

Pupil premium strategy statement – Eileen Wade Primary School

This statement details our school's use of pupil 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	70
Proportion (%) of pupil premium eligible pupils	7 pupils (10%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	L Virnuls
Pupil premium lead	L Virnuls
Governor / Trustee lead	Lauramay Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£10,360

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within our school to reach or exceed their full potential and become lifelong learners. We provide personalised learning opportunities and targeted support to allow every child to flourish.

We recognise that not all pupils who are academically or socially disadvantaged receive pupil premium funding. We reserve the right to allocate pupil premium funding to support any pupil, identified by the school as being at a significant disadvantage. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve high attainment across all subject areas.

We understand the challenges faced by vulnerable pupils and will support their needs.

Our approach has high quality teaching at the core of our pupil premium strategy, proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment. We have robust assessment systems in place to identify when children have barriers affecting their learning and tailor specific interventions which are delivered by highly trained staff. This practice of personalised learning applies to all pupils across the learning spectrum including pupils who are identified as high attainers.

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
- 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	Poor Language and Communication skills.
2	Identified SEMH barriers to learning can have a detrimental effect on specific pupil's academic progress
3	Difficulties in early reading/ phonics
4	To increase the attainment of pupil premium pupils to reduce the disadvantaged gap.
5	Children do not always have a variety of experiences outside of their home environment which can impact on their future aspirations.

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 communication and vocabulary	Improved vocabulary and communication
Pupils confident in early reading strategies more pupils passing year 1 phonics screening	Pupils early reading skills are embedded and pupils confidently acquiring the early reading strategies
To close the gap and increase numbers of children meeting expectation at the end of each year and at the end of KS2 and enable Age Related pupils to move beyond this into Greater Depth. and support staff. The gap between Pupil Premium and non-Pupil Premium children across the school is reduced. Reading/ Writing/Maths support established to support further progress	Support and intervention is put in place quickly for those disadvantaged pupils who are falling behind their peers. Challenge is evident in all lessons and targeted children are supported to deepen their understanding to a greater depth level. Accuracy in written work is expected in all lessons and basic errors are addressed quickly by teaching
Opportunities for increased experiences both within and outside of school supporting enhancing learning and aspirations, by providing extra-curricular activities for those pupils who would not normally have the chance to experience these.	Children draw on additional experiences in their learning and reflect positively upon the opportunities given. Learning is enhanced by experiences given. Progress is accelerated. The school offers a varied selection of clubs All pupils attend a wide range of trips which complement and enrich the school's curriculum. Children have the opportunity

	to participate in 'live events' which promote sports and the arts. Pupils have the opportunity to play a musical instrument.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3255

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	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.	Pupils eligible for free school meals typically receive additional benefits from homework. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send 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.	1,4

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

Budgeted cost: £6,660.10

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,4

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

Budgeted cost: £739

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider school enrichment opportunities – trips, after school provision , music tuition , residential	<p>Increase opportunities for cultural capital as children do not always have a variety of experiences beyond their immediate home environment and future aspirations are limited and to support personal development</p> <p>Improving_Social_and_Emotional_Learning in Primary Schools EEF</p>	1,2,4,5

Total budgeted cost: £ 10,654

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have very small cohorts and know our children well. The majority of disadvantaged pupils (excluding some children with SEN) made good progress. The interventions in place had a positive impact on progress.

Based on our analysis of disadvantaged pupils progress and attainment was as expected.

Children that needed support with SEMH were able to access support when needed.

Overall attendance of pupil premium pupils is high

Children all attended residential and school trips.

Externally provided programmes

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

Programme	Provider
TT Rockstars	Maths Circle
Parent internet safety	NSPCC
Twinkl Subscription	Twinkl
Widgit	Widgit
White Rose	White Rose Education

Further information (optional)

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