

Pupil Premium Strategy Statement – Ernesford Grange Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	481
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022- 2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ian Taylor, Headteacher
Pupil premium leaders	Ian Taylor and Louise Eccles
Governor Lead	Claire Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including funding for LAC and service children)	2022 – 2023 - £51,445 2023 – 2024 - £58,780 2024 – 2025 - £61,045 (estimated)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	2022 – 2023 - £4930 2023 – 2024 - £5510 Overall total - £181,720

Part A: Pupil Premium Strategy Plan

Statement of intent

At Ernesford Grange Primary School, our intention is for all children to achieve their potential across the curriculum, regardless of their background or the challenges they may face. Our overarching aim is to empower pupils to achieve their potential, make informed choices and positively contribute to society. We have high expectations for our pupils and our education aims to exceed the national benchmarks for academic achievement, whilst also ensuring pupils develop enthusiasm for learning.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our aim by narrowing gaps and accelerating the progress for children of all abilities. Robust self-evaluation, pupil progress and assessment cycles are in place to effectively identify areas in which disadvantaged pupils require the most support. To reach their potential, consideration is also shown to the challenges faced by disadvantaged pupils, enabling us to identify and address barriers to learning.

At Ernesford Grange, we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Quality first teaching is of the highest importance within our approach and this, along with focused intervention, has the greatest impact on closing the disadvantage attainment gap whilst at the same time benefiting 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.

This pupil premium strategy is also integral to wider school plans for education recovery including non-disadvantaged pupils, whose education has been worst affected during the COVID-19 pandemic.

Our disadvantaged Pupil profile shows that 47% of children entitled to Pupil Premium have SEND. This places an additional barrier to pupils' achievement, in particular attaining expected standards at milestones. Disadvantaged pupils with SEN also have interventions and strategies to support their additional needs. To track their progress smaller steps of progress are identified.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Achievement</p> <p>Disadvantaged pupils at Ernesford Grange form a small proportion of the whole school population so we are always mindful of this when identifying patterns and trends in data (all year groups have 60+ children but single figures of disadvantaged pupils, year 2 only have 4 children who qualify for FSM). However, we do work to identify patterns and trends so that we can identify how well we are meeting the needs of this key group of children, but percentages of attainment and progress data can be misleading due to such low numbers in some year groups.</p> <p>Internal data suggests that attainment for disadvantaged pupils is below non-disadvantaged pupils for reading, writing and maths. 47% of disadvantaged pupils are on the SEN register and 67% are considered vulnerable.</p>
2	<p>Covid and Lockdown Catch Up</p> <p>Almost all children at school have spent periods completing education remotely since the beginning of the Covid-19 pandemic. As per national guidance, we offered all disadvantaged and vulnerable children in-school places during lockdowns but the take-up for this was mixed, depending on family circumstances.</p> <p>Our assessments and observations indicate that the education and wellbeing 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 behind age-related expectations.</p>
3	<p>Cultural Capital</p> <p>The vision and ethos for children's learning is that it should include relevant wider opportunities and memorable experiences which support children's long-term retention of knowledge and understanding. Visits, visitors and experiences beyond the classroom such as Forest Schools and Skills Academy will be made available through PP funding for disadvantaged pupils.</p>
4	<p>Social emotional and well-being challenges</p> <p>Observation, feedback and assessments of children in school (particularly following on from lockdowns but also over time) have shown that a greater proportion of children are experiencing social and emotional and mental health challenges.</p>

	<p>A high proportion of disadvantaged pupils have been identified as being vulnerable and in need of support.</p>
5	<p>Attendance/Punctuality</p> <p>Data over time suggests that the attendance of disadvantaged pupils is lower than their peers. Our assessments of children and observations suggest that lower attendance and frequent lateness has impacted the progress of some disadvantaged pupils.</p>

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>Academic Achievement</p> <p>Disadvantaged children at Ernesford Grange consistently make good progress in reading, writing and maths and in foundation subjects.</p>	<p>By Summer 2025, we can identify a three-year trend of disadvantaged pupils making good progress in Reading, Writing and Maths (e.g. proportions making expected and better than expected progress are at least in line with national averages for all pupils in the relevant key stage).</p> <p>Reading, Writing and Maths outcomes in 2024/25 show that disadvantaged pupils, without SEN, have made accelerated progress.</p> <p>All staff are aware of disadvantaged pupils in their cohort and any known barriers so that they can take class action.</p>
<p>Covid and Lockdown Catch Up</p> <p>Identified children, whose education has been significantly disrupted by Covid, receive additional support and catch-up lessons.</p>	<p>By Summer 2025, identified children will have received additional support and catch-up lessons to help fill gaps in learning. The children identified have made accelerated progress.</p>
<p>Cultural Capital</p> <p>All disadvantaged pupils benefit from a broad, relevant and engaging curriculum and can engage in wider opportunities and memorable experiences.</p>	<p>All disadvantaged pupils have engaged in visits, residentials and wider opportunities beyond the classroom. Pupil Premium funding has been used effectively to support families with the costs of such opportunities.</p>
<p>Social emotional and well-being challenges</p> <p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils. Identified disadvantaged pupils will have access to emotional support, as required, and can access intervention within school such as Relax Kids, Boomerang, Lego Therapy and Counselling.</p>	<p>Where applicable, we can identify the personalised social and emotional support that has been put into place to support disadvantaged and/or vulnerable pupils to help to succeed academically in school.</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 for 2023 - 2024: £10,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to CPD release work (e.g. subject leaders release time).	Gaps in learning have developed for all learners – sharply identifying these and remodeling teaching and learning to close them is a key strategy moving forward. EEF research shows that mastery (for all abilities) can have a significant impact on children’s progress – our joint, peer-to-peer CPD, will include (but not be limited to) mastery approaches as we seek to ensure children’s depth and breadth of learning and experience (particularly relating to Writing – through delivery of ‘Write Stuff’ units).	1, 2
Contribution to external CPD on development of curriculum (including use of reading/phonics and the link into wider curriculum subjects).	CPD to support all curriculum leaders developing their skills in identifying the effectiveness of their area in supporting progress in all areas (including specific focus given to reading) is key with EEF research showing the impact that additional focus on reading can have on children’s progress.	1, 2
Contribution to CPD costs for nurture training for identified staff. Identified children will have access to being part of a Nurture Group.	Nurture groups and the use of the Boxall profile toolkit has successfully helped children with SEBD. A study suggests that NGs are a highly promising form of provision for young children with a wide range of SEBDs. There is also good evidence to suggest that successful Nurture Groups contribute to the development of the ‘nurturing school’.	1, 2, 3, 4
Contribution to CPD costs from the Gateway Alliance (including support for ECTs).	CPD to support all teachers and curriculum leaders developing their skills in identifying the effectiveness of their area in supporting progress in all areas, including specific focus given to reading, SEND, EYFS, Safeguarding and subject leadership.	1, 2
Continued implementation of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

stronger phonics and reading teaching for all pupils.		
Recruitment and retention of teaching staff. Providing cover time to undertake professional development such as National Professional Qualifications.	Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning. Our Effective Professional Development guidance report offers evidence-based recommendations. The DfE's Reducing School Workload Collection offers support and practical resources for use in schools. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions, group work and specialist teaching)

Budgeted cost 2023 – 2024: £29,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

<p>Contribution to additional focused TA / teacher support (using existing and additional school staff).</p>	<p>In-school models developed over time (e.g. splitting a class where half receive Forest Schools whilst the others remain with their class teacher for identified focused teaching of core subjects) have proved very effective in terms of personalising learning and we also wish to use available budget to support these strategies.</p> <p>Although EEF research suggests that reducing class size is a relatively low impact for a high cost, our model utilises a (relatively low cost) and teacher feedback is for a clear impact on core subjects).</p> <p>HLTAs and specialist teachers carrying out tailored and targeted interventions, will have a significant impact over time.</p>	<p>1,2</p>
<p>Teachers to deploy support staff to fill gaps through intervention and in home learning for core subjects.</p>	<p>The average impact of homework is positive across both primary and secondary school.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework</p>	<p>1, 2</p>

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

Budgeted cost for 2023 - 2024: £24.120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium lead, DHT and SBM support families with finance, parenting, food banks, housing and referrals.</p> <p>Purchase PE Kit, uniform and cold weather clothing.</p> <p>Signpost HAF programs for FSM families.</p>	<p>Statutory guidance in the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017).</p>	3, 4
<p>Ensure disadvantaged pupils have full access to extracurricular clubs through promotion, individual communication with parents.</p>	<p>Research in other national contexts has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills.</p> <p>Socioeconomic status is a significant factor determining participation in extra- curricular activities.</p> <p>An unequal playing field.</p>	3, 4
<p>Identify pupils for 'boomerang group', Counselling, Lego Therapy, Forest Schools, access to school comfort dog and 'Relax Kids'. All to improve and support self-esteem, mental well-being resilience and aspiration.</p>	<p>Social and emotional learning approaches have a positive impact, on academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contribution to extracurricular activities and curriculum trips / visits.</p>	<p>EEF research shows that social & emotional learning, self-regulation and behaviour interventions each have a strong impact on pupil progress.</p> <p>In-school monitoring, evaluation and feedback agrees with this with multiple examples of our school counsellor</p>	1, 2, 3, 4

	<p>and learning mentor undertaking fundamental work with children which has enabled them to feel increasingly secure in school and able to access learning more effectively.</p> <p>The funding from pupil premium is proportionate to the amount of disadvantaged and vulnerable pupils that these key members of staff work with.</p>	
<p>Contribution to School Counsellor/Learning Mentor and Relax Kids staff member.</p>	<p>The EEF recognise the importance that arts participation can play in supporting pupil progress. Pupil Premium funding is used to support disadvantaged children to access a variety of extra-curricular activities – in school feedback shows that inclusion in out of school activities is well received by pupils.</p> <p>The funding allows us to ensure that we can run our wide range of exciting and engaging trips, visits and experiences without impacting on our delegated budget (e.g. where parents and carers are not able to make contributions).</p>	<p>1, 2, 3, 4</p>
<p>Improve the quality of social and emotional learning.</p> <p>SEL approaches will be embedded into the school curriculum routine educational practices.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)</p>	<p>1, 2, 4</p>

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.

We regularly review the achievement of disadvantaged pupils throughout the academic year. We also analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using national data and our internal data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, to assess how the performance of our disadvantaged pupils has changed during this period.

Ernesford Grange Primary School Pupil Premium Outcomes 2022-2023

Attainment for 2022 – 2023 KS2 Pupils Eligible for FSM				
End of KS2 2022 – SATs Results	EGPS Attainment	National averages	Progress Scores - School	Progress Scores National
% achieving R, W, M	50% (8 children)	43%	N/A	N/A
% achieving expected standard in reading	50% (8 children)	59%	+2.25	-0.89
% achieving expected standard in writing	62.5% (8 children)	57%	+1.26	-0.69
% achieving expected standard in maths	75% (8 children)	58%	+1.38	-1.06

Current attainment		
End of KS1 2022 - TA	EGPS Attainment	National averages
% achieving R, W, M	71% (7 children)	N/A
% achieving expected standard in reading	86% (7 children)	54%
% achieving expected standard in writing	71% (7 children)	45%
% achieving expected standard in maths	86% (7 children)	56%

There were only 4 disadvantaged children who sat the phonics screening text in 2023. One out of the four children passed.



Due to single figures of pupil premium children in each year group, it is difficult to set percentage related targets. Year 2 only has four disadvantaged pupils and Year 6 only has six disadvantaged pupils.