

# Pupil premium strategy statement – Eileen Wade Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	5.53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Lisa Virnuls
Pupil premium lead	Lisa Virnuls
Governor / Trustee lead	LauraMay Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9655
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£9655

## Part A: Pupil premium strategy plan

### Statement of intent

At Eileen Wade our pupils from disadvantaged backgrounds are a small group. Each and every one of them is precious to us. Many of these pupils have additional barriers to learning, some join us from other schools. We intend for all of our pupils from a disadvantaged background to leave Eileen Wade as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real life experiences. They will compete in a team and/or play an musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

### Challenges

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

Challenge number	Detail of challenge
1	Quality of writing including spelling and handwriting.
2	Gaps are widened due to covid – children needing 1-1 support and interventions within the classroom
3	Speech and language difficulties
4	Low self-esteem, negative attitude to learning and fear of failure. Low academic starting point. Impact of Covid 19
5	Lack of engagement from both parents and pupils in terms of homework and home learning

### 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
For disadvantage pupils to meet their academic potential	Assessments and observations show that disadvantaged pupil's progress is improving

To improve writing attainment across the school	Assessments and observations show that disadvantaged pupil's spelling and writing are improving alongside their vocabulary.
For vulnerable pupils to be supported to access all areas of school life in order to maximise engagement, attention and attainment.	Disadvantaged pupils are engaging in all areas of school life - including homework, afterschool activities, sports clubs and trips.
Low self-esteem, negative attitude to learning and fear of failure. Low academic starting point needs. Impact of Covid 19	Sustained high levels of wellbeing from 2021/22 demonstrated by: student voice, student and parent surveys and teacher observations  a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

## 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: £3711

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers attend CPD in new Writing approach with Jane Considine	Promoting fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling will improve literacy skills for all children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	1,2,3
Subject leaders - time to develop their subject especially Mastery learning and to ensure all needs are catered for	An effective strategy especially for Primary school children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1,2,3,4

Purchase of online subscriptions to encourage engagement and motivation for both parents and pupils for home work and home learning where needed.	<p>Pupils eligible for free school meals typically receive additional benefits from homework.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p>	1,2,3,4,5
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 4556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide TA support across all year groups to support vulnerable children	<p>TA interventions whether it is one to one tuition or small group work is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3,4
Maths activities that provide support for children that are struggling with resilience in Maths - especially after the lockdown.	<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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2, 3,4

	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1388

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online resources to support staff with Children's wellbeing	Support with children's social and emotional wellbeing is critical in recovery from Covid-19.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3,4,5
<i>Extra curricular activities - support for funding trips in school</i>	Extra curricular activities are an important part of education in their own right. These approaches may increase engagement in learning.	1,2,3,4

**Total budgeted cost: £ 9655**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

**How our service pupil premium allocation was spent last academic year**

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**The impact of that spending on service pupil premium eligible pupils**

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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*