil premium children reducing. We do however expect this to rise at the beginning of each year as the gaps in the children's knowledge and less enrichment activities during holidays, leads to disadvantaged pupils not retaining or transferring information easily. Pre-teaching reading and small group arithmetic work were particularly effect at developing the children confidence and resilience in class.

The impact of the second lockdown was mitigated by our aim to provide a high quality curriculum that was accessible to all. During the second lockdown 35% of our pupil premium children were provided with devices (7% of other pupils) in order to access remote education including zooms. This led to more work being submitted by the children. 29% of pupil premium children attended school (9% approx. of other pupils) during the second lockdown. However, a number of the children weren't as engaged. These families had at least weekly visits with food parcels and printed work being delivered. Work was then collected where possible.

Overall attendance in 2020-21 was lower. More disadvantaged pupils are now considered to as having persistent absence than in previous years, which is why attendance appears on our current plan.

A higher proportion of disadvantaged children found returning from each lockdown hard and targeted wellbeing support groups were set up. The school implemented the Rainbow Curriculum to support the mental wellbeing of all children. This led to fewer children finding returning from the second lockdown hard. Teachers' assessments and observations have shown that attention span and concentration in class was significantly below that of before lockdowns. We are continuing to provide support to all pupils to develop their metacognition and self-regulation.

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 |
|-----------------------------|-----------------|
| Maths Tutoring in Y5 and Y6 | TLC Tutoring |
| | |