

## 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	Eaton Bray Academy
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	9.86%
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	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynne Mercer
Pupil premium lead	Jayne Cosgrove
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,900

# Part A: Pupil premium strategy plan

## Statement of intent

The main objective for our disadvantaged children is that they are able to join in with school life completely to the best of their ability, that we close the gaps academically and make an inclusive environment for children from all backgrounds. This means removing barriers to learning and social stigmas.

At present our current pupil premium strategy plan works towards achieving those objectives by allocating funding in a targeted manner that is efficient and effective. By closely monitoring the impact of the spending and altering strategies where necessary.

We make careful decisions while thinking about each individual child, their barriers and needs and any advice provided by professionals.

## Challenges

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

Challenge number	Detail of challenge
1	Less support at home due to a range of barriers including overcrowding, illiterate parents, parents working, different aspirations for the child.
2	Weak language and communication skills.
3	Lack of confidence leading to isolation, peer pressure, cultural differences.
4	More frequent behaviour difficulties.
5	Less access to technology.
6	Poverty and deprivation causing hunger and illness
7	Attendance and punctuality issues

## 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
1	Remove the barriers between home and school. Improved support from home.	<ul style="list-style-type: none"> <li>• Better home school communication, with families willing to ask for help.</li> <li>• Children will be better supported at home, and parents will have the knowledge to support them.</li> <li>• Parents will understand the importance of a good education.</li> </ul>
2	Speech and language will improve	<ul style="list-style-type: none"> <li>• Assessments of speech and language will show more than expected progress</li> <li>• Progress in reading and writing at or better than expected</li> <li>• Better communication between staff and children enabling a more productive learning environment</li> </ul>
3	All disadvantaged children will feel included into every aspect of school life. Children are able to access and involved in all aspects of school life	<ul style="list-style-type: none"> <li>• All children will celebrate different cultures and have a better understanding and tolerance of different races and creeds.</li> <li>• PP children access extra-curricular clubs and trips</li> <li>• PP children access peripatetic teaching</li> <li>• PP able to access out of school care where required</li> <li>• Parents are supported to help their children access all aspects of school life</li> </ul>
4	Children's attitudes to learning will aid their progress.	<ul style="list-style-type: none"> <li>• All children in receipt of PP are role models to other pupils</li> <li>• Children model good behaviours</li> <li>• Very few incidences of poor behaviour recorded</li> <li>• Children reach their individual targets for progress in all areas</li> </ul>
5	All disadvantaged children will have access to technology	<ul style="list-style-type: none"> <li>• Children will be able to use technology to access out of school activities</li> </ul>

		<ul style="list-style-type: none"> <li>• Technology provided to those who require it to access learning at home</li> </ul>
6	No child will go hungry.	<ul style="list-style-type: none"> <li>• Break time snacks provided to children where required and additional when needed meaning no child is hungry</li> </ul>
7	Attendance will improve for disadvantaged children. Children will arrive more punctually at school.	<ul style="list-style-type: none"> <li>• Attendance for pupil in receipt of PP 95%</li> <li>• Children whose attendance falls below 95% supported to attend more consistently.</li> <li>• The number of persistent non-attenders will decrease</li> </ul>

## 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: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching	QFT has existed in one form or another since 2010. Though the minutiae of what it involves has changed over time, some core principles have remained consistent- personalising learning to pupils, encouraging greater inclusion of all pupils and working to narrow the attainment gap.	2,3,4
CPD	Opportunities for CPD focused on support and strategies for pupils in receipt of pupil premium.	

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

Budgeted cost: £22,559

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of books or schemes to assist with rapid progress	Targeted specifically at children's weakness'. Children make rapid progress. Tracking is made easier to attain progress.	4,5
Class Teacher and TA support either 1-1 or small group work to accelerate progress (interventions)	Increase the percentage of children working at ARE in W, R, M. Raise attainment in GPS. Diminish the gaps between groups of children- new joiners, persistent absentees, disadvantaged and SEN children.	1,2,3,4,5,6,

	Slower approaches and repetition ensure the learning is embedded. Children are more able to join in completely with classroom activities	
External therapists	SALT and Play therapists to address specific needs especially SEMH. Children are more settled and their confidence grows.	1,2,3,4
Peripatetic teachers for SEMH support (swimming, guitar lessons)	All children have the opportunity to take part in activities not always available to them and show their natural talents, boosting confidence and well-being. Children feel more included into school life.	1,3,4,5,7

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

Budgeted cost: £4,030

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Extra-curricular activities	Increased opportunities Cultural capital	1,2,3,4,5,6,7,
Provision of out of school care	Improve attendance Improve nutrition Support parents to be able to access work	1,7
Provision of uniform	Enable children to access learning and wear the appropriate uniform	1,7
Support to attend trips	Enable children to take part in the whole curriculum and extra curricular activities	1,7

**Total budgeted cost: £27,589**

## 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 were not published for this academic year. Analysis is based upon school internal data.

Intended Outcomes from previous plan:

A To improve the oral language skills for vulnerable groups of children

SALT and Nellie were used to support pupils' speech and language development where individuals were assessed as requiring this.

*Due to disruption this was not consistent throughout the year for all pupils targeted.*

B Increased progress in reading for PP children, especially Traveller children who are not heard read at home.

When children were in school regular 1:1 reading provided children with these opportunities. Disruption to the school year limited the impact of this. Expected progress in reading over 1 year would be 6.0. Pupils in receipt of PP achieved a mean of 3.1 points. There was a wide disparity between individuals within this group with 10 pupils achieving greater than expected progress and 7 pupils achieving less than expected progress thus skewing the overall progress.

Attendance was a key factor for some of those who did not achieve the expected progress.

C Improve progress in phonics for PP children

Phonics progress was greatly impacted by disruption to children's learning. Children in receipt of PP in the younger year groups presented with large gaps in their knowledge following the return to school. Of the 4 children eligible for Pupil Premium who completed the phonics screening check 0 passed. These pupils were supported by additional groups and tutoring, additional support will continue into the next academic year.

D To develop a concrete, pictorial, abstract (CPA) approach by ensuring teachers are using a greater range of concrete resources within lessons

To develop children's rapid recall of times table facts

To develop maths intervention programmes across the school

CPA approach in place in all classrooms across the school. Use of Times Tables Rockstars to support other teaching of times tables facts.

Pupils in receipt of Pupil Premium made an average of 1.5 points progress in Maths, with 11.1% achieving the expected standard. Continued support will be in place in the next academic year.

E Increase attendance for pupils eligible for PP

Support was provided through CBC attendance team. Regular discussions and support was provided by school staff to pupils who were not in attendance.

The impact of Covid-19 particularly at the start of the academic year meant that many families were reluctant to return which impacted attendance rates. Some pupils from this group who were entitled to attend during school closures also chose not to which impacted on absence rates. By the end of the year attendance had improved.

### **Summary of Attendance**

	Number	% of Possible
Present (including Approved Educational Activity)	5064	81.88
Present (excluding Approved Educational Activity)	5032	81.36
Unauthorised Absence (incl. Unauthorised Lates)	199	3.22
Unauthorised Absence (excl. Unauthorised Lates)	184	2.97
Authorised Absence	922	14.91
Approved Educational Activity	32	0.52

F Provision is made for children eligible for PP to engage with home learning

Support provided for pupils through individual phone calls and communication, provisions of technology and provision of other resources where needed.

G Emotional issues for children eligible for PP will be reduced through tailored provision

Support provided for pupils through individual tailored support. Regular communication with parents where required.

H Any talents/interests that children have are to be nurtured and developed including music and sport

Music tuition provided to pupils in receipt of PP. Competitive sport was more restricted meaning that less opportunities were able to be provided.

## 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*

<b>Programme</b>	<b>Provider</b>
SALT	Owl therapy
Peripatetic music teachers.	Individual private peripatetic teachers

## Service pupil premium funding

*Not applicable*

## Further information (optional)

Specialised books were purchased to target specific groups of children so that we can close the gap for attainment.

Outside agencies were used to support children with extra needs.

Open door policies have been adopted to break barriers between home and school and to widen contact.

Interventions have been closely monitored for progress and success. If not enough shown then they have been altered accordingly.