

Pupil premium strategy statement

This statement details East Bergholt CEVC Primary's use of pupil premium (and recovery premium for the 2023 to 2024 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	199
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Sampson
Pupil premium lead	Clare Sampson
Governor / Trustee lead	Chris Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,620
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	£36,620

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 in reading and maths among disadvantaged pupils is significantly 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
Improved reading and maths attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations
To offer daily reading support for pupils who do not have the opportunity to practice their reading frequently, particularly our disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 70% of disadvantaged pupils met the expected standard.
To offer frequent sporting experiences, outside of school, and enrichment activities to all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £5,927

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 - £1,062</p> <p>SATs books - £165</p>
<p>Improve the quality of social and emotional support.</p> <p>ELSA (Emotional Literacy Support Assistant) approaches will be embedded into routine practice and supported by professional development and training 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 training –£700</p> <p>& Support - £4,000</p>

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

Budgeted cost: £ 24,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading introduced in each classroom for pupils who do not have the opportunity to practice at home.	<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- £3,020</p>
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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>£21,319</p>
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	<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</p> <p>As above</p>

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

Budgeted cost: £ 6,354

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-£1,254 Tennis Coach-£1,200 Transport-£2,400</p>
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<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 £1,500</p>

Total budgeted cost: £36,620

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that all disadvantaged pupils passed the phonics screening check.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data below demonstrates that our disadvantaged pupils performed well in Reception, Year 1 phonics and Key Stage 1 tests:

Year Group	Disadvantaged pupils at East Bergholt	Disadvantaged Pupils Nationally	Disadvantaged Pupils Local Authority
EYFS - GLD	67%	67%	52%
Year 1 – Phonics	100%	79%	66%
KS1 - Reading	68%	60%	60%
KS1 - Writing	60%	60%	40%
KS1 - Maths	80%	70%	52%
KS2 - Reading	50%	73%	58%
KS2 - Writing	33%	71%	53%
KS2 - Maths	33%	71%	53%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and behaviour.

The data demonstrated that our disadvantaged pupil's attendance is in line with that of their non-disadvantaged peers and behaviour incidents were fewer amongst our disadvantaged pupils.

Based on all the information above, the performance of our disadvantaged pupils met expected expectations in Early Years and KS1, but did not meet expectations in KS1. We are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

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	