

Pupil Premium Strategy Statement for East Harptree Primary School

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged (priority) 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 Harptree Primary School
Number of pupils in school	82
Proportion (%) of pupil premium eligible pupils	8.2%
Academic years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ian Harvey, Headteacher
Pupil premium lead	Ian Harvey
Governor / Trustee lead	Nick Alexander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,290

Priority Pupil Strategy 2024/27

Statement of intent

We recognise that our children come to school from very different contexts and that their readiness for the school day can be varied. Our duty is to ensure that school systems and support are in place to address the barriers that our children face. We aim to ensure that our schools are inclusive, welcoming environments for everyone.

National figures for the educational outcomes of children from disadvantaged backgrounds are significantly below average. We want to ensure that for their time with us at Ubley Primary School, all pupils, including those disadvantaged children, are able to succeed and reach their fullest potential.

Our intention is that all children, irrespective of their background or the challenges they face, make good social and academic progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support our priority pupils to achieve that goal, including progress for those who are already high attainers.

We recognise that transition, mobility and change can be especially challenging for some children so additional support in these areas is also important. Surveys have indicated that some of our priority pupils do not always feel engaged in school life or have a belief in themselves to achieve. Our top priority is that the highest quality of teaching is provided on a day- to-day basis, alongside sensitive and pastoral support and the positive engagement of our most vulnerable families will result in the best outcomes.

We continue to provide the EEF approved CPD to all staff to add evidence-based precision to our educational offer. This, combined with regular monitoring and clear, constructive feedback from the school leadership team and LSP, will ensure teaching can be of the most impactful. The removal of all barriers to achievement is key – to do this we ensure that we know and care about our children and families through a fully embedded nurturing approach.

A significant barrier to improved attainment is attendance. We have a carefully tailored approach that takes into account the specific needs of individual children and families. We have a rigorous approach to this issue – with positive family relationships at its core.

Reading is central to all children's academic development, it also a pathway to new opportunities – as such the progress of reading within our disadvantaged cohort is of central importance. Through carefully monitored intervention and carefully planned whole school approaches, the route from phonics through fluency, comprehension and ultimately enjoyment is structured in such a way to provide all children all opportunities to progress. Ensuring that priority is given to reading support, carefully monitored by the English leaders and following the advice of the most up to date research is paramount for overall educational achievement to be obtained.

Ensuring a culture that places the acquisition of vocabulary at the heart of it and takes into consideration the varying language acquisition of all pupils. Accessible trips and visits as well as a carefully structured curriculum are designed to support cultural capital in all children.

As a school we have built our school development plan on these principles with the aim of delivering the best possible provision for our priority children. We believe that every child must be supported appropriately to achieve success (academic, socially and physically) no matter what their background is. The careful use of Pupil Premium funding supports the attainment of those children who may be at risk of underachievement.

Summary of Principles

- High expectations - we recognise that high quality provision with a strong emphasis on phonics, language and reading alongside number is crucial to all our children but particularly to our priority children.
- We aim to provide a warm, welcoming environment in line with the six principles of nurture, so that all children feels that they belong.
- We ensure that all children have the resources that they need and receive excellent instruction from expert teachers so that they can benefit from all aspects of the curriculum and enrichment activities.
- Establish a strong system of transition at all stages of a child's journey which recognises the part that families play in these events so that barriers of change are reduced.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of priority pupils are adequately assessed and addressed,
- All our work through the pupil premium will be aimed at identifying and overcoming barriers to learning and accelerating progress for these children in order to close the gap with age related expectations.
- We will be deliberate in the quality assurance activities that take place so that these are conducted through the lens of those who need the most support.

How we will ensure effective use of the Pupil Premium:

- The governors in consultation with the headteacher and leadership team and staff, will decide how the pupil premium grant is spent. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- The school will assess what additional provision should be made for the individual children.
- The school will be accountable for how it has used the additional funding to support the achievement of those children covered by the pupil premium.

- The Headteacher will report to the governing body on how effective the intervention has been in achieving its aims, including publishing online information about how the grant has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium grant, and this will form the central focus of all pupil progress meetings.

The aims for our disadvantaged pupils are:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Remove barriers to learning created by poverty, family circumstance and background
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Lighthouse Schools Partnership Trust Priority

Improving the outcomes of our disadvantaged pupils is a priority for the Trust that we work in (Lighthouse Schools Partnership). We work towards full delivery of the Trust Strategic Plan for Disadvantaged pupils and these objectives form a key part of our School Improvement Plan.

The Trust draws on evidence and research from the EEF to develop its strategy. As a school we have developed our School Improvement Plan that builds on these principles in order to deliver the best possible provision for our disadvantaged pupils. We use the EEF tiered approach as a basis for our approach to spending for disadvantaged pupils:

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.

Targeted academic support- Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good

progress across the spectrum of achievement. How our teachers and teaching assistants provide targeted academic support, is a second component of our pupil premium strategy.

Wider strategies: We recognise that many of the barriers to pupils' learning are wider than just their academic needs. With this in mind, we intent to support our disadvantaged pupils through wider strategies including: additional support with attendance, increasing our focus on pupil wellbeing and ensuring that all pupils have access to rich social learning experiences/residential trips.

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

All our work through the pupil premium will be aimed at identifying and overcoming barriers to learning and accelerating progress for these children in order to close the gap with age related expectations. Pupil premium resources may also be used to target higher attaining children to ensure that they do not underachieve. Our focus for these children will also be to raise motivation and self-esteem. We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these children. The range of provision we may consider making for this group could include:

- Expectation for quality feedback daily for these children during and/or after the lesson
- Targeted 1:1 or small group support either with a teacher, a TA or other teacher. The use of tailored programmes with clear pedagogical guidance
- Clear, inclusive attendance protocols and support for specific SEMH needs
- Structured conversations involving the class teacher, the pupil, the pupil's parents/carers and leaders
- Additional lunchtime support as needed
- Supporting families with payment for trips, clubs, music lessons, breakfast/after school clubs, or other suitable opportunities
- Supporting families with the purchase of uniform/clothes or specialist resources according to need

Challenges

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

Challenge number	Detail of challenge
1 Learning	Assessments, observations, and discussions with priority pupils suggest they generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers. Assessments indicate that maths and writing attainment among priority pupils is significantly below that of other pupils.
2 Language	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary skills among many priority pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our priority pupils than their peers.
3 SEMH	Managing transitions and change is a significant challenge for some of our priority pupils. Ensuring that all school systems, procedures and interventions are in line with the six principles of nurture and reduce social barriers so that every child feels that they belong.
4 Cultural	Our priority pupils do not always have the same cultural opportunities outside school that provide access to a wide variety of experiences to develop their cultural capital .
5 Attendance	Maintaining consistent good rates of attendance and punctuality for some of our priority pupils alongside positive relationship between home and school.

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 raise the standards of all teaching through consistent CPD and a rigorous and reflective process of monitoring and feedback	<ul style="list-style-type: none"> - Directed implementation of EEF approved Walk Thrus teaching coaching model, including : modelling, scaffolding, guided practice, retrieval practice, chunking, clear modelling etc. – removing barriers to learning. - Priority pupils a clear focus for developmental drop-ins, pupil progress meetings, book looks, moderation and pupil voice monitoring activities.
To reduce the attainment gap between priority and non-priority pupils for Reading, Writing and Maths.	<ul style="list-style-type: none"> - The attainment gap is reduced in Reading, Writing and Maths.

	<ul style="list-style-type: none"> - Achieve outcomes in-line with, or above, national average by the end of KS2.
To develop language, phonics and reading skills for our priority children, in early years/KS1.	<ul style="list-style-type: none"> - Clear phonics and reading progression have allowed for priority children to achieve in line with their peers in phonics and reading
To achieve and sustain improved wellbeing and sense of belonging and aspiration all children but particularly our priority children	<ul style="list-style-type: none"> - High levels of wellbeing and aspiration are demonstrated by data from pupil voice, child and parent survey and teacher observations. --full access and participation of pupils in a wide range of clubs and activities
To maintain good, consistent attendance and punctuality rates for our priority children and positive relationships with families.	<ul style="list-style-type: none"> - New policy used effectively to ensure that the number of persistent absence is below national, and attendance of priority pupils is in line with all other children. - Punctuality for priority pupils will be in line with other pupils across the school

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£9163.70**

Activity	Evidence that supports this approach
<p>Ensuring the children receive the highest quality teaching and support is vital, especially for our priority and vulnerable learners. As such, professional development is given priority to support the implementation of evidence-based, EEF approved approaches to continue to refine our practice.</p> <p>At Ubley, this will centre around the Walkthrus' Five Step Guides to Instructional Coaching with a particular focus on 100% participation, scaffolding, clear modelling, questioning, challenge and effective feedback. These are inherent within everyday teaching. These approaches are backed by clear research and based upon Rosenshine's principles of instruction. If we get this right, our priority pupils will reap the benefits, alongside all children.</p> <p>This will be further supported by reference to the EEF toolkits for supporting vulnerable children, SEND and best use of TAs within the classroom, as well as a specific focus on embedded reading fluency strategies.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Phonics training • Participation in the Boolean Hub for maths and staff training • Walk-thru training undertaken by all staff • Reflective and instructive monitoring of interventions 	<p>Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit':</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) <p>We recognise that high quality teaching in the classroom will have the biggest impact on all learners, especially priority pupils. Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum that responds to the needs of the pupils is central to our approach</p> <p>The EEF toolkit indicates that the biggest proportion of time, energy and resources should be spent on delivering the highest quality teaching</p> <p>Walkthrus are underpinned by Rosenshine's principles of instruction.</p> <p>Research found that good teachers are especially important for pupils from disadvantaged backgrounds – Sutton Trust. EEF: Closing the Attainment Gap Key Lessons Learned Evidence from Education Endowment Foundation,</p>
<p>CPD focus on the effective formative assessment /Ted Sherrington and TLAC materials</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure</p>

<p>Purchase of standardised diagnostic assessments (NFER for Y3-6, SATs for Y2 and Y6) Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>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> <p>EEF Effective formative Assessment</p>
<p>Embedding language development activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. All staff are consistently using retrieval /Rosenshine’s Principles and effective Walk Thru techniques in lessons – ensuring that the development of effective approaches including increased participation, engagement - language and vocabulary is prioritised in lessons.</p>	<p>There is a strong evidence base that suggests a strong focus on language/vocabulary development in the classroom, including dialogic activities such as high-quality classroom discussion, have a high impact on reading:</p> <p>Oral language Toolkit Strand Education Endowment Foundation EEF</p>
<p>Use of the Read, Write Inc synthetic programme and resources to strengthen phonics teaching for all pupils.</p> <p>Providing increased leadership time for phonics and English lead to secure stronger phonics teaching for all pupils. LSP phonics curriculum training day for all school staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>
<p>Enhancement of our maths and writing 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 (Mastering Number) and CPD (including Teaching for Mastery training).</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>
<p>Employment of a trained, skilled learning support assistant and some supply cover to release teachers to deliver intervention groups.</p> <p>Interventions are used to compliment a daily diet of quality teaching creating solid foundations for our pupils and thus support raised levels of achievement. Teachers can tailor these interventions to meet the specific needs of the individual children and so progress their learning most effectively.</p>	<p>Evidence from Education Endowment Foundation, ‘Teaching and Learning Toolkit’:</p> <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) <p>1, 3, 4 and 5</p>
<p>Improve the quality of social and emotional learning.</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</p>

Jigsaw and Nurture UK approaches will be embedded into routine educational practices and supported by professional development and training for staff. Purchase of the whole school Jigsaw portal/ CPD training Nurture UK	performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)
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Targeted academic support

Budgeted cost: **£5532.80**

Activity	Evidence that supports this approach
Additional Read Write Inc phonics sessions targeted at disadvantaged pupils who require further phonics support. Further targeted support for phonics through Nessy intervention programme	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: Phonics Toolkit Strand Education Endowment Foundation EEF
Some supply cover to release teachers to provide intervention groups. Interventions are used to compliment a daily diet of quality teaching creating solid foundations for our pupils and thus support raised levels of achievement. Teachers can tailor these interventions to meet the specific needs of the individual children and so progress their learning most effectively.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': <ul style="list-style-type: none"> • Mastery Learning (+ 5 Months) • Phonics (+5 months) • Reading Comprehension Strategies (+5 months)
Reading targeted for KS2 pupils who are not yet fluent readers.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Reading Comprehension Strategies (+5 months) DfE Reading Framework 2021
Additional Maths interventions/feedback including Third Space Maths. Some pre-teaching and post activities to ensure they can effectively engage with the maths curriculum	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit'

Wider strategies

Budgeted cost: **£2593.50**

Activity	Evidence that supports this approach
<p>Additional whole staff training on effective systems for managing transitions and changes – in line with the six principles of nurture. Continue to develop our whole school culture to make it as inclusive and welcoming as possible for all pupils.</p> <p>Boxall social assessment profiles across the school/cover time to complete assessments. Implement strategies indicated by Boxall assessments using Nurture UK and Theraplay approaches.</p> <p>Jigsaw and Nurture UK approaches will be embedded into all school systems and routines and supported by ongoing professional development and training for staff. Regular use of the online whole school Jigsaw portal and Nurture UK resources</p> <p>Frequent attendance/time-keeping pastoral support to families and children including daily check-ins/mentoring support with well-being, transitions and attendance.</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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>
<p>Wider opportunities for disadvantaged pupils to develop their cultural capital. Participation in clubs, trips, events and the Y5/6 residential trip</p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – Behaviour Interventions = +4 months Social and Emotional Learning = +4 months</p>

Total budgeted cost: £17,290

Pupil Premium Strategy Review/Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Pupil premium funding is fully utilised to have maximum impact on the learning and well-being of children.

High-quality teaching has been 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Observations over time show that the following strategies have had a good impact on the development of teaching and learning in the school this year. Staff undertook programme of CPD: · Subject Networks · Instructional coaching · Pedagogy Development phonics training by the English Hub · Participation in the NCETM 'Ready to Progress' programme. We purchased and used additional standardised diagnostic assessments (NFER for Y3-6, SATs for Y2 and Y6) and trained staff to ensure assessments are interpreted and administered correctly.

Embedding language development activities across the school curriculum. Supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. All staff are consistently using retrieval /Rosenshine's Principles in lessons – ensuring that the development of language and vocabulary is prioritised in lessons.

Use of the Read, Write Inc synthetic programme and resources to strengthen phonics teaching for all pupils. We have provided increased leadership time for phonics and English leaders to secure strong phonics teaching for all pupils. We delivered phonics curriculum training day for all school staff.

We funded some teacher release time to embed key elements of guidance in school and to access Maths Hub resources (Mastering Number) and CPD (including Teaching for Mastery training). A second approach has been to deliver some targeted academic support- Additional Read Write Inc phonics sessions targeted at disadvantaged pupils who require further phonics support. Wider strategies: We have also supported our disadvantaged pupils through wider strategies e.g. support purchasing clothes, participation in clubs, sports, trips, music, events, and trips.

Observations by Ofsted and our school improvement learning partner noted the positive academic and outstanding personal development support for our children,

We give priority during pupil progress meetings to our targeted children. Attendance support has also been provided and we have seen an improvement in attendance rates.

Further information

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including trust evidence gathering audits, assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure even better outcomes for pupils.