

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	Eyam CE primary School
Number of pupils in school currently September 2023	62
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2022/2023 and 2023/2024
Date this statement was published	2023 September
Date on which it will be reviewed	July 2024
Statement authorised by Pupil premium lead	Oona Gilbertson Headteacher
Chair of Governors	Claire Walsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10185 previously £12105
Recovery premium funding allocation this academic year	£1015 previously £1160
Pupil premium for a specific child, short term	none
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£11200 previously £16100

Part A: Pupil premium strategy plan

Statement of intent

We intend to ensure every child, irrespective of their background or the challenges they face, makes good progress and achieves across all aspects of learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are a young carer or whose parents have mental health needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We recognise that not all children who receive free school meals will be socially disadvantaged and that not all children that are disadvantaged have free school meals. We allocate Pupil Premium funding to support any child the school has identified as being disadvantaged and should be making better progress.

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 and or 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through an in-school Tutoring Programme for those whose education has been affected by a range of issues, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs. 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
- start to build resilience throughout school at all opportunities such as mental wellbeing activities, sports, celebrations of achievement and participation.
- provide a reflective and creative curriculum including regular art, music, forest school, emotional literacy support and outdoor learning

Barriers to success

Challenge number	Detail of challenge
1	Assessments including formative marking, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 5 years, approx. 50% of our disadvantaged pupils arrive below age-related expectations. This gap remains to the end of KS2 and children find it a challenge recalling and applying knowledge .
4	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. This barrier continues to effect the progress of many children: their capacity and resilience. This issue continues with our current cohort. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing .
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure and now as a result of the crisis in the standard of living. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher concern and the % of those with additional and different SEND needs continues to escalate.
6	Our attendance data for 2021-2022 and 22-23 indicates that attendance among disadvantaged pupils has been much lower than that of non-disadvantaged pupils. Whilst attendance has improved for some of our PP children we are very aware that being off school can rapidly effect a child's learning and confidence and routine. We are in regular communication with any family who has absent children and encourage all pupils to attend. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.(persistent absence had been an issue for 72% of our PP children in 20-21 this has reduced to 43% but we wish to maintain a focus in this area.
7	Disadvantaged pupils are less likely to put themselves forward, to independently grow and show self-belief. Positive mental health education is vital to build emotional literacy and resilience as well as build pupil confidence in a supportive network of friends, staff and wider professionals. Staff need to continue to ensure equity as

	well as equality and educate the community about ensuring everyone can participate. In 23-24 the school is focusing on advocacy which will be particularly important for this cohort of learners.
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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 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2022/23 show that more disadvantaged pupils met the expected standard. Gaps are narrowed in phonics knowledge. SPAG outcomes in 2023 were improved in Y2 and UKS2. (NB Several PP pupils also have additional needs and so there are various additional challenges for these pupils)
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2022/23 show that a higher % of disadvantaged pupils met the expected standard compared to their entry point / previous years attainment levels.
To narrow any learning gaps for all pupils in our school, particularly our disadvantaged pupils.	<p>Narrow gaps – data shows an increase in the attainment of disadvantaged pupils</p> <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 disadvantaged pupils • increase in recall and attainment and pupil participation in lesson review/ contribution. • Improvement of self confidence amongst the pupils, a more positive growth mindset.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • overall absence rate for all pupils to continue to reduce after the pandemic and the attendance gap between disadvantaged pupils and their non-disadvantaged peers be reduced.
To continue to develop emotional literacy in all pupils with a focus on	All pupils are more able to discuss mental health:

vocabulary confidence and resilience throughout the wider curriculum	<ul style="list-style-type: none"> • whole school approach to develop vocabulary to describe feelings and emotions • range of ideas used in school to establish regular in class provision: build resilience to prevent (tier one support for all) • proactive support and intervention if needed (protocols) • whole cohort discussions about peer on peer abuse, how to keep safe, online safety and advocacy strategies for KS3
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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: **£14 000 (in class)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff focus on metacognitive stem sentences and using HOT vocabulary</p> <p>EYFS staff model self regulation. HT/SENDSCO works with pupils 1:1 and ELSA to facilitate language use and self belief</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4, 1, 7
<p>23-24 QfT group and teach in cohorts or ability groups <10 children for phonics and LKS2 class groups</p>	<p>Small group specific teaching targeted to needs</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4
<p>23-24</p> <p>Purchase of standardised diagnostic assessments for spelling issues .</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>23-24</p>	<p>Staff using the principles of high quality literacy to teach reading comprehension and develop vocabulary</p>	1,2,4,

<p>Induct new staff: Weekly reading and comprehension and follow up using specific curriculum vocabulary. Ensure both word detective lesson and lesson study focus</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Whole class use of these principles</p> <p>Embedding dialogic (high quality talk) activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1,4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p><u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery resources for ensuring fluency variance and worded problems are used regularly).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational</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>5 7, 6,</p>

practices and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Staff training linked to mental health and wellbeing – focus on attachment and emotion coaching	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: **£1560 + (1:1 tutor and specific support)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group intensive support at KS1 toextoe and Sound Discovery type interventions linked directly to the phonics Twinkl Scheme</p> <p>Use of phonics support into KS3 where needed</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>And working in small groups regularly in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4, 7</p>
<p>Phonics in year groups – very small groups by age for learning, recall, practice and moving into early writing.</p>	<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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>A blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, some of whom who are high attainers.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 2, 7,</p>
<p>Emotional and behavior support: £ 2835</p>		
<p>Including emotional language development</p>	<p>Enabling every child to be taught in the class environment but have opportunities to take</p>	

and individual behavior support.	time out to learn to self regulate https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/meta-cognition-and-self-regulation	
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Wider strategies (related to attendance, Whole School strategy of compassionate systems with future orientation, healthy learning environment, wellbeing)

Budgeted cost: £250 + £290 + lunch clubs + music tuition and milk costs (PTFA kindly support trips costs) Buddy training + extra staffing for Forest School trips.

Activity	Evidence that supports this approach	Challenge number(s) addressed
22-24 Whole staff training on mental health – emotion coaching and trauma	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6, 7
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
ELSA support – 1:1 intervention for most needy children struggling with self regulation, anger or anxiety. Nurture class run twice weekly this year to support a range of needs including disadvantaged and those with emotional and SEND needs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	7
Supported 1:1 instrumental music lessons for those who are PP .	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Attendance at activities such as This Girl Can or girls football events – including staffing and transport, ensuring all pupils take part in		5,6,7

competitive sport and Fiery foxes lunch club if possible (bearing in mind changing Covid situation).		
Lunch clubs run by SMSA such as Change 4Life, Firery Foxes, reading Club, Eco, gardening.		5,6,7
Action4Chidlren is offered as is a referral to early help should the need arise, in discussion with the SENDCO / DSL / HT	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6,7
Promotion of outdoor learning, forest school including outdoor play, sport, active learning and for EYFS and KS1 regular outdoor play based learning is vital this year.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1,5,6,7
Whole school continuation of values lead learning through an active vision, promotion of pupil leadership and responsibilities, active Eco and Global awareness as well as regular charity and community events.		5,6,7

Total budgeted cost: £17 000 including catch up funding of £145 per PP child

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address well-being, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Top up of 1:1 music lessons and encourage to attend French Club / sports clubs

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.

Our internal assessments during 2022-2023 suggested that the performance of disadvantaged pupils was better than in the previous years in key areas of the curriculum. Pupils in y5 and y6 had SEND needs which also required support and staffing expertise. Attendance improved and in KS1 this had a positive impact.

Staff worked using both QfT in classes and were well supported by TAs often working in small groups and on additional 1:1 interventions based on phonics revision / SPAG and gap filling. There remain gaps in attendance for several families who have wellbeing needs and so we are continuing to tackle this area across school.

As a school we also learnt from our post covid period and ensured there continued to be regular wellbeing activities and time for the children to feel less pressured and remain both active and interested. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

All our children but especially those who may be disadvantaged, benefit from a broad and varied curriculum which continues to include trips, concerts, visitors and outdoor learning. We strive to provide a wide range of options to support disadvantaged families even if they are not officially in this category.

