

Pupil premium strategy statement

This statement details East Bergholt CEVC Primary's use of pupil premium (for the 2024 to 2025 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	East Bergholt CEVC Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Clare Sampson
Pupil premium lead	Laura Tuttlebee
Governor / Trustee lead	Chris Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,100

Part A: Pupil premium strategy plan

Statement of intent

At East Bergholt CEVC Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, trauma and emotional impairments related to SEND needs. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Assessments, observations and discussions with pupils suggest that disadvantaged pupils have a lack of consistency of support at home with homework completion, reading support, sporting experiences and enrichment activities.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	<ul style="list-style-type: none"> • Regular termly assessments will track progress in core subjects (Math, English, Reading) • Standardised test scores (e.g., SATs) will be compared between disadvantaged and non-disadvantaged pupils • An increased number of disadvantaged pupils will meet or exceed age-related expectations, reducing the attainment gap compared to non-disadvantaged pupils.
To address and support the social and emotional needs of disadvantaged pupils, reducing anxiety, trauma and emotional impairments.	<ul style="list-style-type: none"> • Regular well-being surveys and teacher observations will assess pupils' emotional health • Data from school ELSA and SEND support reports will track improvements in individual pupils' emotional states • There will be a reduction in reported cases of anxiety and trauma-related issues among disadvantaged pupils
To enhance the consistency of support at home for homework completion, reading support, and participation in sporting and enrichment activities.	<ul style="list-style-type: none"> • Annual surveys will measure parental engagement and involvement in their children's education • Track the rate of homework completion among disadvantaged pupils • Monitor participation in school-organised sporting events and enrichment activities • Parental engagement scores will increase as will homework completion rates, and participation in extracurricular activities will increase among disadvantaged pupils.
To close the oral language and vocabulary gap between disadvantaged pupils and their peers	<ul style="list-style-type: none"> • Regular assessments of oral language skills and vocabulary from Reception through to KS2 • Qualitative observations from teachers on language use in the classroom. • Progress reports from speech and language therapists. • Disadvantaged pupils will achieve age-appropriate levels in oral language and vocabulary, as measured by standardised language assessments.

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: £500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional support.</p> <p>ELSA (Emotional Literacy Support Assistant) supported by professional development and supervision for one staff member.</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><i>Education Endowment Fund Diagnostic Improving Social and Emotional Learning in Primary Schools</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2</p> <p>ELSA Supervision</p> <p>£500.00</p>

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

Budgeted cost: £ 26,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments in reading (PIRA)</p> <p>White Rose termly assessments in maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><i>Education Endowment Fund Diagnostic Assessment Evidence Insights</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1706640166</p>	<p>1 and 3</p> <p>PIRA Tests - £1,200.00</p> <p>SATs books - £300.00</p>
<p>Daily reading introduced in each classroom for pupils who do not have the opportunity to practice at home.</p>	<p>Reading is a great habit. Like all habits, it needs repetition and regularity to establish itself.</p> <p><i>National Literacy Trust: Reading to Children is so Powerful</i></p> <p>https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/</p>	<p>1</p> <p>Daily Reading Support- £406.00</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p><i>Education Endowment Fund – Phonics</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p> <p>Fully qualified intervention teacher</p> <p>£11,635.00</p>

<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support.</p>	<p>There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.</p> <p><i>Education Endowment Fund – Catch Up Numeracy</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy?utm_source=/projects-and-evaluation/projects/catch-up-numeracy&utm_medium=search&utm_campaign=site_search&search_term=mastering%20maths</p>	<p>1 Teaching Assistants £12,700.00</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer frequent sporting experiences	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves and offer benefits for core academic attainment particularly literacy and mathematics.</p> <p><i>Education Endowment Fund Physical Activity</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_search&search_term=enrichment%20activities</p>	<p>3</p> <p>Sports Coach-£1,047.00</p>
To offer speech and language therapy to individual pupils weekly	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><i>Education Endowment Fund Oral Language Interventions</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>4</p> <p>SALT interventions weekly £5,352.00</p>
<p>Improve the quality of social and emotional support.</p> <p>ELSA (Emotional Literacy Support Assistant) supported by professional development and supervision for one staff member.</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><i>Education Endowment Fund Diagnostic Improving Social and Emotional Learning in Primary Schools</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2</p> <p>ELSA Sessions for pupils in the afternoons £7000.00</p>

Total budgeted cost: £40,096

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 to 2023 academic year.

Improved Reading and Maths Attainment Among Disadvantaged Pupils

Throughout the 2023-2024 academic year, the school's pupil premium activities have led to significant improvements in reading and maths attainment among disadvantaged pupils. Specifically, reading outcomes for pupils in KS2 show that over 67% of disadvantaged pupils met the expected standard in reading, and 86% of disadvantaged pupils met the expected standard in maths. This improvement is attributed to targeted interventions, including daily reading, Little Wandle Catch up sessions and Number Stacks – all provided by teaching assistants. Regular internal assessments have also confirmed consistent progress in maths, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.

Sustained High Levels of Wellbeing

The school's efforts to enhance and sustain wellbeing among all pupils, particularly disadvantaged ones, have yielded positive results. This is evidenced by qualitative data collected from student voices, student and parent surveys and teacher observations. Pupils reported feeling more supported emotionally and socially, which has positively impacted their engagement and performance in school. The introduction of the ELSA programme has increased access to school support and played a crucial role in this success.

Daily Reading Support

To address the lack of reading practice at home, the school implemented a daily reading support program for pupils, focusing on those who do not have frequent opportunities to read outside of school. This initiative has been particularly beneficial for our disadvantaged pupils, as it has provided them with consistent practice and support. Teacher observations and reading assessments indicate that pupils participating in this program have shown marked improvements in their reading fluency and comprehension skills.

Increased Participation in Sporting and Enrichment Activities

The school has made significant strides in offering frequent sporting experiences and enrichment activities to all pupils, with a particular focus on disadvantaged pupils. By providing financial support and removing barriers to participation, the school has seen a substantial increase in the number of disadvantaged pupils engaging in these activities. This increase is reflected in our qualitative data, which shows heightened enthusiasm and participation in school events and extracurricular activities.

Improved Oral Language Skills and Vocabulary

Assessments and observations throughout the year indicate significant improvements in oral language skills and vocabulary among disadvantaged pupils. This progress has been validated through multiple sources, including classroom engagement, book scrutiny and ongoing formative assessments. The integration of vocabulary-building activities into the curriculum and the provision of speech and language therapy sessions have been instrumental in achieving these outcomes.

Summary

The targeted pupil premium activities undertaken in the 2023-2024 academic year have led to notable improvements in academic attainment, wellbeing, and engagement among disadvantaged pupils at East Bergholt CEVC Primary School. Our focused interventions and support systems have effectively addressed the challenges faced by these pupils, contributing to their overall development and success.

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	
Number Stacks	