

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils. The strategy statement is a 3 year plan spanning from 2020-2021 to 2023-2024

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	Earls Barton primary school
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	14.6% EVER 6 FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022, 2023, 2024,
Statement authorised by	Marie Lally, Headteacher
Pupil premium lead	Cath McManus, Inclusion & Pastoral lead
Governor / Trustee lead	Rebecca Hawkins lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101840 + 670 SC + 15180 PP+
Recovery premium funding allocation this academic year	£ 10875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 128565

Part A: Pupil premium strategy plan

Statement of intent-

Earls Barton Primary School is situated in the village of Earls Barton. Children come mainly from the village and surrounding areas as well as an increasing number from Wellingborough. It is a large primary school with 446 on role and increasing in numbers due to recent housing developments in the area. 14.6%% are considered disadvantaged. A building project is in the planning stage that will see the KS1 and KS2 building joined. The school was historically an infant and junior school that joined in 2017 to form the primary school. The primary school has had high mobility of headteachers but is committed now under new (Sept 2021) leadership to sustaining good teaching, provision and progress for all. A recent Ofsted (Sept 2023) judged the school as Good in all areas.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker involved or who are 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.

Our approach will be responsive to common challenges and individual needs, rooted in assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

EBPS has a dedicated inclusion team who oversee the support of our most vulnerable children and those who are in momentary need. The inclusion team liaise weekly and feed into the safeguarding team who meet fortnightly to plan strategically for improved outcomes for all.

Challenges

This details the key challenges to achievement that we identified in the writing of this plan among our disadvantaged pupils.

Challenge number	Detail of challenge												
1	Assessments, Observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among disadvantaged pupils. These are evident in EYFS-KS2 and are more prevalent among our disadvantaged pupils than their peers.												
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Our phonics results, (at time of publish) when last formally assessed (2018-2019) were below national average. This negatively impacts their development as readers.</p> <table><tr><td>2018-2019</td><td>Overall</td><td>PP</td><td>Non PP</td></tr><tr><td>Pass</td><td>72%(43 out of 60 pupils)</td><td>50% (6 out of 12)</td><td>77%(37 out of 48)</td></tr><tr><td>Not Pass</td><td>28% (17 out of 60)</td><td>50% (6 out of 12, inc 1 SEND pupil)</td><td>23% (11 out of 48, inc 1 SEND pupil)</td></tr></table>	2018-2019	Overall	PP	Non PP	Pass	72%(43 out of 60 pupils)	50% (6 out of 12)	77%(37 out of 48)	Not Pass	28% (17 out of 60)	50% (6 out of 12, inc 1 SEND pupil)	23% (11 out of 48, inc 1 SEND pupil)
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Not Pass	28% (17 out of 60)	50% (6 out of 12, inc 1 SEND pupil)	23% (11 out of 48, inc 1 SEND pupil)										
3	Internal assessments on the 3 core subjects of Reading, Writing and maths indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This is emerging as evident also in Reception class within baseline entry assessments.												
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>												
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Dec 2021-Teacher referrals for support have markedly increased after the pandemic. 34 pupils (20 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 (29 of whom are disadvantaged) receiving small group interventions.</p>												

	Dec 2023- Teacher referrals for support from the Inclusion team are triaged weekly in a team meeting. Referrals come in most weeks for SEMH support. Currently 15 pupils referred to ELSA since Sept 2023 have been disadvantaged.
6	<p>Our current attendance data indicates that attendance among disadvantaged pupils has been between on average 3% lower than for non-disadvantaged pupils.</p> <p>Dec 2021- 34.4% of disadvantaged pupils have been 'persistently absent' compared to 13.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Dec 2023- PP attendance stands at 92.3% for the Autumn Term compared to 96% for Non PP children. Persistent absence remains to be a significant challenge in disadvantaged pupils.</p>
7	The school had had a period of instability with three changes of HeadTeacher and SLT over the previous 5 years of writing this 3 year plan. This instability had an impact on improving outcomes for disadvantaged pupils through middle leadership. Shared responsibility for meeting needs of disadvantaged pupils in the daily implementation of the curriculum must be supported by the knowledge of disadvantaged pupils and the issues that affect progress and attainment. This knowledge requires broadening amongst the wider staff.
8	Parental Engagement continues to be a challenge across the school. Parents need a high level of support to engage with their child's education. This has been impacted since lock-down with low numbers attending school information sessions. Previous pupil premium monies were used to ensure all PP children had access to their own digital device, being theirs to keep at home. This continued to be available through the personal allowance until Sept 2023. However, this did not significantly improve pupil engagement with remote learning as children (especially Year 4 and below) were reliant on parents to support them.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>December 2022 Update: EYFS:</p>

	<p>Language Screen completed with EYFS pupils in 2021-2022 indicated that 4 children out of the cohort had cause for language intervention. 3 out of the 4 were EAL. We used the NELI programme which saw significant gains within the intervention. On first informal assessment for 2022-2023 EYFS pupils have a greater need for speech sounds assessment and intervention. This is underway and continuous.</p> <p>From Reception Baseline Assessments (Autumn 2022) it is clear that the biggest difficulty our Disadvantage children face is within the area of comprehension with 40% of Disadvantaged children reaching Expected compared to 82% of not disadvantaged children reaching expected. This is followed with a lesser gap (but important to note) within Number, Writing and Reading.</p> <p>Disadvantaged pupils did better than not disadvantaged pupils within the assessment areas of Gross Motor Skills. Numerical Patterns and People, Culture & Communities.</p> <p>Whole school Talk 4 Writing training is taking place Jan 2023 to improve impact of teaching within oral and written language skills.</p> <p>We continue to commission private SALT fortnightly and have developed the SEN TA role to facilitate the intervention following therapy sessions.</p> <p><u>December 2023 Update: EYFS:</u></p> <p>Speech Screen completed with EYFS pupils in 2023-2024 indicated that 6 children out of the cohort had cause for speech and language intervention.</p> <p>Whole school Talk 4 Writing training has been received and the school has worked hard in trying to improve writing across all year group. SLT are in the process of researching and trialing a new programme-Ready, Steady, Write, in order to see a better impact from whole class teaching of writing.</p> <p>The importance of Oracy skills continues to be high on the agenda with teachers modelling choral responses and modelled sentences throughout the curriculum subjects.</p> <p>We continue to commission private SALT fortnightly and have consolidated the SEN TA role to facilitate the intervention following therapy sessions. This has extended to parental sessions at the end of term to ensure continued practice at home during holiday periods. These sessions have been attended and received well.</p>		
Improved Reading, Writing and Maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 combined outcomes in 2024/25 are in line with or better than national averages for disadvantaged pupils meeting the expected standard.</p> <p><u>December 2022 update:</u></p> <p>Attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This statement remains to be accurate reflection at end of year data 2021-2022 and therefore still a challenge for 2022-2023. The figures for Progress look pleasing at the end of academic year 2021-2022 with Disadvantaged pupils progressing well and in line with Non-disadvantaged pupils across the board.</p> <p>July 2022 SATS Results were:</p> <table border="1"> <tr> <td>KS2</td><td>July 2022 SATS Results Expected and above</td></tr> </table>	KS2	July 2022 SATS Results Expected and above
KS2	July 2022 SATS Results Expected and above		

Reading (Disadvantaged)	70% of the 4 pupils who were below, 3 did not take the reading SATS test.
Reading (Non)	89%
Writing (Disadvantaged)	62%
Writing (Non)	82%
Maths (Disadvantaged)	46%
Maths (Non)	68%

Reading average score for disadvantaged was judged as secure with the average scaled score of 104.

Writing average score for disadvantaged was judged as secure with the average scaled score of 102.

Maths average score for disadvantaged was judged as Working Towards with a scaled score of 100. NB: 7 out of the 13 PP children were below in Maths, however 3 out of the 7 achieved a scaled score of 99 (therefore 1 mark off expected) and 2 out of the 7 pupils did not sit the Maths SATS paper.

Science average score for disadvantaged was judged as secure. Our phonics provision has improved this year (2021-2022) with the grouping of pupils having a positive impact, the purchasing of reading books and the improvement on reading books matching phonics groups and sent home for practice. Groupings are managed by the new role of KS1 Lead role.

By the end of the academic Year 2021-2022 Year 1 Phonics Screening check saw 85% of pupils pass which was above the national average. 88% of Year 2 passed their check which was equivalent to national average.

69% of disadvantaged pupils achieved secure or above in the phonics screening check. Out of the 3 pupils that were below, I was disapplied.

Phonics remains a challenge for Disadvantaged children for 2022-2023 due to its importance in the foundation of good literacy skills.

Dec 23 Update

July 2023 SATS Results were:

KS2	Expected and above
Reading (Disadvantaged)	61%
Reading (Non)	71%
Writing (Disadvantaged)	44%
Writing (Non)	69%
Maths (Disadvantaged)	67%
Maths (Non)	77%

Attainment of disadvantaged pupils remains below that of non disadvantaged pupils with the gap in Writing being more significant. Autumn internal data is pleasing across the school for both Reading and Maths with writing continuing to be an area in need of development. This is in hand with a change of curriculum being explored.

By the end of the academic Year 2022-2023 Year 1 Phonics Screening check saw 64% of PP pupils pass which was below the national average. 91% of Year 2 PP pupils passed their check which was well above national average.

	<p>No pupils were disapplied.</p> <p>Phonics remains a 'challenge' for Disadvantaged children for 2023-2024 due to its importance in the foundation of good literacy skills.</p> <p>.....</p>									
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils seen through improved monitoring systems. School is looking to improve Cultural capital for all pupils with an emphasis on PP pupil opportunities.• Pupils engagement in extra-curricular activities will continue to be supported by the personal allowance offered to disadvantaged families from our PP funding budget. <p>This remains an area of importance.</p>									
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by: the overall attendance rate for all pupils being no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers within 3% (in line with national figures. Link here</p> <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being no higher than 8% and the figure among disadvantaged pupils being no more than 20%. <p>Attendance has improved across school however remains a priority. Better measures have been put in place to track and monitor policy and procedure. By the end of the academic Year 2021-2022 the figures were:</p> <table><tr><td>Year 2021-2022</td><td>Pupil Premium</td><td>Non-Pupil Premium</td></tr><tr><td>Overall Attendance % 2021-2022</td><td>90.54</td><td>95.01</td></tr><tr><td>Persistent absenteeism Sept 2022-Dec 2022.</td><td>28% (down from 34.9%)</td><td>11% (down form 13.2%)</td></tr></table> <p>Commissioned advice of a leader in the field has been previously completed with the outcome seeing the new attendance procedures put in place. Impact on actual attendance figures has not been as expected and therefore again a renewed focus was built in 2021-2022. The outcome of this needs time to come to fruition. Attendance of pupils and vulnerable groups is now monitored fortnightly. Attendance has improved and remains a priority. Dec 23 update</p>	Year 2021-2022	Pupil Premium	Non-Pupil Premium	Overall Attendance % 2021-2022	90.54	95.01	Persistent absenteeism Sept 2022-Dec 2022.	28% (down from 34.9%)	11% (down form 13.2%)
Year 2021-2022	Pupil Premium	Non-Pupil Premium								
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		Year 2022 - 2023	Pupil Premium	Non-Pupil Premium
		Overall Attendance % 2022 -2023	92.3%	95.6%
		Persistent absenteeism Sept 2023-Dec 2023.	27.7% (down from 28%)	7.3% (down from 11%)
To achieve and sustain improved knowledge amongst classroom staff of the issues that affect our disadvantaged pupils and the impact seen on progress, attainment and wellbeing.	<p>Information, training and discussions with staff will serve to improve understanding of the issues with an expectation that:</p> <ul style="list-style-type: none"> Practice/ Planning shows 'scaffolding up' and other differentiation techniques in order that all pupils, including disadvantaged pupils, can be supported to reach age appropriate levels. Extra-curricular trips/experiences organised by school staff have methods to track cohort attendance in place and see an increase in disadvantaged pupil take up. Sustained improvements in Reading, maths and writing outcomes. <p>Marc Rowland is a leader in the field of meeting disadvantage with sound ethos and intervention. The training sessions were attended within 2022-2023 by the Inclusion Lead to inform best practice. This remains an area of importance.</p>			
Parental engagement	<p>Sustained levels of parental engagement through:</p> <ul style="list-style-type: none"> Monitored Attendance at parents evenings Confirmation of hwk within policy and monitoring of completion rate figures Booking systems through Eventbrite Implementation of SeeSaw app for EYFS and increasing to whole school usage. 3, yearly reports sent home with option for discussion. <p>Several parent events have been developed with attendance at exhibitions of art work, phonics workshops etc being supported and encouraged by the FSW with parents. We do not hold data on attendance at these events but anecdotally are seeing a pleasing response to the support offered to remove barriers to engagement.</p> <p>Dec 2023 update</p> <p>Many opportunities are now offered in all year groups for parental engagement with ERIC sessions being added weekly and Inclusion Tea & Talks added half termly for any parent with concerns around the learning/wellbeing/SEND. Seesaw has been rolled out to whole school use with at least weekly posts per class keeping parents involved in their child's education and giving conversation prompts through shared experiences. Regular art galleries continue.</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: **£33,007** Some of the activities below will be funded through the main school budget. PP children are supported accessing provisions as a priority.

Activity	Evidence that supports this approach	Challenge number (s) addressed									
<p>Continuing updating of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are timely and information they provide are used to inform future steps.</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>Dec 2022 Update: GL Assessment (English and Maths) introduced in academic year 2021-2022. Results of testing showed at % children secure and above:</p> <table> <tr> <td></td><td>PP</td><td>Non PP</td></tr> <tr> <td>English</td><td>79%</td><td>84%</td></tr> <tr> <td>Maths</td><td>58%</td><td>77%</td></tr> </table> <p>We continue to use the dyslexia screener, the YARK. BPVS as assessments for individual need commissioning EP involvement as necessary. We have extended our assessments by purchasing the boxhall profiling tool to aid baseline of pupils within nature provision primarily and support setting appropriate SEMH learning targets. Other intervention programmes have been purchased which include baseline testing. Funding will be used to continue developing our resources and use of diagnostic testing from outside agencies as required.</p>		PP	Non PP	English	79%	84%	Maths	58%	77%	1, 2, 3, 4
	PP	Non PP									
English	79%	84%									
Maths	58%	77%									
<p>Embedding Rosenshine's principals of instruction and Talk for Writing across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, and Questioning are inexpensive to implement with high impacts on reading:</p>	1									

	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Whole staff Talk 4 writing training takes place in January 2022. Research into alternative writing curriculums is being carried out during 2023-2024.</p> <p>One morning a week is funded by PP for TA to support each one of the KS1 classes in core writing tasks.</p>	
Use of Read, Write Inc (a validated synthetic phonics programme) to secure stronger phonics teaching for all pupils.	<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>Dec 2022 update: Whole Staff training in RWI programme tbc for academic Year 2022-2023. Setting has worked in Phonics to tailor the sessions to groups of pupils. The first Subject showcase in phonics was completed. Actions and monitoring schedule have been made in line with Outcomes. Phonics results this year were good. Phonics packs given to each PP child will continue as an initiative as this has supported learning at home.</p> <p>We have also funded the release of the phonics lead to team teach and monitor intervention quality. – 5 mornings a week for 1 hour. This was highly praised by ofsted Sept 2023 and has become our coaching blueprint for other areas.</p>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	<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> <p>Dec 2022 update: We will continue to fund teacher release time to embed key elements of guidance in school and to access White Rose resources and support opportunities.</p> <p>Dec 2023- Maths results are strong across school and praised by Ofsted sept 2023. Although Maths remains a core subject and therefore a continued priority, funding from PP monies this year are not required.</p>	3
Improve the quality of social and emotional (SEL) learning.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	5

SEL approaches will be embedded into routine educational practices (through our PSHE curriculum) and supported by professional development and training for staff.	<p>performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Dec 2022 update: Working towards gaining the TAMHS Award is on the Inclusion Team target for academic Year 2022- 2023. This will see acknowledgement for work undertaken to improve and sustain good mental wellbeing in staff and students.</p> <p>Dec 2023 The school continues to pay importance to Inclusion with a newly created Inclusion administration role and commitment to training for the new ELSA. The TAMHS award is not listed within the SDP. Gaining the award will not be priority however continued work towards meeting our pupils and staff wellbeing needs will always be.</p> <p>Nurture provision has developed into a group that considers social communication whilst ensuring a learning gap is not created within children who attend for SEMH needs. Reintegration back into class is more swift and has been successful for the majority of children. Children with high needs/SEND continue to need a range of interventions and adaptations on offer as expected.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£56,378**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund Teacher and TA release time to complete the training to Implement NELI (Nuffield Early Language Intervention). We will continue to commission our Private Speech and Language Therapist (SALT) and specialist SALT TA (including resources) for ongoing individual support to improve listening, narrative and vocabulary skills for	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Dec 2022 Update: As described. This has developed for 2022-2023 into a full time role for SEN TA which is inclusive of Speech and Language intervention weekly.</p>	1, 4

disadvantaged pupils who have relatively low spoken language skills.	Dec 2023- We continue to commission 25% of the private SALT fortnightly who works with pupils that need intensive support programmes. The work undertaken here is having an impact on the early identification and support of these pupils leading to a good rate of progress and timely discharge from SALT as progress dictates.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in small ability groups with extra sessions for those of low ability.	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Dec 2022 update: Pupils receiving Nurture provision in the mornings caught up with afternoon 1:1 phonics session.</p> <p>Dec 2023: Pupils receiving Nurture provision in the morning access phonics intervention. Phonics provision has been praised by ofsted and runs daily within KS1. Pupils are setted appropriately and move up groups according to screening. Some KS1 pupils access Reception year phonics and learn supported at their level regardless of their year group.</p>	2
Implementing our own Nurture Provision to provide a bespoke learning environment, trained staff and resources to support the significant SEMH needs of 7 pupils from R-Yr 2, 3 of which are PP.	<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):</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>Dec 2022 update: This provision was highly successful and therefore has continued for academic year 2022-2023. All pupils returned to class fulltime by Term 6 supported by transition arrangements. 2 pupils have re-joined in Sept 2022 after a return of their difficulties after summer break. Further pupils have been identified and attend daily, all are disadvantaged. PP funding is used to provide the second adult needed in a nurture setting. This second adult in Dec 2023 continues to support a pupil who accessed nurture provision to reintegrate into class on a daily basis. The BSW/Nurture Lead continues to offer provision with KS1 and EYFS.</p>	4,5,8,
Partial funding of ELSA (including supervision with EPS termly) to support disadvantaged pupils, Individually and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	4,5,8

in small groups to support Social and emotional learning across all years.	<p>attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Dec 2022 update: Continued support to all pupils who need it. Referrals from parents, child, DSL mtg and class teachers all in working operation. Procedures around referral have been developed.</p> <p>Dec 2023- 75% of the ELSA is funded through PP.</p>	
Participation in The Saints educational programme opportunity of coaching in and out of school across the course of the year, including other opportunities, offered to disadvantaged pupils to develop the S&E learning skills and offer enhanced experience	<p>The school has participated in this programme in a previous year and found it had an impact on pupil engagement in learning and attendance. Pupils work with a Saints coach weekly for a term and partake in a range of other opportunities.</p> <p>Dec 2022 update: This has once again been commissioned for academic year 2022-2023 with greater attention to baseline data for the intervention and weekly involvement for Year 3 and 4 in wheelchair rugby to develop specific skills in communication, resilience, teamwork, physical competence.</p> <p>Dec 2023: This programme has not been commissioned this academic year due to the time out of class for PP pupils not seeing an impact on learning progress. PP Pupils have taken part for 2 years and have therefore benefitted from the improvement in skills offered.</p>	4,5,8
Participation in TRUST programme including travel to and from the venue (for 2 out of 5 pupils)	<p>This was a new intervention offered in 2021-2022 to identified individuals to develop their S&E learning in a therapeutic environment of Courteen Hall. It is a weekly intervention lasting 5 weeks.</p> <p>Dec 2022 update: This intervention was completed and enjoyed by the pupils. The results were more pleasing on self-esteem and Social emotional learning. Self-regulation was impacted but did not see sustain.</p> <p>Dec 2023- 5 pupils attended the programme once again with the ELSA by taxi transport. Parents engaged in 2 parental sessions to learn about trauma and behavioural responses and were kept informed after each of the 5 days attended, The ELSA will continue this learning through offering a weekly gardening group ongoing to the pupils revisiting the key learning points and language used on the TRIST programme. We hope to be a part of the programme again next academic year as within intervention progress scores were pleasing.</p>	4,5,8
Support of individual pupils including bespoke counselling and purchase of equipment	Individual need	4,5

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

Budgeted cost: £ 39,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management from Jogo, supported by the partial funding of the Behaviour Support Worker (BSW) with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Dec 2022 update: Training completed. Dec 2023: We continue to fund 25% of the BSW's from PP funding.	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will partially fund the work of our Family Support Worker (FSW) to continue work with parents in improving attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Dec 2022 update: The FSW is an invaluable resource for parents and within our safeguarding structures. We have responded to a new initiative offered by NFAST and facilitated by our FSW alongside NFAST. We offer a weekly parent group and parent/child collaboration work in order that parents and children are supported to develop good relationships. Initial feedback is positive. Dec 2023: 75% of the FSW is funded through PP and continues to be an invaluable resource to parents and pupils alike. EHA's have increased and some families are offered food parcels. Support to complete relevant paperwork is on hand and parents often confide and rely on the FSW to advise.	6
Continued offer to disadvantaged families of a personal allowance to be spent on extra curricular activities and lessons, uniform, educational	Based on our experiences over the past 4 years that this has been offered to our families, (excluding times of national	4,5,8

trips. £400 for PPP and £300 for PP annually.	<p>lock-down) Pupils are accessing clubs, trips, holiday clubs, educational items and uniform, adding to their experiences and allowing an increased feeling of belonging to the school and community.</p> <p>Dec 2022 update: This continues to be offered. Requests from parents are appropriate, educationally sound and spend validated.</p> <p>Dec 2023: The impact of the monies could not be demonstrated as there is no way of gaining attendance data of children at outside clubs as well as soft/hard data on the impact on their development. After much scrutiny by Governors around the educational impact of the allowance on the pupils receiving it, it was decided that the PP personal allowance would be ceased this academic year, only remaining in place for children in Local Authority Care.</p>	
Contingency fund for acute issues.	Based on our experiences 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.	All

Total budgeted cost: £ 128,565

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 2022-2023 academic year.

Our internal assessments during 2022- 2023 suggested that the performance of disadvantaged pupils is lower in key areas of the curriculum. Our assessment in Dec 2021 of the reasons for these outcomes pointed primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. The progress of Disadvantaged pupils in 2022-2023 however is pleasing with progress being good and in line with non-disadvantaged pupils.

2022-2023 Progress data	PP	Non PP	
Reading	95% achieved expected progress or above.	92% achieved expected progress or above.	1 x PP pupil was below expected progress.
Writing	94% achieved expected progress or above.	96% achieved expected progress or above.	2 x PP pupils were below expected progress. 1 of those pupils had SEN.
Maths	89% achieved expected progress or above.	96 achieved expected progress or above.	6 x PP pupils were below expected progress. 4 of those pupils had SEN and 1 pupil was a Looked After Child.

Whole school Overall attendance in 2021/22 was at 94.6% with PP attendance for the same period at 91.83%. Overall whole school attendance remained similar in at 94.8% in 2022/23 and PP attendance again similar at 91.81%. Improved tracking and swifter responses to absence have kept absence from plummeting but have not seen the figure raise. The impact of persistent absenteeism continues to be a priority.

Language assessment and intervention is in a better place within this strategy and we hope to continue this. The processes and procedures around SALT within school and the specialist TA intervention is always developing and responding to different needs. Ofsted praised the coaching model that is used within whole school phonics teaching and also SALT intervention. SALT is facilitated by a therapist who visits the school for

one afternoon every fortnight and a specialist TA who completes the intervention work several times weekly with the children return each fortnight for updated target setting and progress assessments. There are 20 children currently accessing this level of intervention with many EYFS children also receiving good teaching in speech sounds a language through trained and experienced EYFS staff. The termly parental workshop by invite that we have offered in 2023-2023 has been attended well and has supported parents to continue their child's speech developed during some of the longer holidays as this was identified as a time of halted progress. SALT is an area to continue to fund and support as the work is seeing good impact with children being identified, assessed, taught and in some cases discharged all before NHS SALT support has offered parents their first appointment. This timely response to speech and language in Early years specifically paves the way for better literacy development in subsequent years.

Pupils wellbeing continues to be at the forefront of our planning at EBPS. The Saints offered opportunity for PP pupils across the board in 2022-2023 to experience weekly sessions and other opportunities within school. We decided to offer the TRUST programme instead during 2022-2023 which saw 5 identified pupils gain offsite experience for 5 days in Trying, Resilience, understanding & Empathy and Self belief. The programme was highly praised by the children and parents and we look forward to working with Trust once again in 2024-2025 and developing the quantitative data around this offer.

The work of the ELSA has been fundamental in responding to individual children's needs whether that be bereavement, parental split, self esteem, anxiety, resilience etc. The ELSA is undergoing 5 days of training in 2023-2024 to gain the ELSA qualification. She is supported by the inclusion team who meet weekly to discuss referrals for individuals and also supported weekly by the FSW to discuss individual cases and decide next steps. The ELSA supported the TRUST programme in the Autumn term of 2023-2024 and has developed a gardening group provision to continue the emotional social skills learnt on the programme. A meet and Greet provision has also been developed.

Through the work of the FSW (and admin lead on PP) to support parents, more pupils have applied for and been granted pupil premium status with the number raising from 65 to 77 in 2021-2022 academic year and now at 73 in Dec 2023. Identifying children and families who may be eligible for support will continue to be a priority. The work of the FSW also identifies the needs of individuals to staff with strategies and arrangements for the cohort and individuals being agreed upon within the greater inclusion team. We investigated the FSW's time in assisting the NFAST pilot programme for 2022-2023. The group meetings were attended well for the initial workshops running for 10 weeks but did not see the impact expected on individual children's SEMH needs. The FSW worked with families to secure 1:1 in the home support by the lead practitioner and this resulted in good joint working practices. We are saddened to hear that the project has not received repeated funding and therefore will come to a close in April 2024. We intend to further invest in training for our FSW to qualify in solihul parenting approach to assist our families in the absence of the NFAST project.

The BSW's provide invaluable support to pupils across the school with individual intervention programmes for a range of SEMH needs being offered, Nurture provision in KS1, supporting the empowerment approach with coaching conversations and joint working with parents. The work with authority Outreach teams has also expanded resulting in the school receiving the specialist advices required to respond to and support children from EY-Y6 and has seen great success in securing provisions to meet needs within the areas of SEMH and Communication & Interaction. This will be directed more greatly to the area of cognition & Learning for 2023-2024.

To ensure that we plan spend in line with progress measures and assessments of need in our PP children we will be writing a 3 year strategy once again however the strategy will be a yearly rolling strategy to support forecasting of budget spend.

Externally provided programmes

Programme	Provider
Holiday sports clubs and extra curricular term time activities.	Pacesetters, Forest Schools, Happy Hols,
Saints Rugby participation	The Saints foundation
Music lessons	NPAT
Swimming lessons	Variety
Dance and Drama	Variety
Extra Curricular sports clubs.	Variety
Scouting and guiding subscriptions	Scouts
TRUST	Roade Primary

