



Earl Spencer Primary School Pupil Premium Strategy Statement 2024-25

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 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	406 (Sep 2024)
Proportion (%) of pupil premium eligible pupils	120 = 29.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Current year-2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Liz Brear- Headteacher
Pupil premium lead	Leanne Rowley - Deputy Headteacher
Governor / Trustee lead	Wendy Orton - Lead for disadvantaged

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,664
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£196,664

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 405 children on the school role. Mobility is high with 15% of pupils leaving or joining the school in 2020-21. 52% of the school are EAL and SEND pupils make up 17% 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 an exceptionally low baseline and are not school ready, often being unprepared for the school day because of poor sleep routines with a high proportion of children coming with poor mental health or 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:

- Additional learning support
- 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

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	Attendance and lateness- Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower over the 2 years, than for non-disadvantaged pupils. 1.78% of disadvantaged pupils were 'persistently absent' in 2023-24. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Poor mental health of children preventing 'readiness to learn'. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Potentially due to the school closures in 2020, we are seeing increased levels of pupil come into school with either attachment issues or some mental health difficulty. We are seeing that children's self-esteem and wellbeing is being affected as a result.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes in Reading for disadvantaged pupils	In 2025 90% of disadvantaged pupils make expected progress in Reading.
Improved outcomes in Writing for disadvantaged pupils	In 2025 90% of disadvantaged pupils make expected progress in Writing.
Improved outcomes in Maths for disadvantaged pupils	In 2025 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 scrutinise and ongoing formative assessments. The use of the scheme 'Voice 21' will also support this.
To ensure our focused wellbeing provision sustains good mental health for all pupils but particularly our disadvantaged children	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • An increase in participation in enrichment activities, particularly amongst disadvantaged pupils
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 (2024-2025)

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

Staffing

Budgeted cost: £175,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leaders to continue the monitoring and evaluation into Pupil Premium children's attendance and behaviour.	Senior leaders comprise of a behaviour lead, pupil premium lead and the headteacher to monitor the attendance and behaviour of pupil premium children. Children are quickly identified and targeted interventions put in place.	All
Quality first teaching that will lead to children making accelerated progress from their low starting points.	Quality first teaching uses newly developed curriculum planning and resources that has an increased impact on engagement and the motivation to learn, resulting in pupils making sufficient and sustained progress.	2
Aspirational pupil premium targets set. Staff identified to deliver interventions so that pupils achieve their targets.	Aspirational targets are set using national and school averages to ensure that pupil premium children are achieving in line with their peers.	2
Support Staff used to deliver targeted interventions using the graduated approach.	Through rigorous analysis of assessment data, individual children are identified and targeted for interventions ran by support staff. These interventions are reviewed half-termly and adapted in line with the SENCO and line managers.	2
Wellbeing mentors to support children's personal, social and emotional development which will lead to children having better mental health and achieving well in school.	Nurture interventions run by wellbeing mentors to support children with their wellbeing and self-esteem. Zones of regulation programme used throughout the school.	4

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

Budgeted cost: £12,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to use 20 day challenge alongside good/outstanding teaching to continue to close the gaps quickly for those specific children.</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Revision guides brought to support children in their learning</p>	<p>Low parental engagement means that children need educational support at home. Revision guides gives children the opportunities to consolidate their learning at home and achieve better outcomes from their starting points.</p>	<p>2</p>
<p>The SENCO is proactive in monitoring the progress of these pupils and supporting and advising teachers on appropriate strategies and interventions to use.</p>	<p>Intervention of the Educational Psychologist and other health care professionals for identified pupils. The EEF shows that feedback studies tend to show very high effect on learning. This will raise the progress rates of our PP/SEN pupils. SENCO given time to provide support for class teachers, teaching assistants and HLTAs.</p>	<p>All</p>

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

Budgeted cost: £8504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>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.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Pupil specific support for SEMH (led by nurture provision) identified 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. This includes access to a youth mentor provided by NTFC whom also provides a counselling service.</p>	<p>SEMH support interventions sessions to support with their emotional literacy.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4</p>
<p>Extra-curricular activities and opportunities such as chess and music lessons provided to children to support with their wider development.</p>	<p>Chess lessons are provided within school times and peripatetic music lessons are subsidised to support children's wider development.</p>	<p>1, 3, 4</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £ 196,664

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 2023 to 2024 academic year.

Improved outcomes in Reading for disadvantaged pupils	Out of 120 disadvantaged children 87% made expected progress in reading by the end of 2024
Improved outcomes in Writing for disadvantaged pupils	Out of 120 disadvantaged children 87% made expected progress in writing by the end of 2024
Improved outcomes in Maths for disadvantaged pupils	Out of 120 disadvantaged children 84% made expected progress in maths by the end of 2024
Improved oral language skills and vocabulary for disadvantaged pupils	<u>EYFS:</u> Baseline= 1 out of 7 disadvantaged children at expected for speaking- 15% End of year= 6 out of 7 disadvantaged children at expected for speaking - 86%
To ensure our focused wellbeing provision sustains good mental health for all pupils but particularly our disadvantaged children	School funded counselling for 1 day per week across the school year Programme of therapeutic provision in place to pupils.
To ensure sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<u>Attendance for Pupil Premium Pupils:</u> 2023-2024 = 91.6%

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.