

Pupil Premium Strategy Statement 2021/22- 2024/2025

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. **Any updates to strategy and implementation in 22-23 have been added in green.**

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	Everton Heath Primary School
Number of pupils in school	70 88 (11 Pre-School)
Proportion (%) of pupil premium eligible pupils	27% (19) *only 12 funded 19: 16 R-6
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	31.12.2021 31.12.2022
Date on which it will be reviewed	31.12.2022 31.12.2023
Statement authorised by	A Russell Shelley Desborough Executive Headteacher
Pupil premium lead	A. Russell Shelley Desborough Executive Headteacher
Governor / Trustee lead	A. Simpson Elizabeth Simkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,080 £24, 700(£20, 800 R-6)

Recovery premium funding allocation this academic year	£2,000 £2, 600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00 £0.00
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	£27,080 £27, 300

Part A: Pupil premium strategy plan

Statement of intent

The staff and governors of Everton Heath Primary School are committed to providing inclusive provision for all children. The school is committed to meeting their academic, social, emotional, personal, health and cultural needs as we would with any of our children in promoting equality of opportunity and fulfilling our vision and values as a school. We are committed to ensuring that all of our children make rates of progress at least in line of that expected of them, and that we 'narrow the gap' for those groups of children where attainment may be lower than that of their peers within our school context, and nationally, both at Age Related Expectations and Greater Depth across the curriculum.

The Pupil Premium funding is allocated to our school based on census information detailing those children/families who have been in receipt of Free School Meals at any point in the past 6 years and any children who have been under the care of the Local Authority.

In line with the schools Pupil Premium Policy, the Staff and the West Village Partnership Governors of Everton Heath Primary School are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all the pupils so that all make at least good progress and have equal opportunities to access all provision across the school.

Challenges

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

Challenge number	Challenge	Detail of challenge
1	Limited language and communication skills	Staff have recognised children in disadvantaged circumstances have a lower starting point and development of oral and language skills throughout the school.
2	Lower starting points with phonics and reading	Disadvantaged children have a significant gap in their knowledge and understanding.

3	Lower baseline in Maths	Disadvantaged pupils accessing the early years have lower basic mathematical knowledge than their peers.
4	Attainment across all year groups	Assessments and observations have indicated a distinct gap in disadvantaged pupils where there has been school closures and this has been recognised nationally.
5	Poor social and emotional health and wellbeing	The wellbeing of disadvantaged pupils has been noticeably observed by staff throughout the school and the children's ability to self-regulate is often challenging.
6	Poor attendance	Attendance for disadvantaged pupils has dramatically decreased recently and persistent absentees has also increased - disadvantaged pupils attendance figures are lower than non-disadvantaged.

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.

Addressing challenge	Intended outcome	Success criteria
1 and 4 Communication and language	Disadvantaged pupils will have improved language, vocabulary and communication skills, which is inline with their peers.	<ul style="list-style-type: none"> - All pupils communicate in full sentences - Reception pupils' outcomes will be at least in line with national
1 and 4 Phonics and Reading	Disadvantaged pupils will attain in line with their peers in Phonics and Reading.	<ul style="list-style-type: none"> - Year 1 and 2 outcomes in phonics will be in line with national - The gap will have closed between the pass mark attained by pupils - Reading outcomes at the end of year 2 and 6 will be in line with national
1 and 4 Maths Attainment	Maths attainment will be in line with national for all pupils	<ul style="list-style-type: none"> - Pupils will make progress in line with national - Attainment will be in line with national
5 Mental health and wellbeing	Pupils' wellbeing needs are met through a range of strategies and therefore evidence shows that all pupils have the same coping strategies.	<ul style="list-style-type: none"> - Pupils' wellbeing is good (survey) - To maintain high levels of wellbeing throughout the next three years using data from parents, pupils and the school council to reduce

		bullying to a minimum and encourage participation in before and after school activities
6 Attendance	Disadvantaged Pupils' attendance will be in line with the rest of the school and national	<ul style="list-style-type: none"> - Attendance in line with national - No gap between disadvantaged and non-disadvantaged

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to ensure correct monitoring and assessment Including, SoundsWrite Training, Maths Mastery, Writing Hub and White Rose	Ensure all relevant staff have received paid-for training to deliver our phonics scheme effectively. Standardised testing and assessing and monitoring of pupil progress Research into Practice - Evidence-informed CPD in Rochdale EEF (educationendowmentfoundation.org.uk)	1-6
Purchase of a new maths scheme	To work with the maths hub and incorporate our White Rose maths scheme KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	3
Social and emotional learning to be embedded across the school ELSA Training and supervision	Data and evidence show wellbeing and social and emotional wellbeing impact on learning throughout a pupil's school life and carry into adult life skills Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £5,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and phonic interventions across the school	Tutoring of disadvantaged pupils Interventions to target small groups to close the gaps Small group tuition EEF (educationendowmentfoundation.org.uk)	1-4

Purchase new Sounds Write books	Purchase of extended code Sounds Write books for use across all year groups where needed to aid increased reading for pleasure but particularly among disadvantaged pupils	1-2
White Rose Maths books purchased	To establish small group maths interventions for disadvantaged pupils who have fallen behind their peers.	3
Barriers to learning these priorities address, mentoring and school led tutoring for disadvantaged pupils most impacted by the pandemic and school closures	Encourage wider reading and catch-up maths in targeted gaps is an effective way to support pupils have fallen behind on a one to one and small groups One to one tuition EEF (educationendowmentfoundation.org.uk)	1-3

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

Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding training and behaviour management throughout the school with anti bullying and our school ethos a priority	Creating and embedding Early Morning club and various After School clubs including homework club to encourage disadvantaged pupils to join in and improve whole school ethos and attitude towards bullying Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5
Embedding good principles throughout the school and promoting the ethos of the school	Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need of support	5-6
Barriers to learning these priorities address, mentoring and school led tutoring for disadvantaged pupils most impacted by the pandemic and school closures ELSA intervention	Improving attendance and readiness to learn for the most disadvantaged pupils	1-6

Total budgeted cost: £ 27,080

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

During the academic year, 21-22 there was some staffing instability in Year 5/6, this had an impact on the end of key stage results. However, staff worked on all areas that had been identified and in year progress was good.

Children's reading and phonics outcomes were below national, however there were only 7 in the cohort – those children who did not achieve the pass mark, will received targeted intervention during this academic year to ensure that they achieve in Year 2.

ELSA sessions and small group interventions were carried out throughout the year – baseline and impact statements were made, and those pupils accessing showed improvements in all areas identified.

Attendance is still below national. This is a continued area of focus for next year.

Service pupil premium funding (optional)- N/A

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
What was the impact of that spending on service pupil premium eligible pupils?	N/A