

# Pupil premium strategy statement and review

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Esh Winning Primary School
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	124/271 = 45.75%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Hodgson/Paula March
Pupil premium lead	Caroline Hodgson/Paula March
Governor lead	Andrea Summerson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,430.00
Recovery premium funding allocation this academic year	£19,040.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,470.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Esh Winning Primary School, we believe that every member of our school should feel valued, respected and part of our caring community. Our intention is that all pupils, irrespective of their background, or the challenges they face, make good progress and achieve well across all subject areas. We aim to support disadvantaged pupils to achieve this, including those who are already high attainers.

We are proud of our curriculum and the range of experiences we provide for our children. High-quality teaching and creating a love of learning are at the heart of our school. All aspects of our curriculum are accessible to all children. We provide a rich, challenging curriculum, which stretches all of our children. We have a focused approach as to how we can raise the attainment of our disadvantaged pupils, whilst also ensuring that the attainment of non-disadvantaged pupils is also sustained and improved. Whilst our main aim is to raise academic attainment, we also aim to ensure that our children have high aspirations and a wide range of opportunities and experiences to develop confidence.

We will focus on high quality teaching and learning to support disadvantaged children in the areas where they 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. Our decisions are based on analysis of our data, conversations with staff and responding to current educational evidence. We see the raising of attainment for disadvantaged children as part of our commi

To enable this to occur we will:

- Focus on high quality teaching and effective deployment of support staff to support disadvantaged pupils.
- Have an individualised approach to address barriers to learning at an early stage through intervention.
- Promote an ethos of attainment of all children rather than stereotyping disadvantaged pupils as a group with less potential to achieve and succeed.
- Promote regular attendance and punctuality.
- Ensure all children have access to valuable learning experiences.
- Make decisions based on detailed data analysis and responding to evidence.

We will plan and implement support through a tiered approach:

1. Providing high-quality teaching
2. Providing targeted academic support
3. Identifying and targeting wider strategies.

## Challenges

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

Challenge number	Detail of challenge
1	Due to low starting points when entering nursery/reception and two school years of disruption, children in all year groups will struggle to meet age-related expectations in Reading, Writing and Maths.
2	Low attendance rates or lack of punctuality for some pupil premium children impacts on their learning, meaning they are constantly having to catch up to their peers.
3	Some children are not supported at home with school work/basic skills, which means that staff have to ensure there are lots of opportunities in school to support and value reading and basic maths skills
4	Some disadvantaged children did not engage with remote learning in the Summer Term 2020 or Spring Term 2021, which means they performed less well than their non-disadvantaged peers
5	Social, Emotional and Mental Health (SEMH) needs can be a barrier to learning for some children. Emotional resilience and self-confidence of pupils eligible for pupil premium can be low compared to their peers. This can affect their ability to concentrate on academic tasks, especially when tasks are more challenging.
6	Due to gaps in learning, a number of KS1 children have not met the Phonics Screen Assessment expectations as in previous years.
7	A high percentage of pupil premium children are also SEND children (%), so have additional needs academically which requires increased levels of support and impacts on progress.

## 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
Children enter nursery and reception with low starting points	Children will be provided with high quality teaching and support to ensure they make progress in lessons. The percentage of PP children in all year groups meeting age-related expectations will increase.
More consistent attendance for the majority of children	Children do not need to isolate if a member of their class or a sibling/family member tests positive for Covid, allowing a more consistent learning approach for all children. % of persistent absentees is closer to National levels.
A lesser need to carry out remote learning	Children do not need to isolate if a member of their class or a sibling/family member tests positive for

	Covid, allowing a more consistent in-school face-to-face learning approach for all children.
Children with SEMH needs will be targeted for interventions	Children with SEMH will be identified and referred to the appropriate outside agencies in the most severe cases and in the less severe cases, in-school interventions will be delivered by trained/qualified school staff.
A higher percentage of children will be able to read age-appropriate texts with independence and fluency.	A systematic Phonics programme will be delivered to EYFS and KS1 and a number of KS2 children who are not yet able to read age-appropriate texts with fluency.
A higher percentage of Year 1 children will pass Phonics Screen Check in June 2022	A systematic Phonics programme will be delivered to EYFS and KS1, with children accessing homogeneous RWI groups. Children will be assessed every 6-8 weeks, to ensure they are making expected or more than expected progress.
A higher percentage of PP pupils will reach ARE expectations in Reading, Writing and Maths at end of phases.	Targeted children will have access to additional tutoring through the School-Led Tutoring Programme. Tutoring will be tailored specifically to their needs, with teacher and tutor liaising to ensure a bespoke programme for each child. Support staff will be deployed appropriately to best support the lower achieving pupils.
Provide all children with high quality teaching and support to ensure progress in lessons.	The percentage of pupil premium children in all year groups meeting the expected standard in reading, writing and maths will increase.
Maintain a part-time Parent Support Advisor to support children and families.	PSA will support our most vulnerable pupils and their families with a range of issues.eg. parenting issues, signposting families to the relevant outside agencies.

## 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: £115,168.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI Training Package £3,675.00</p> <p>Oxford Owl (RWI Online Subscription) £506.25</p> <p>RWI Resources £1476.31</p>	<p>During the academic year 2020/2021, the percentage of pupils in Years 1 and 2 who passed the Phonics Screen Check was lower than that of pre-Covid years. 14.2% of Year 1 and 72.9% of Year 2 pupils passed the Phonics Screen Check.</p> <p>RWI is a systematic Phonics Approach which will be implemented across the whole school to support children with their phonological awareness and their ability to read and improve the percentage of children passing the Phonics Screen Check in Years 1 and 2. KS1 children will be assessed every 6-8 weeks to ensure they are making expected or more than expected progress. They will then work in homogenous RWI groups.</p> <p>LKS2 children who are reading below ARE will access the RWI Programme as an intervention and will be assessed every 6-8 weeks to ensure they are making more than expected progress.</p> <p>To ensure staff are fully up to date with RWI training and have the relevant resources to ensure their RWI lessons can be delivered to the highest standard, school purchased the RWI Training, online subscription as well as resources to deliver each lesson.</p> <p>UKS2 Children who are reading below ARE will access the Fresh Start programme as an intervention and will be assessed every 6-8 weeks to ensure they are making more than expected progress.</p> <p>Research has shown that phonics approaches have been consistently found to be effective in supporting younger pupils master the basics of reading, with an average impact of an additional 5 months progress. Research also suggests that phonics is particularly</p>	<p>6</p>

	<p>beneficial for younger learners (4-7 year olds) as they begin to read</p> <p><i>RWI is a DfE accredited systematic synthetic phonics approach.</i></p> <p><b>EEF Toolkit: Phonics – additional 5 months progress.</b></p>	
<p>Reading Books £4533.16</p> <p>OUP Books £5526.00</p> <p>OUP Website access</p>	<p>To ensure children have a consistent approach to reading and to support the systematic phonics approach, new reading books were purchased for the whole of the school. On average, children who are involved in a reading comprehension strategy make approximately 6 months additional progress. Research has shown that the teaching of reading comprehension strategies appears effective across primary and secondary schools. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend texts.</p> <p><b>EEF Toolkit: Reading Comprehension Strategies – additional 6 months progress.</b></p>	6
<p>White Rose Maths Premium Resources (plus concrete resources) £2120.00</p>	<p>White Rose Maths (WRM) Premium Resources, a consistent maths approach, were purchased as a whole school. Videos and worksheets support children’s learning and if necessary, for the minority of children who do have to self-isolate, can be uploaded to our remote learning platform, Seesaw, to ensure children can continue with the systematic learning approach.</p>	1 2 4
<p>Times Tables Rock Stars (TTRS) £94.90</p> <p>Plus Sessions Bolt-on £37.20</p>	<p>TTRS is an online Times Tables Programme, which supports and challenges children with their Times Tables knowledge, which in turn, will support children with their maths learning. TTRS can be accessed from most devices, both in school and at home, so can be accessed by those few children who do need to self-isolate.</p> <p>Staff have the ability to direct Times Tables learning by setting a specific number of sessions that children have to access in the Sessions Bolt-on, before allowing them ‘free choice’ on other TTRS games.</p> <p><b>EEF Toolkit: Maths Learning App – additional 3 months progress</b></p>	1 2 4
<p>Twinkl Resources £222</p>	<p>To support teaching staff with resourcing lessons, a Twinkl subscription was purchased for each EYFS, KS1 and KS2.</p>	3 4 6

Maintain the employment of a part-time PSA £16,299	PSA will support our most vulnerable pupils and their families with a range of issues.eg. parenting issues, signposting families to the relevant outside agencies. PSA will liaise with HT, Governors and SLT and prepare termly reports on impact and progress. Research shows that parental engagement has a positive impact on average of 4 months additional progress. Research also shows that parental engagement has a higher impact for pupils with low prior attainment.  <b>EEF Toolkit: Parental Engagement – additional 4 months progress</b>	2 3 5
Maintain the employment of 3 additional full-time TAs. £80,679	Three additional full-time TAs will be employed to ensure each year group has at least two members of staff to allow interventions to occur, matched to specific abilities and desired outcomes. On average, children who are involved in TA interventions make approximately 4 months additional progress. Teaching Assistant interventions will be targeted at pupils that require additional support and will help previously low-attaining pupils to overcome barriers to learning.  <b>EEF Toolkit: Teaching Assistant Interventions – additional 4 months progress</b>	2 3 4 6 7

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

Budgeted cost: £16095

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-Led Tutoring £16095	Children have been targeted for School-Led Tutoring across the school. 5 members of staff have completed and passed the National Tutoring Programme Online Training. 4 members of staff are now delivering 4 School-led Tutoring sessions per week and 1 member of staff is delivering 2 School-Led Tutoring sessions. Evidence suggests that, compared to their peers who do not receive additional tuition, pupils who receive small group tuition may make, on average, 4 months additional progress, and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.  <b>EEF Toolkit: One to One Tuition – additional 5 months progress</b>	2 3 4 6

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

Budgeted cost: £35,160.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach Training – Woodlands Team DCC £2520	<p>To address any behavioural issues, that can be a barrier to learning, all staff completed 6 hours of Team Teach training delivered by qualified staff from the Woodlands Team (DCC). Research has shown that the average impact of behaviour interventions is 4 months additional progress over a year. Evidence suggests that on average, behaviour interventions can produce moderate improvement in academic performance along with a decrease in problematic behaviours.</p> <p><b>EEF Toolkit: Behaviour Interventions – additional 4 months progress</b></p>	5
SEND Surgery 3 x £450	<p>To address the issues of SEND within mainstream classrooms. Specialist SEND staff hold surgeries for our staff to be able to discuss barriers to learning and possible strategies to implement.</p> <p><b>EEF Toolkit: Teaching Assistant Interventions – additional 4 months progress</b></p>	7
Anxiety in Schools Programme	<p>The Anxiety in schools programme is a holistic early intervention approach for young people struggling to attend school as a result of anxiety. The impact of COVID has seen an increase in the numbers of children and young people who are anxious and who, as a result, are having increased difficulties around engaging and achieving in school.</p> <p>The project focuses on early intervention around identifying young people at the earliest opportunity who may be anxious about school and at risk of disengagement. The project also focuses on collaboratively developing evidence-based practices that will reduce anxiety and support emotional wellbeing, inclusion, participation, engagement and achievement.</p> <p><b>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</b></p>	2 5
PSHE Jigsaw £1075	<p>To ensure a consistent approach to PSHE across the school, the PSHE Jigsaw Programme was purchased. These lessons will be delivered weekly to all year groups. On average, children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and</p>	5



	valuable impact on attitudes to learning and social relationships.  <b>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</b>	
Raising Aspirations programme and Children's Resources – Positive Footprints £270	The Positive Footprints programme will raise the aspirations and open up the world of work to pupils. It shows children what careers are available to them and the skills they will need to leave a 'positive footprint' wherever they go in life. It also builds self-belief and resilience, recognising children's qualities and how these qualities could be used in the workplace.  <b>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</b>	5
Crisis Response £3577	Crisis Response is an SLA which support school with children who are 'in crisis'. This support can comethough access to different services or support with an outreach worker.	5 and 7
Educational Psychologist £2133	The EP assesses children fully, providing detailed reports showing support and resources required. It also supports staff CPD	5 and 7
Safeguarding and Child Protection Training £365	We commit to all of our staff being fully trained to Level 1 in safeguarding. We also use the safeguarding board to access additional training in areas specific to our school (including working with SEND children and Operation Encompass).	
SEND and Inclusion Service – Cognition and Learning Team 5 x £395	This service supported staff with SEND assessments of children and conduct surgeries to support staff to manage children with additional needs in class.	5 and 7
Durham Music Service £685.50	In order to extend learning experiences available to pupil premium children, 5 children have the opportunity to access guitar lessons, delivered by a music specialist from the Durham Music service. Weekly lessons are delivered in school. These lessons are subsidised by the school and supports the children socially and emotionally, well-being is assured so education can be successfully accessed. Research has shown that the average impact of arts participation is an additional 3 months. Improved outcomes have also been identified in English, Maths and science for both primary and secondary pupils. Wider benefits such as positive attitudes to learning and increased well-being have also consistently been reported.  <b>EEF Toolkit: Arts Participation – additional 3 months progress</b>	5

<p>OAA/Educational Visits £4176</p>	<p>In order to extend learning experiences available to pupil premium children, those FSM children who want to attend OAA and Educational visits have 50% of their fees paid to ensure all children can be included. This also supports them socially and emotionally. Well-being is assured so education can be successfully accessed. On average, children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p><b>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</b></p>	<p>5</p>
<p>Nurture Group £6,521.35</p>	<p>In order to address the social, emotional and mental health issues, a weekly targeted nurture group will be delivered by two qualified teaching assistants. On average, children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p><b>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</b></p>	<p>5</p>
<p>Sensoryworx £3045</p>	<p>Six children access Sensoryworx on a regular basis in order to learn strategies to support functional skills and sensory regulation. Children then follow a bespoke programme designed specifically for their individual needs. On average, children who are involved in social and emotional learning make approximately 4 months additional progress. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships.</p> <p><b>EEF Toolkit: Social and Emotional Learning – additional 4 months progress</b></p>	<p>5</p>

**Total spend: £166,424.32**