

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	602
Proportion (%) of pupil premium eligible pupils	7.68%
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	December 2023
Date on which it will be reviewed	July – November 2024
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	£72,375
Recovery premium funding allocation this academic year (School Led Tutoring Fund)	£5001
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,825
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	£89,201

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our approaches will be responsive to common challenges and individual needs. They 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	From Reception to Y6, oral language, listening skills and vocabulary acquisition are under developed among some of our pupils and are generally more prevalent among many disadvantaged pupils. Assessments indicate these poorer language skills

	including phonic and vocabulary acquisition is evident across the school. This has an impact on early reading as well as comprehension skills and fluency further up the school.
2	Attendance and punctuality have a significant impact on the progress and wellbeing of our disadvantaged pupils. Attendance of our pupils eligible for pupil premium is approximately 2.5% lower than for non-disadvantaged pupils with 18 children having increased monitoring. The number of disadvantaged pupils considered persistently absent is higher than that of non-disadvantaged pupils. Our assessments and observations indicate that this is having a negative impact on their progress.
3	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-related expectations. The impact of partial school closures has had a greater impact on our pupil premium children.
4	Social and emotional issues have been identified through observations, class discussions and engagement with homework. Some of these have been intensified due to covid, family traumas and the cost of living crisis. Some children have a lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils which affects their attainment.
5	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.

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	Observations including engagement in class activities, lesson observations, book scrutiny and interactions during play. Assessment scores show improvement including improved scores in PS. All disadvantage pass PS by the end of Y2 unless under SEN provision. KS2 reading outcomes are at least equal to national
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.

	<p>The percentage of attendance for those with persistence absence to be increased by 10%</p> <p>Families to engage with the HSSW.</p>
<p>Improve maths attainment for pupils eligible for PP at the end of KS2.</p>	<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>
<p>To achieve and sustain improved wellbeing for all pupils at our school particularly the disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2024/25 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 provided by HAF • Negative behaviour in the classroom or at playtime better understood by the pupil. • Greater participation in after school clubs based at the school. • Participation in HAF programme.
<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 of 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> <p>Ensuring the children have the correct equipment at home including access to computers.</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>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1,3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit 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

Continued maths CPD on number fluency.		
<p>Improve the quality of social and emotional learning</p> <p>SEL approaches will be embedded into routine educational practices including the use of SCARF and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): 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>	1,3,4

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
Daily targeted reading and comprehension to support language development.	<p>Regular reading supports the child to enjoy reading and practice their skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1
<p>Additional phonics and comprehension sessions targeted at lowest 20% which includes the majority of PP in Y1 and 2.</p> <p>Small group phonic teaching in Y3 for pupils who haven't passed the phonic screening.</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</p> <p>Comprehension needs to develop alongside the children's phonic knowledge.</p>	1

Introduction of individual intervention scheme to enhance QFT	<p>Feedback, one-to-one tutoring, pre-teaching and reading comprehension strategies have all shown to have support pupils to make accelerated progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>‘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>	1,3,4
Pre-teaching for reading and arithmetic based maths in KS2.	<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 3, 4
<p>Y6 fourth smaller arithmetic group to allow teachers to have more time to support those with gaps no matter their level of attainment.</p> <p>Y5 maths fluency intervention group, ensuring that they have the four core basic skills</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3

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 establishing rules and routines.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	2, 4
Continued OPAL training. Weekly for staff and approximate once a fortnight for the children.	Improving Social and Emotional Learning in Primary Schools.	2,4,5

Supported by professional development and training for play team staff.	Having positive experiences at lunchtime, helps the children engage and want to come to school. Develops their independence, resilience and communication skills.	
Employ a HSSW to work closely with families and get a more detailed picture of some of the barriers for learning faced by the children.	‘Working with Parents to Support Children’s Learning’ The percentage of PP pupils that are EAL, HCP, Early help or above and SEN is greater than non-pp pupils.	1,2,4,5
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
To explore access to after school clubs that are held at school. To encourage take up of HAF programme during the school holidays	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, enjoyment of school and developing the whole child. • The EEF Toolkit has a strand on arts participation .	2, 4

Total budgeted cost: £90,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that in KS2 SATs the average standardised score of the children who took the test was 103 in reading and 100 in maths. Three out of the nine children made accelerated progress in at least one subject.

In KS1, 50% of the disadvantaged pupils were at the expected level in reading, writing and maths. This was a slight improvement on expectations based on EYFS ELG.

From internal data based on the number of children deemed to be in the lowest 20% who are pupil premium fell across the year in reading and maths. In writing, more children were assessed at being in the bottom 20% this was mainly due to children new to the school.

Bottom 20% based on NFER results			
	Reading	Writing	Maths
Sept '22	42%	33%	42%
July '23	31%	34%	31%

All children who are disadvantaged in Y1 passed the phonic screening.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance of our disadvantaged pupils is above the national average as is persistent absence. Attendance for disadvantaged pupils is 92.8% compared with 95.6% for non-disadvantaged pupils. Our HSSW works with 35% of the cohort successfully raising the attendance of all the pupils she works with.

Based on all the information above, the performance of our disadvantaged pupils mainly met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our strategies proved to be effective across the year with the number of underperforming pupil premium children reducing. Pupil's eligible for PP feel supported by their teachers and want to do well. They say that they can ask their teacher for help and know they have completed work to the best of their ability. Pupils don't find retaining or transferring information to different situations easy so gaps in their knowledge is more evident after holidays.

Our evaluation of the approaches delivered last academic year indicates that one-to-one feedback with their own class teacher was successful at ensuring gaps in knowledge were addressed as well as ensuring that the children's well-being and confidence within the class were also being addressed. From teacher's evaluations of the intervention they felt that this short amount of one to one time had beneficial effects on the whole week. Children also viewed the intervention as having a positive effect on how much they enjoyed school and how successful they are. The vast majority understand how their one to one sessions are linked with what they are doing in class.

HSSW has worked tirelessly with families to ensure that any barriers to attending school or preventing pupils focussing whilst at school have been addresses. She has developed close relationships with the families she works with to ensure that we are able to work in partnership with them to help children to enjoy school and reach their academic potential.

Following the vocabulary inset, teachers implemented a number of initiatives led by the school's English lead. These have helped all children increase the range of vocabulary they use in their oral language and written work

NFER standardised assessments and FFT Y1 reading assessment suggests that the performance of many of the pupils eligible for pupil premium are well below expected at the beginning of the year but rise through the year with the quality first teaching they receive. This is beginning to embed with some pupil's eligible for PP showing a better retention of knowledge between years.

Pre-teaching reading and small group arithmetic work were particularly effective at developing the children confidence and resilience in class. Teachers reported that the children were more engaged and participation was greater in the class lesson having had some prior knowledge of the topic.