

# Etwall Primary School

## 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	Etwall Primary School
Number of pupils in school	308 (41)
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	24 <sup>th</sup> September 2021
Date on which it will be reviewed	Annually in September
Statement authorised by	Sarah Bentley
Pupil premium lead	Richard Ormiston
Governor / Trustee lead	Chrissie Sargent

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for financial year 2023-24</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,655

## Part A: Pupil premium strategy plan

### Statement of intent

*At Etwall Primary School, our goal for disadvantaged pupils is to ensure that the gap between themselves and their peers is reduced over their time with us. It is our belief that the gap in terms of academic progress should only form one part of our strategy and in keeping with our school aims and objectives of seeing each pupil holistically, we feel it is just as important to impact on a child's life skills and opportunities.*

*Our current plan works towards achieving this by providing a host of opportunities, be that academic, social, financial or in an extra-curricular context for all disadvantaged pupils. This is done in consultation with a wide variety of stakeholders, from governors and class teachers to parents and the child themselves.*

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	The attainment of PP children returning from lockdown has significantly reduced in all core subjects (Source: in school data/staff discussion).
2	Pupils who are eligible for PP are not making accelerated progress across Key Stage 1. This prevents sustained high achievement in Key Stage 2 (Source: in school data/staff discussions).
3	Pupils who are eligible for PP are not diminishing the difference between themselves and their peers in specific cohorts and subjects e.g. Reading in Years 1, 3 and 4 and Maths in all but Reception and Year 4 (Source: in school data/staff discussions).
4	The socio-economic profile of a number of the children precludes them from participating in whole school opportunities and extra-curricular activities.
5	The gap between peers in terms of social/emotional damage as a result of Covid-19 has been identified and needs addressing.

## 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																								
<p>To reverse the decline in progress amongst PP children for core subjects.</p>	<p>The gaps amongst LA children are identified quickly and interventions are tailored to specific needs in order to make accelerated progress.</p> <p><b>Progress from Spr '22 to Spr '23</b></p> <p><u>Pupil Premium</u></p> <table border="1"> <thead> <tr> <th><i>Subject</i></th> <th><i>Exp</i></th> <th><i>Acc</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>49%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>37%</td> </tr> </tbody> </table> <p><u>Non-Pupil Premium</u></p> <table border="1"> <thead> <tr> <th><i>Subject</i></th> <th><i>Exp</i></th> <th><i>Acc</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>51%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>24%</td> </tr> <tr> <td>Maths</td> <td>54%</td> <td>36%</td> </tr> </tbody> </table> <p>Whilst, at first glance, the gap does not appear to be closing, it is worth noting that 14% of non-disadvantaged pupils are SEND, compared with 40% of pupil premium children.</p>	<i>Subject</i>	<i>Exp</i>	<i>Acc</i>	Reading	46%	37%	Writing	49%	20%	Maths	60%	37%	<i>Subject</i>	<i>Exp</i>	<i>Acc</i>	Reading	51%	35%	Writing	44%	24%	Maths	54%	36%
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<p>To improve the percentage of children eligible for PP who exceed national expectations.</p>	<p>Children who have the potential to exceed national expectations are identified early and tracked as to their progress, allowing them to make accelerated progress where possible.</p> <p>At the last point of national data (Summer 2019) our reading was 0% against a national average of 32% in KS1 and 0% against 31% in KS2, writing 0% against 17% and 0% against 24% and maths 0% against 24% and 20% against 32%. For Summer 2022, we targeted 20% at Greater Depth in KS2 for Reading (20%), Writing (0%) and Maths (10%) and this target will remain for Summer 2023.</p>																								

<p>To provide structured support such as high impact boosters for Year 1, 3 and 4 in Reading and single aged Maths groups to facilitate accelerated progress.</p>	<p>Reduce the gaps from Spring 2021 NFER tests detailed below by 5%</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Test Date</th> <th>PP/Non PP</th> <th>Reading</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td rowspan="9">Year 1 (2020/21)</td> <td rowspan="3">Sp '21</td> <td>PP</td> <td>92</td> <td>86</td> </tr> <tr> <td>Non PP</td> <td>102</td> <td>98</td> </tr> <tr> <td>Gap</td> <td>-10%</td> <td>-12%</td> </tr> <tr> <td rowspan="3">Sp '22</td> <td>PP</td> <td>93</td> <td>90</td> </tr> <tr> <td>Non PP</td> <td>105</td> <td>100</td> </tr> <tr> <td>Gap</td> <td>-11%</td> <td>-10%</td> </tr> <tr> <td rowspan="3">Sp '23</td> <td>PP</td> <td>100</td> <td>99</td> </tr> <tr> <td>Non PP</td> <td>105</td> <td>104</td> </tr> <tr> <td>Gap</td> <td>-5%</td> <td>-5%</td> </tr> <tr> <td rowspan="9">Year 3 (2020/21)</td> <td rowspan="3">Sp '21</td> <td>PP</td> <td>82</td> <td>87</td> </tr> <tr> <td>Non PP</td> <td>101</td> <td>102</td> </tr> <tr> <td>Gap</td> <td>-19%</td> <td>-15%</td> </tr> <tr> <td rowspan="3">Sp '22</td> <td>PP</td> <td>95</td> <td>92</td> </tr> <tr> <td>Non PP</td> <td>107</td> <td>104</td> </tr> <tr> <td>Gap</td> <td>-11%</td> <td>-12%</td> </tr> <tr> <td rowspan="3">Sp '23</td> <td>PP</td> <td>95</td> <td>95</td> </tr> <tr> <td>Non PP</td> <td>105</td> <td>104</td> </tr> <tr> <td>Gap</td> <td>-10%</td> <td>-9%</td> </tr> <tr> <td rowspan="9">Year 4 (2020/21)</td> <td rowspan="3">Sp '21</td> <td>PP</td> <td>93</td> <td>95</td> </tr> <tr> <td>Non PP</td> <td>108</td> <td>102</td> </tr> <tr> <td>Gap</td> <td>-14%</td> <td>-7%</td> </tr> <tr> <td rowspan="3">Sp '22</td> <td>PP</td> <td>93</td> <td>98</td> </tr> <tr> <td>Non PP</td> <td>103</td> <td>106</td> </tr> <tr> <td>Gap</td> <td>-10%</td> <td>-8%</td> </tr> <tr> <td rowspan="3">Sp '23</td> <td>PP</td> <td>98</td> <td>99</td> </tr> <tr> <td>Non PP</td> <td>107</td> <td>103</td> </tr> <tr> <td>Gap</td> <td>-8%</td> <td>-4%</td> </tr> </tbody> </table>	Year Group	Test Date	PP/Non PP	Reading	Maths	Year 1 (2020/21)	Sp '21	PP	92	86	Non PP	102	98	Gap	-10%	-12%	Sp '22	PP	93	90	Non PP	105	100	Gap	-11%	-10%	Sp '23	PP	100	99	Non PP	105	104	Gap	-5%	-5%	Year 3 (2020/21)	Sp '21	PP	82	87	Non PP	101	102	Gap	-19%	-15%	Sp '22	PP	95	92	Non PP	107	104	Gap	-11%	-12%	Sp '23	PP	95	95	Non PP	105	104	Gap	-10%	-9%	Year 4 (2020/21)	Sp '21	PP	93	95	Non PP	108	102	Gap	-14%	-7%	Sp '22	PP	93	98	Non PP	103	106	Gap	-10%	-8%	Sp '23	PP	98	99	Non PP	107	103	Gap	-8%	-4%
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Reviewed: May 2023

## 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: TA Basic Pay (11190) - £14,753

**£14,753**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Usage of HLTAs across all key stages to facilitate the provision of single age group classes for Maths.	The approach taken in Maths through the Mastery method relies heavily on the metacognitive approach to learning advocated by The Sutton Trust in their EEF Toolkit. The planning, monitoring and evaluating of a pupils own learning can add 8 months of progress to learners.	1. To reverse the decline in progress amongst PP children for core subjects.

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

Budgeted cost: TA Basic Pay (11190) - £30,413, TA Basic Pay (11190) - £8,021

**£38,434**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted use of TAs through to provide booster groups for reading.</p> <p>Shift in approach to ensure that TAs are present in an afternoon, to enable booster groups in areas such as phonics without impacting on core subjects taught in the morning.</p>	A raft of research points out that for interventions to be successful, they must be delivered by high quality teachers and the deployment of a school's best staff. The learning points must be extremely focussed and should also be underpinning by the EEF metacognition and independent learning strategies in order to succeed. Without regular checking of achievement data and adjustments made if required, the intervention programme will not prove to be as effective as it might otherwise be.	<p>1. To reverse the decline in progress amongst PP children for core subjects.</p> <p>2. To improve the percentage of children eligible for PP who exceed national expectations.</p> <p>3. To provide structured support such as high impact boosters for Year 1, 3 and 4 in Reading and single aged Maths groups to</p>

		facilitate accelerated progress.
Continue to provide pupil premium children with social and emotional support opportunities including speech and language therapy, ELSA, outdoor nurture and positive play in order to give them the best chance to succeed socially, emotionally and academically.	<p>A wide range of research points to the fact that developing emotional resilience and social skills is a key factor in the progress made by disadvantaged children, - including those eligible for pupil premium funding and in raising their levels of attainment.</p> <p>The Sutton Trust's EEF Toolkit points to the fact that outdoor learning can increase academic progress by up to 4 months over the course of a year through collaborative learning experiences engaging emotional challenges. Similarly oral language interventions (5 months), social and emotional learning (4 months) and behaviour interventions (3 months) can also have a positive effect on the progress of children.</p>	5. To provide emotional support for children eligible for PP as and when required.

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

Budgeted cost: Drinking Milk @ £1.50 per wk (111020) - £2,337, Clothing and Uniform @ £25 (142000) - £1,025.00, Trips, Extra-Curricular and Wrap Around (153050) - £8,976 and Reading Books @ £25 (144180) - £1025.00  
**£13,363**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Discuss with parents what extra-curricular activities children would like to participate in and discuss options for additional elements of Pupil Premium expenditure.	The EEF Toolkit suggests that participation in activities such as dance, drama, music and residential visits has a moderate impact on English, Maths and Science attainment. It also states that there are benefits in areas such as spatial awareness, attitudes to learning and wellbeing.	4. To provide financial support for children eligible for PP as and when required for school activities.

**Total budgeted cost: £66,550**

## 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.

Attainment		Reading (Avg Standardised Score)	Writing (Avg Writing Age)	Maths (Avg Standardised Score)
Y1	Pupil Premium	97	7:10	90
	Non - PP	104	7:00	100
Y2	Pupil Premium	112	-	95
	Non - PP	111	-	101
Y3	Pupil Premium	98	-	101
	Non - PP	108	-	96
Y4	Pupil Premium	92	7:11	97
	Non - PP	111	9:09	109
Y5	Pupil Premium	104	-	101
	Non - PP	110	-	113
Y6	Pupil Premium	109	-	105
	Non - PP	109	-	111

Progress		Reading (Good or Better Progress)	Writing (Good or Better Progress)	Maths (Good or Better Progress)
R	Pupil Premium	100%	100%	100%
	Non - PP	100%	100%	100%
Y1	Pupil Premium	100%	100%	100%
	Non - PP	97%	97%	94%
Y2	Pupil Premium	50%	100%	50%
	Non - PP	100%	95%	95%
Y3	Pupil Premium	100%	100%	100%
	Non - PP	86%	97%	97%
Y4	Pupil Premium	100%	100%	100%
	Non - PP	97%	100%	100%
Y5	Pupil Premium	100%	100%	100%
	Non - PP	100%	94%	100%
Y6	Pupil Premium	92%	100%	100%
	Non - PP	100%	100%	100%

*Morning support from TAs in core subjects each day.*

*Clearly Covid had a significant impact on TA provision given that lockdown accounted for a significant proportion of the pandemic. TAs demonstrated their flexibility in allowing us to function as effectively and efficiently as possible throughout, therefore this approach will continue into the next 12 months where required.*

Implementation of a recovery curriculum to support academic catch up

TAs have been a fundamental part of our recovery curriculum, providing both social & emotional support and interventions for those children who need it. One example of this is the way in which KS1 Maths is now taught in year groups, rather than as a Y1/2 mix. This approach is bearing fruit and as such will continue.

This approach will continue into the next 12 months with some TA support shifting away from core lesson support into afternoons where interventions for reading, SPaG, maths and phonics will take place.

Continue to provide pupil premium children with social and emotional support opportunities including speech and language therapy, ELSA; and positive play in order to give them the best chance to succeed socially, emotionally and academically.

These programmes continue to provide support for children struggling with social and emotional needs. They have been key to the return to school for many pupils and have certainly met the success criteria. We have found that certain non-Pupil Premium children are benefitting from these approaches, however the programmes remain underpinned by PP children.

This approach will continue into the next 12 months.

Weekly 1-2-1 and small group sessions led by experienced, high quality teaching staff, whilst HLTAs cover classes. Chosen foci will be down to the needs of each group, but must focus on one of the desired outcomes.

This approach is paying dividends and as such we will continue it as appropriate going forward. This will tie in with the afternoon intervention approach as detailed above.

To continue the post of Pupil Premium Champion as a first point of contact for any PP/Ever 6 children who require support.

The Pupil Premium Champion has remained in post for the previous 12 months as a point of contact for pupils requiring support. This role has expanded into more of a Social and Emotional Champion and in that respect has fulfilled the success criteria.

At this time, TA roles and responsibilities are being reviewed, therefore whether the specific post remains, or continues in a broader capacity is up for discussion.

Discuss with parents what extra-curricular activities children would like to participate in and discuss options for additional elements of Pupil Premium expenditure. We continue to provide books, milk and school uniform for Pupil Premium children. As such, the success criteria have been met. This approach will continue within the constraints of the current school budget.

## Externally provided programmes

Programme	Provider
LBQ	Learning by Questions