

Pupil premium strategy statement

This statement details our 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	Ebchester CE Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Mrs Rachel Clasper
Pupil premium lead	Mr Chris Carr
Governor / Trustee lead	Mr Craig Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20,180

Part A: Pupil premium strategy plan

Statement of intent

The ethos of Ebchester CE Primary School is encompassed by three words: Nurture, Grow, Succeed. This ethos is for all children in our school including our disadvantaged pupils. At Ebchester CE Primary School, we want to create a nurturing, challenging and empowering community so that our disadvantaged pupils can grow into successful learners, resilient individuals and responsible citizens.

The main objective of our pupil premium strategy is to improve the education outcomes for disadvantaged pupils in our school. Before the Covid-19 pandemic, we were successfully closing the gap between disadvantaged and non-disadvantaged pupils by the time they finished KS2 as evidenced through our school performance. After the negative impact of Covid-19 on our disadvantaged pupils, our aim is to re-establish this attainment by our disadvantaged pupils in relation to County Durham's and national averages.

Our current strategy works towards achieving our main objective by addressing the challenges specific to our disadvantaged children. Through analysis of data and professional discussions with teachers and families, we have identified five challenges which exist for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0.5-4.2% lower than for non-disadvantaged pupils 2.76-3.64% of disadvantaged pupils have been 'persistently absent' compared to 0.92-6.44% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Formative and summative assessments show that most disadvantaged pupils have greater difficulty with reading (both with phonics in EYFS and KS1 and the KS2 Reading curriculum). This is affecting progress in English and also across the wider curriculum where reading is an essential skill needed to access learning.
3	Our observations, including wellbeing survey, have identified difficulties with self-regulation and resilience for many pupils. This is notably due to the impact of school closures and is supported by national studies.

4	Our observations and discussions with pupils have identified that, due to school closures, children’s cultural capital is now under-developed. This is particularly prevalent amongst disadvantaged children and has resulted in a narrowed vocabulary and understanding of the world.
5	Our assessment and tracking systems have identified that children in Reception are entering school with a low entry point in Communication and Language and this is affecting disadvantaged children more than non-disadvantaged children.

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
An improvement in attendance for PP children	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> - the overall attendance rate for all pupils being no less than 97% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2% - the percentage of all pupils who are persistently absent being below 5% and the difference in the figure for disadvantaged pupils and their peers being no more than 2%
An increase in the number of PP reading at ARE.	KS2 reading outcomes in 2024/5 show that more than 75% of disadvantaged pupils met the expected standard.
Levels of resilience will be improved through self-regulation and meta-cognition.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - an increase in participation in enrichment activities, particularly among disadvantage pupils
A wide range of experiences will support personal development and increase cultural capital.	Sustained high levels of development in cultural capital from 2024/25 demonstrated by: <ul style="list-style-type: none"> - discussions showing an increase in vocabulary through observations by teachers and student voice - discussions showing an increase in understanding of the world through

	observations by teachers and student voice
An increase of children reaching GLD in Communication and Language aspects by the end of EYFS.	EYP outcomes in 2024/5 show that more than 75% of disadvantaged pupils reached GLD in Communication and Language.

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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to reading across all phases.	Evidence shows that appropriate teaching of reading through SSP and through the teaching of reading comprehension has a strong impact on children's progress. EEF 'Reading comprehension strategies' EEF 'Phonics'	2
CPD linked to mental health and meta-cognition.	Evidence shows that the explicit teaching of strategies linked to meta-cognition and self-regulation have a high impact on children's wellbeing and progress. EEF 'Meta-cognition and self-regulation' EEF 'Social and emotional learning'	3
Purchase of Little Wandle Letters and Sounds Revised (a DfE validated SSP programme) to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence based that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF 'Phonics'	2

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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One-to-one support provided through the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic.	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 and in small groups. EEF 'Early years intervention' EEF 'One to one tuition' EEF 'Small group tuition'	2, 5
Additional phonics sessions targeted at all children so that everyone keeps up with the pace of the Little Wandle Phonics scheme. Our school trends show that a large percentage of disadvantaged pupils in EY and KS1 will need this support.	Phonics approaches have a strong evidence based that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF 'Early years intervention' EEF 'One to one tuition'	2, 5

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

Budgeted cost: £3,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half-termly meetings with parents in EYFS/KS1 to keep them updated on the teaching of Reading in EYFS and KS1	Parental engagement has a positive impact on average of 4 months' additional progress. EEF 'Parental involvement'	1, 2, 5
Half-termly school trips	Research shows that cultural capital has a positive impact on academic achievement. Our own experiences in school have shown that disadvantaged pupils greatly benefit from their experiences on school trips. Sage 'Does Cultural Capital Really Impact Academic Achievement?'	4
Meta-cognition and self-regulation activities	Evidence shows that the explicit teaching of strategies linked to meta-cognition and self-regulation have a	3

	high impact on children's wellbeing and progress. EEF 'Meta-cognition and self-regulation'	
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: £

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 2021 to 2022 academic year.

In the 2021-22 academic year, all teachers accessed training that was relevant to their daily practice and to the subjects which they lead. This training has allowed teachers to improve their teaching which resulted in a raising of standards for all pupils. It has also developed teachers' confidence in the subjects they lead, allowing them to create thoughtful and sequenced long-term plans for their subjects accompanied with detailed and thorough curriculum plans for each teacher to deliver to their class.

Attendance of disadvantaged children in the 2021-22 was 94.4% (compared to 95.0% for non-disadvantaged children), however persistent absence of PP children in this academic year was 2.76% compared to 6.44% for non-disadvantaged children.

All teachers had relevant CPD linked to the teaching of Reading in their year group(s) and all staff had training on using the Little Wandle Letters and Sounds Revised scheme. An audit completed by the Reading Hub and the results of the KS2 SATs results show Reading as a strength in the school. At the end of the 2021-22 academic year, 77% of PP children were reading at ARE. This is a significant increase from the 2020-21 academic year but it should be noted that the data from the 2020-21 academic year is skewed due to the gaps in learning we were experienced due to school closures.

The mental health lead in the school has attended a variety of training linked to mental health which she then delivered to all teaching staff during the year. As a result of the training, the school has adopted the Zones of Regulation approach which aims to help children to understand their emotions and self-regulate. Central and classroom displays were created this year and staff have learnt about the Zones of Regulation. The vocabulary and system will be introduced to children in the 2022-23 academic year and its impact monitored.

All children accessed a variety of enriching experiences both in and outside of school. These experiences ranged from attending an exhibition at the Laing Art Gallery to visiting a local farm. Teachers have informally assessed children's cultural capital after these experiences and discussed how much all children benefit from these trips. It has also been noted in our 2021 Ofsted report how some Y5 and Y6 children spoke positively about an experience they had where they met the poet Joseph Coelho virtually.

Due to a focus on Communication and Language during play and adult-led activities in Reception, all PP children in Reception reached GLD in these aspects of the Early Years Framework.

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
Little Wandle Letters and Sounds Revised	Wandle Learning Trust