

Ecclesall Primary School Pupil premium strategy statement 2022-2023

This statement details our Ecclesall Primary 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	Ecclesall Primary School
Number of pupils in school	620
Proportion (%) of pupil premium eligible pupils	6% (39 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Emma Hardy
Pupil premium lead	Emma Hardy
Governor lead	Kevin Corke/Alex Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54, 624.75
COVID19-EXCEPTIONL COST REIMB allocation this academic year for all pupils (not just PP children)	£ 5,396.37
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year academic year	£60,021.12

Part A: Pupil premium strategy plan

Statement of intent

Ecclesall Primary School is an educationally inclusive school. Our motto at Ecclesall Primary School for all children is 'Happy Children Happy School'. We believe that all children, regardless of needs, ability and behaviour, are of equal value. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

We have high expectations for all children, and we have great levels of challenge for all our pupils at all their levels. Our focus is for children to know more, remember more and do more, through effective intervention.

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 all vulnerable pupils, such as those who have a social worker and young carers, regardless of whether they qualify for pupil premium funding or not.

The majority of children will have their needs catered for within the classroom, alongside their peers, receiving high quality teaching. Teaching techniques, strategies and adaptations within each class, including differentiated resources and scaffolded learning tasks, will accommodate disadvantaged children. Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefiting all pupils. Integral to our intended outcomes for disadvantaged pupils, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Through a graduated approach and working in partnership to regularly monitor children's progress we can ensure provision best matches need. The provision available, and staff training is continually reviewed and assessed against feedback and needs across the whole school. Through this approach all children will fulfil their potential and enjoy full access to a broad and balanced curriculum which caters for the 'whole child' and prepares them for the next stage in their life.

Research also shows that high quality, targeted interventions, carried out by experienced teaching assistants, either 1-1 or with small groups, can have a marked impact on closing the attainment gap and accelerating progress. In addition to school based interventions and small group catch-up programmes we will also engage targeted support through our catch up premium funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

In some cases, this support may be through time spent in the Sunflower room or in their year group smaller room or one of the two sensory rooms, receiving one to one or small group interventions based on their specific learning needs or gaps in knowledge with specialist Level 3 Teaching assistants. We also understand that there may also be other social, emotional or psychological, barriers to learning as a result of the experiences in their lives and we are working with external professionals to ensure that we address them appropriately. Our aim is to ensure that all pupil premium children receive additional support and we will fund additional opportunities for such pupils. At Ecclesall Primary School, we feel strongly that disadvantaged pupils need to perform better than their peers so that they can be successful in the next stage of their education and in their future careers.

Challenges

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

Barriers to future attainment (for pupils eligible for PP)	
<p>Our current strategy involves identifying the individual child's challenges or needs, then working with the class teacher to decide which is the best intervention, although we have very limited numbers of disadvantaged children who qualify for pupil premium.</p>	
Challenge number	Detail of challenge
1	<p>Low attendance for specific pupils. Over time, attendance for pupil premium children at the school compares well with local and national comparisons. Persistent absence figures have increased for pupil premium children as we have a small number of children for whom we work closely with the family and support services to improve attendance.</p> <p>Currently, of the 39 disadvantaged children: 71.82 % (28) pp/ppp children have an attendance above 95% since 1st September 2022 to Jan 2023 89.7% (35) pp/ppp children have an attendance above 90% since 1st September 2022 to Jan 2023</p> <p>Of the pp/ppp children below 90%:</p> <ul style="list-style-type: none"> • school work closely with other agencies including Attendance Officer and Children missing in education for 1 PP child
2	To ensure access to all opportunities (visits/residentials/music lessons/before and after school clubs) etc.in order to address some of the additional disadvantage caused by social deprivation for these families.
3	Anxiety – Covid related, attachment disorder, low self-esteem. Observations and conversations with children show that anxiety levels appear to be higher than pre-Covid times. National studies support our findings that the well-being of all pupils, especially disadvantaged children have been at a higher risk of being impacted by partial school closures, despite the vast majority of our vulnerable pupils being in school during this time.
4	<p>The progress and attainment of disadvantaged children in the school is generally in line with other pupils within the school and often better than pupils nationally.</p> <p>See table below for July 2022 KS1 and KS2 data.</p> <p>In addition, as a school we need to be aware of the disadvantaged pupils that should attain at greater depth than the expected standard as, generally, disadvantaged pupils do not attain at greater depth.</p>
Current attainment (KS1 Y2 Teacher assessment levels) July 2022: present Y3 PP/PPP children	

	Pupils eligible for PP/ PPP / Ever 6 PP (5 EPS children, 1 PPP and 4 PP)	(National average 2019 all pupils)
Reading at expected levels	60% (3 children: 0 PPP and 3 PP)	75%
Reading at greater depth	0%	25%
Writing at expected levels	20% (1 child: 0 PPP and 1 PP)	69%
Writing at greater depth	0%	15%
Maths expected levels	40% (2 children: 0 PPP and 2 PP)	76%
Maths at greater depth	20% (1 PP child)	

Current attainment (KS2 Y6 Teacher assessment levels) July 2022 present Y7 PP/PPP children

	Pupils eligible for PP/ PPP / Ever 6 PP (5 EPS children: 1 PPP and 4 PP)	(National average 2019 all pupils)
Reading at expected levels	80% children (4 PP children and 0 PPP)	73%
Reading at greater depth	40% PP children (2 PP children and 0 PPP)	27%
Writing at expected levels	80% (4 PP children and 0 PPP children)	78%
Writing at greater depth	20% (1 PP child)	20%
Maths expected levels	60 % (3 PP children and 0 PPP children)	79%
Maths at greater depth	40% (2PP children and 0 PPP_	27%

Ecclesall Primary School KS2 Outcomes July 2022

	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>SPAG</u>	<u>Combined R/W/M</u>

	<u>EXP+</u>	<u>GD</u>	<u>EXP+</u>	<u>GD</u>	<u>EXP+</u>	<u>GD</u>	<u>EXP+</u>	<u>GD</u>	<u>EXP+</u>	<u>GD</u>
<u>2022</u> <u>EPS</u>	<u>97%</u>	<u>42%</u>	<u>90%</u>	<u>3%</u>	<u>92%</u>	<u>34%</u>	<u>92%</u>	<u>53%</u>	<u>87%</u>	<u>2%</u>
<u>2019</u> <u>EPS</u>	<u>80%</u>	<u>37%</u>	<u>86%</u>	<u>26%</u>	<u>90%</u>	<u>36%</u>	<u>86%</u>	<u>43%</u>	<u>79%</u>	<u>14.4%</u>
<u>National</u> <u>2019</u>	<u>73%</u>	<u>27%</u>	<u>78%</u>	<u>20%</u>	<u>79%</u>	<u>26%</u>	<u>78%</u>	<u>35%</u>	<u>65%</u>	<u>10%</u>
<u>Sheffield</u> <u>2019</u>	<u>71%</u>	<u>26%</u>	<u>77%</u>	<u>19%</u>	<u>77%</u>	<u>25%</u>	<u>75%</u>	<u>34%</u>	<u>64%</u>	<u>10%</u>

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
Good or better academic progress from individual starting points, diminishing any difference between our disadvantaged pupils and others nationally.	<p>Measured by SAT results 2022 and Teacher assessments 2022 and tracking of individuals through our performance and assessment data via STAT online.</p> <p>The progress of pupil premium children matches that of other children within the school and other children nationally, including higher attainers and SEND children.</p>
Ensure health and wellbeing of disadvantaged pupils is positive	Parent/child feedback in meetings
The cultural capital of targeted Pupil Premium children is enriched	There is a planned programme of enriching life experiences for pupil premium children that is successfully implemented.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff trained in appropriate interventions e.g Precision teaching, VIP,, speech and language, Theraplay, Lego therapy, English/Maths support,	Staff can target appropriate interventions effectively Progress increased and maintained so this group of children achieve as a group above national figures Provision mapping linked to children's needs. Pre/Post intervention assessment	4
Phonics TA training (2022)	In house PHONICS training by Nicole Ramsey for all TAs Interventions training by SENCO Joanna Kay for all TAs	4
Training via Learn Sheffield	Part of Learn Sheffield package so can access all training available	

Targeted academic support (for example, tutoring, one-to-one support structured interventions) : Catch up funding

Budgeted cost: £ 56,500 for catch up funding plus additional approved funding by Governors from main budget for full academic year (£25k).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up premium time All 21 classes to continue to have one morning to release the class teacher to work with a group of children/individuals to close any gaps.	See year group staff confidential Google drives with Intent, Implementation and Impact. Filled in weekly by class teachers and shared with year group and SLT/SENCO.	4

Sunflower room (calming, emotional well-being room for vulnerable children) established Sept 2021 with 2 Level 3 Teaching Assistants	Our Sunflower room provides targeted support for our most vulnerable, high needs children. The room focuses on developing learning as well as learning behaviours such as emotion regulation, fine motor, and speech and language. Progress showing impact on Boxall Profiles using Birmingham toolkit.	2,3,4
Extending and challenging LAC child in a group of 6 Greater depth children in the same year group with 1 Senior L3 TA	Teachers plan extension, challenging work in English and Maths with resources for TA Impact on Google drive confidential system	4
Social Emotional daily well being groups including Lego therapy/cooking	Intervention overview Google drive showing evidence of impact.	3

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

Budgeted cost: £23,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons/ Singing lessons	(LAC/PPP/ PP children) Guitar and keyboard weekly lessons through the year Singing lessons 1:1/ 2:1 Regular feedback from Music Hub leads/teachers £695.64 per PP child Autumn Term: 1 x 30 minute lessons (12 lessons) - £245.52 Spring Term – 1 x 30 minute lessons (11 lessons) - £225.06 Summer Term – 1 x 30 minute lessons (11 lessons) - £225.06	2, 3
Before/ After school clubs	Each Pupil premium child can attend one before/ after school each term.	2, 3
Mental Health Support from Educational Mental health Practitioner Healthy Minds project 2019-2022 Trauma Informed project 2022-2023	Jacqui Wright, is our Mental Health support from Educational Mental health Practitioner (each Friday all day) Healthy Minds Champions and Healthy Minds Lead Nicole Ramsey	3

Residential visits in Y4 and Y6.	Pupil premium children only pay the deposit and school pay the rest of the cost of the full residential. Y4s residential: £400 (£80 x 5 Y4s in 2023) Y6s residential: £2100 (300 x 7 Y6s in 2023) Total = £2500	2
Google classroom Online learning Laptops on loan	Individual families provided with access to online resources due to health vulnerabilities requiring long term absence from school or in need of online access. Laptops provided by the DfE	4

Total budgeted cost: £ 82,176

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.

<u>Overall impact 2020-2021</u>		
Outcomes for 2020-2021 are not available due to the impact of Covid 19 and national restrictions/lockdown.		
However school analysis of assessments carried out using previous SATs papers etc. and analysis of attendance data (difficult due to the impact of the pandemic) show:		
See table below July 2020		
Current attainment (KS1 Y2 Teacher assessment levels) July 2020		
	Pupils eligible for PP/ PPP / Ever 6 PP (8 EPS children)	(National average 2019 all pupils)
Reading at expected levels	75% (6 children: 1 PPP and 5 PP)	75%
Reading at greater depth	0%	25%
Writing at expected levels	50% (4 children: 1 PPP and 3 PP)	69%
Writing at greater depth	0%	15%
Maths expected levels	62.5% (5 children: 1 PPP and 4 PP)	76%
Maths at greater depth	0%	
Current attainment (KS2 Y6 Teacher assessment levels) July 2020		
	Pupils eligible for PP/ PPP / Ever 6 PP (7 EPS children)	(National average 2019 all pupils)
Reading at expected levels	58% 4 PP children	73%
Reading at greater depth	29% 2 PP children	27%
Writing at expected levels	71% 5 PP children	78%
Writing at greater depth	0%	20%
Maths expected levels	43% 3 PP children	79%

Maths at greater depth	14% 1 PP children	27%
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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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A (No service pupil premium children at school at present)
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

We receive very little funding so we supplement from our wider school budget.