



## Earl Spencer Primary School Pupil Premium Strategy Statement

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	Earl Spencer Primary School
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022- 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Liz Brear- Co-Headteacher
Pupil premium lead	Nicky Sutton- Co-Headteacher
Governor / Trustee lead	Jenny Daniels- CoG & lead for disadvantaged

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,195
Recovery premium funding allocation this academic year	£19,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£195,335</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### School Context:

Earl Spencer Primary School are a non-denominational, larger than average community school. The school is two form entry from Reception through to Year 6. We serve the Spencer Ward area of Northampton which sits in the top 20% of the most deprived neighbourhoods in the country in 2019 (Indices of Deprivation). There are currently 391 children on the school role. Mobility is high with 22% of pupils leaving or joining the school in 2020-21. 52% of the school are EAL and SEND pupils make up 19% of the school population.

#### Overview:

When making decisions about the use of our pupil premium funding, we considered the context of the school and the challenging socio economic circumstances faced by many of our children and families.

Our primary aim as a school is always to try to understand and then overcome the barriers faced by these children. We know that research tells us that nationally children who are identified as pupil premium generally:

- Have more challenging home lives
- Lack confidence
- Have fewer opportunities for enrichment activities
- Are often highlighted as having issues with attendance
- Can present with behaviours that are challenging

However we also know that in our school our EYFS children have a low baseline and are not school ready, often being unprepared for the school day because of poor sleep routines as an example and that Covid has had an extreme impact on these most vulnerable pupils and their mental health and wellbeing. Whilst we know that there are often complex reasons that these children do not flourish, at Earl Spencer Primary School, we will take a holistic approach to the support we offer these children.

#### Overarching Intentions:

- To ensure that the teaching and learning opportunities meet the needs of all of the pupils.
- To ensure that appropriate provision is made for all vulnerable groups.
- We will ensure that all staff are aware that not all pupil premium children are socially disadvantaged and that not all socially disadvantaged children are pupil premium.
- Pupil Premium funding will be allocated to ensure that we can ensure that all children who are socially disadvantaged, can benefit from the funding.

#### Main Objectives:

1. To narrow the attainment gap between disadvantaged and non- disadvantaged pupils on all data (internal and national)
2. For all disadvantaged pupils in school to make accelerated progress rates in order to reach Age Related expectations at the end of Year 6, supporting them to then go on to achieve good outcomes in GCSEs at secondary school.

#### Potential Provisions:

The range of provision that Governors may consider making for this group might include:

- Paying for school trips and experiences
- Additional learning support

- Allocating a catch up teacher to provide small group work
- Ensure that pupils have access to technology
- Pay for revision resources to support catch up
- Targeted intervention to support attendance
- Additional teaching and learning resources as required
- Support with clubs and learning instruments
- Transition support- into EYFS, across the school and into Year 7
- Staff trained in specific support to extend the range of nurture in place to support wellbeing, good mental health and emotional literacy across the school
- Smaller class sizes reducing pupil group size allowing for more targeted teaching and accelerated progress

The list above is not exhaustive, nor indicative of the support offered in each school year. It serves to outline some of the strategies that have been used historically- it will be adjusted year by year to suit the needs of the disadvantaged cohort.

## Challenges

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

Challenge number	Detail of challenge
1	Poor language development and acquisition- Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Low baseline upon entry into EYFS- Assessments, observations, and EYFS baseline completed by staff reflect the low levels of pupils when they first arrive in our school; this in turn means that from their baseline, disadvantaged pupils are adversely affected, potentially impacting on their end of year 6 outcomes.
3	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in the core subjects.
4	Attendance and lateness- Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 1.71% lower over the 2 years, than for non-disadvantaged pupils. 1.78% of disadvantaged pupils were 'persistently absent' in 2020-21. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

<b>5</b>	<p>Poor mental health of children preventing 'readiness to learn' and the impact of Covid-</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Issues were raised around online learning due to lack of access to the internet, lack of resourcing and generally around online use in the home- this led to little on or no school work being completed at times for some of these children. In addition concerns were raised around the lack of access to and opportunities for enrichment during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support to our nurture team have markedly increased since the last lockdown. 22 children, 16 of which (72%) of whom are disadvantaged, currently require additional support with social and emotional needs, compared to the same time last year where we had 12 children referred for social emotional support, 7 of those (58%) being disadvantaged children.</p>
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### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes in Reading for disadvantaged pupils	In 2024 90% of disadvantaged pupils make expected progress in Reading.
Improved outcomes in Writing for disadvantaged pupils	In 2024 90% of disadvantaged pupils make expected progress in Writing.
Improved outcomes in Maths for disadvantaged pupils	In 2024 90% of disadvantaged pupils make expected progress in Maths.
Improved oral language skills and vocabulary for disadvantaged pupils	Assessments and observations indicate improved oracy amongst disadvantaged children. Evidence will be triangulated through pupil voice, observations of engagement in learning, book scrutinies and ongoing formative assessments.
To ensure our focused wellbeing provision sustains good mental health for all pupils but particularly our disadvantaged children	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• An increase in participation in enrichment activities, particularly amongst disadvantaged pupils</li> </ul>
To ensure sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure that the attendance of disadvantaged pupils is close to or in line with non disadvantaged pupils.

## Activity in this academic year (2021-22)

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

Budgeted cost: £145,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher CPD and allow staff time to embed key elements of CPD in school providing specific training around reasoning/problem solving developing metacognition.</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><a href="#">Maths_guidance_KS_1_and_2.pdf</a> (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>	2, 3
<p>Continue to build upon and extend the nurture provision to support the social and emotional resilience of pupils across the school</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p><a href="#">EEF_Social_and_Emotional_Learning.pdf</a>(educationendowmentfoundation.org.uk)</p>	5
<p>Embedding dialogic activities across the school curriculum starting in EYFS through the use of NELI, continuing with additional phonics interventions as children move through key stage 1 and then through the use of Word of the Day across the school. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time as needed.</p>	<p>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 impacts on reading:</p> <p>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</p>	1, 2, 3

<p>To continue to build upon our whole school approach to the teaching of reading. In the first instance this will be done through the introduction of Accelerated Reader and to support this we will fund ongoing teacher training and opportunities for staff to embed its use across the school. In addition to Accelerated Reader we will continue to ensure high quality guided reading sessions are taking place across the school.</p>	<p>Reading and comprehension strategies focus on the learners' understanding of written texts. There is extensive evidence of the positive impact that specific strategies to support pupils to make accelerated progress in reading.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 3</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics interventions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high-attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:            One to one tuition   EEF (educationendowmentfoundation.org.uk)            And in small groups:            Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>3</p>



Staff to use 20 day challenge alongside good/outstanding teaching to continue to close the gaps quickly for those specific children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	2, 3
Pupil specific interventions (led by TAs and teachers) identified at pupil progress meetings to support children with closing their knowledge gaps, enabling them to close the gap with their peers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	1, 2, 3

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

Budgeted cost: £11,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. School's policy supports rigorous and rapid response to the absence/lateness of disadvantaged pupils, ensuring for rapid intervention which may include putting in place support as necessary including as an example 20 day challenges for identified pupils.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Pupil specific support for SEMH (led by nurture provision) identified	SEMH support interventions sessions to support with their emotional literacy.	4, 5

through behaviour/safeguarding monitoring and discussions with staff, to support pupils to improve their social emotional resilience and enable them to access learning to their fullest potential.	One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	
To support online learning by ensuring that all pupil premium children have access to the necessary support	EEF- 'Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils - who are more likely to face these barriers - have access to technology.'	1-3
To provide disadvantaged children with revision guides to enable them to catch up on missed learning and close the gaps with their peers.	These guides will support alongside the additional tuition and good teaching, to help our pupils close the gap with their peers.	1-3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 195,335**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Year 2	2020/21- PPM	2020/21- Non PPM	Year 2	2020/21- PPM	2020/21- Non PPM
% of Pupils Achieving the expected Standard or Above in Reading	54%	61%	% of pupils making expected progress by the end of KS2 in Reading	82%	88%
% of Pupils Achieving the expected Standard or Above in Writing	59%	61%	% of pupils making expected progress end of KS2 in writing	71%	72%
% of Pupils Achieving the expected Standard or Above in Maths	63%	70%	% of pupils making expected progress end of KS2 in maths	75%	85%
Year 6	2020/21- PPM	2020/21- Non PPM	Year 6	2020/21- PPM	2020/21- Non PPM
% of Pupils Achieving the expected Standard or Above in RWM	7%	24%	% of pupils making expected progress by the end of KS2 in Reading	35.7%	59%
% of Pupils Achieving the expected Standard or Above in Reading	14%	45%	% of pupils making expected progress end of KS2 in writing	29%	51%
% of Pupils Achieving the expected Standard or Above in Writing	7%	35%	% of pupils making expected progress end of KS2 in maths	29%	49%
% of Pupils Achieving the expected Standard or Above in Maths	14%	35%			

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised due to the impact of the missed learning of all children during lockdown.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, despite our funding of chromebooks for all disadvantaged pupils during this time. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by our tailored online lessons, created by our staff across the school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted

interventions where required. We are building on that approach with the activities detailed in this plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
NELI	Nuffield
Accelerated Reader	Renaissance
Pearson Tutoring	Pearson