

# Pupil premium strategy statement – Estcourt Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	37.9%
Proportion (%) of pupil premium eligible pupils	309
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25, 2025-26, 2026-27
Date this statement was published	
Date on which it will be reviewed	July 2024
Statement authorised by	Selina Midgley-Wright
Pupil premium lead	Selina Midgley-Wright
Governor / Trustee lead	Leigh Gordon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,800
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£ 1436935

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*

Remove barriers to learning created by poverty, family circumstance and background

Continue to ensure pupils with a pupil premium barrier (excluding other potential vulnerabilities) achieve inline with peers along with increasing the percentage of pupils with a pupil premium barrier achieving a greater depth standard in Reading, Writing and Maths at the end of Key Stage Two.

Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum by the beginning of Key Stage Two.

Ensure pupils have acquired the basic skills within Maths to enable them to access the curriculum as they move through the school and prepare them for the next steps in secondary education.

Ensure pupils have the skills to enable them to communicate effectively in a wide range of contexts through ensuring highly effective uses of strategies to promote Oracy.

Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Access a wide range of opportunities and experiences to develop their knowledge and understanding of the world to enable them to become effective citizens of the world.

To continue to tackle persistent absence to ensure children are in school to enable them to benefit from the package on offer.

### Our Context:

Our school serves one of the most deprived cities nationally. Our local area has Education and Skills Decile of 1.8, Living Environment Decile at 1.5, an Index of Multiple Deprivation at 1.5 and Crime at 1.9. Overall deprivation is 0.36. Although, our pupil premium percentage is slightly lower than recent years this does not tell the whole contextual story of our academy.

As of July 24, over half of our families who are new to the country find themselves living below the poverty line. Due to their status within the country many of them have no recourse to public funds. As an academy, we are working hard to try and support

these families in the best possible way we can. Many of these children are in need of free meals and clothing as families are simply unable to provide these due to living costs and whilst they are unable to work or are in full time education. The pupil premium percentage does not give a full picture of the level of need and deprivation within our school community.

*How does your current pupil premium strategy plan work towards achieving those objectives?*

- Provide all staff with high quality CPD to ensure that pupils access effective quality first teaching and high-quality targeted intervention session.
- Continue to provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 where appropriate inline with specific areas of need eg Phonics, Reading, Maths and Writing.
- CPD to further enhance the quality of oracy within lessons and the wider curriculum.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning and enrichment experiences including sport and music.
- To continue to enhance and develop the Thrive offer for social, emotional and mental health support alongside implementing Family Thrive to support the wider school community.
- Further develop staff through the NPQ qualifications to drive forward specific areas of need.

**This is not an exhaustive list and strategies will change and develop based on the needs of cohorts and individuals.**

Key Principals:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Communication, Language and Literacy in EYFS</b></p> <p>Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency, which then continues with children at a disadvantage in these areas through their academic journey.</p>
2	<p><b>Early Reading and Phonics</b></p> <p>Due to low baselines on entry into EYFS pupils do not always acquire the ELS Phonics Programme easily and additional support sessions for 'keep up not catch up' are often required in EYFS and KS1. In a small minority of pupils, a common sense prevails group may be required that ensures the acquire the phonics knowledge and skills needed to progress with their decoding skills. In these cases Launchpad for Literacy additional interventions are often required.</p>
3	<p><b>Basic Skills</b></p> <p>Despite effective delivery of lessons, pupils are unable to retain or use the knowledge and skills taught in session or may have gaps in prior learning within basics skills which then impact on them acquiring more advanced curriculum content or having the ability to apply or manipulate the content they have already been taught.</p>
4	<p><b>Special Education Needs</b></p> <p>A large percentage of our SEND pupils are also in receipt of Pupil Premium Funding.</p>
5	<p><b>Wider experiences and Vocabulary</b></p> <p>A lack of knowledge and understanding of the wider world, often results in poor communication skills and a vocabulary deficit in comparison to other pupils of the same age from more affluent areas.</p>
6	<p><b>Social, Emotional and Mental Health</b></p> <p>Many pupils unable to self-regulate and manage emotions in an age appropriate way due to a range of prior trauma. As a result of this, some identified pupils need additional SEMH group or one to one support. Some pupils struggle during unstructured times. Parents/Carers often lack the knowledge and understanding of how to support their child in these areas.</p>
7	<p><b>Attendance</b></p> <p>Attendance of Pupil Premium Pupils continues to be the lowest of our cohorts and the highest for Persistent Absence in 23-24 PA amongst PP pupils was 20.7% vs All 13.1%</p>

## 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
Pupils within the EYFS will continue to improve and develop their language and communication skills to ensure they are confident speakers and listeners by the end of EYFS.	A greater percentage of all pupils (with a specific focus on pupil premium children without any additional vulnerabilities) to achieve all strands within communication, language and literacy.
More pupils are fluent readers by the end of Key Stage 1.	A greater percentage of pupils (with a specific focus on pupil premium children without any additional vulnerabilities) will achieve the standard in the Y1 Phonics Screening Check and have a % of 75+ in word reading of Phase 5 alternative phonemes. A greater percentage of pupils (with a specific focus on pupil premium children without any additional vulnerabilities) will be fluently be reading at least a gold text by the end of KS1.
Sustained improvement in achievement overtime by the end of Key Stage Two	A greater percentage of pupils identified as pupil premium children (without any additional vulnerabilities eg SEND) will achieve the expected standard and greater depth standard across the combined measure by the end of Key Stage Two when compared with non-Pupil Premium children.
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.
Pupils will have access to a wider range of curriculum and enrichment experiences	Implementation of the DELTA Stars Strategy to support with Personal Development. Continuation of the Little Citizens Projects implemented in 23-24.
Pupils will have skills and strategies to manage dysregulation	Improvement seen in developmental strands of pupils accessing the Thrive Programme. Academy data (pupil voice, staff voice and pastoral lead information) shows effective implementation of Thrive Right Time. Academy achieves Ambassador Status in all areas of Thrive.
Thrive Lead will provide continued opportunities for parents to support pupils SEMH and Well-being	Implementation of Family Thrive, Workshop Data and improvements seen in entry and exit data.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by:  the percentage of all pupils who are persistently absent being below 13% and the figure among disadvantaged pupils being no more than 5% higher than their peers.

## 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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class groupings across Year 5 and Year 6	EEF states that this approach can have a positive impact on closing the disadvantage gap by two months. <a href="https://www.educationendowmentfoundation.org.uk/research/summary/reducing-class-size">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a>	3 + 6
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	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 impact.  Oral language interventions- EEF <a href="https://www.educationendowmentfoundation.org.uk/research/summary/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	5

### Targeted academic support (for example, tutoring, one-to-one support, 5structured interventions)

Budgeted cost: £70,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention for speech and language within EYFS	<a href="https://educationendowmentfoundation.org.uk">EEF   Communication and Language (educationendowmentfoundation.org.uk)</a>	1
Smaller group tuition/intervention based on group needs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2 + 3

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

Budgeted cost: £65,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Family Thrive	Thrive	
Leading the continued development of the Thrive Approach across the whole academy including group and 1:1 interventions	<a href="#">Latest news and blogs   The Thrive Approach</a>	6
Implementation of the ATTEND framework	DFE Working Together to Improve School Attendance. ATTEND Framework	7

**Total budgeted cost: 168,002**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	All 21-22	PP 21-22	All 22-23	PP 22-23	All 23-24	PP 23-24
<b>Reading EXS</b>	70%	56%	88%	93%	73%	65%
<b>Reading GDS</b>	25%	25%	40%	36%	37%	18%
<b>Maths EXS</b>	72%	56%	93%	100%	82%	65%
<b>Maths GDS</b>	17%	6%	35%	21%	27%	36%
<b>Writing EXS</b>	69%	56%	88%	92%	78%	65%
<b>Writing GDS</b>	14%	6%	22%	21%	11%	18%
<b>Combined EXS</b>	64%	50%	85%	92%	71%	53%
<b>Combined GDS</b>	6%	0%	15%	14%	11%	18%

### 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)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
2024-25 N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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 or recovery premium funding.*