Pupil premium strategy statement

Easton CE Primary Academy

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 (inc Nursery)	400
Proportion (%) of pupil premium eligible pupils	60%
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)**	2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	
Pupil premium lead	Clare Welbourne
Governor / Trustee lead	Jon Reilly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,773.83 +£4042 EY
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£315,815.83

Part A: Pupil premium strategy plan

Statement of intent

Context

Being Different, Belonging Together

- Easton is a larger than average primary academy with 400 pupils on roll, including Nursery. It is located to the east of Bristol city centre within a densely populated area, where the majority of pupils live in high rise local authority housing, much of which is overcrowded.
- The academy serves an area of significant deprivation. 48.25% of pupils qualify as FSM6 and 99% of pupils live in the highest 10% areas of deprivation (IDACR). The Lower Level Super Output (LSOA) area in which the school is situated, is ranked 743rd out of 32,844 in the country.
- 98.8% of the pupils are Minority Ethnic. 63% of the pupils are Black African with the vast majority being Somali. They form part of one of the largest Somali communities in the UK. Other significant ethnic backgrounds are Asian, Asian British and Caribbean. Around 90% of pupils have EAL and most children arrive in nursery with little English. There are over 30 first languages spoken in the school.
- Mobility is very high. In the last year 59 children were admitted into the school mid year. Most of those needed significant support in English, but made rapid progress with that support. Some of these children came as refugees from war zones and a small number had not been to school at all before.

What are your ultimate objectives for your disadvantaged pupils?

The ultimate objective for the Easton CE Academy Pupil Premium Strategy is to ensure that disadvantaged children acquire the necessary knowledge, skills and cultural capital to succeed in the next phase of their education and in their life in general.

Key principles of the pupil premium strategy:

Easton CE Academy will:

- Have a deep understanding of its local context and the effect that socio-economic disadvantage can have on a child's education.
- Hold the highest ambitions and hopes for all pupils including disadvantaged pupils and those with SEND.
- Inform the strategy using the best and most secure educational research evidence.
- Focus resource and attention on the quality of teaching in all lessons.
- Deliver high quality, on-going professional development and support to teachers and teaching assistants to enable them to have the knowledge and skills necessary to be the best educators they can be.
- Provide effective keep-up and catch-up academic interventions to prevent children from falling behind.
- Enable all parents to be valued co-educators working in close partnership with the school.
- Establish an ethos which creates a safe environment where all children thrive.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication and social skills, particularly on entry
2	Limited range of experiences and access to cultural opportunities
3	Low levels of engagement, resilience in learning, self-regulation and self esteem
4	Limited capacity to support learning at home.
5	Increased social emotional mental health needs, often linked to ACEs (adverse childhood experiences).
6	High levels of deprivation: overcrowding, poor housing, financial hardship, multiple school moves.
7	Low attainment on entry

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
To improve academic outcomes across the school	PP children to be broadly in line with expected standards at EYFS (GLD); Year 1 phonics, KS1 and KS2 reading, writing and Maths and the multiplication test in year 4
Attendance to continue to improve	Attendance to be broadly in line with National averages, and no negative gap with non-PP pupils
Disadvantaged children will access a rich range of curricular and extra-curricular opportunities and experiences during their time at Easton	Children will be able to talk about opportunities and experiences they have had at school and have the cultural capital necessary to succeed in their next phase of education.
The SEMH needs of children are comprehensively met	Children with SEMH needs are increasingly able to access learning within the classroom

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.

Ensuring high quality teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Budgeted cost: £127590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching monitoring and support: Time + TLRs for 3xTeaching Team Leaders 0.3 FTE + 3xTLRs	Ensuring great teaching is fundamental to ensuring all children make the best possible progress. Our approach to teaching draws on evidence-based approaches as outlined in the EEF document 'Great Teaching Toolkit' Evidence Review 2020 https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F	3,4,7
Release time for teachers for coaching/mentoring; peer observations focus on improving feedback 0.1 FTE	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (use will be made of Walkthrus materails) Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3,4,7
Phonics training for staff new to KS1. Time for phonics/Early	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component	1,3,4,7

| Reading Lead to monitor/support phonics | in the development of early reading skills, particularly for children from disadvantaged background

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | |
| LSA support across all classes: to allow teachers to focus on targeted groups & improving feedback 2.5 days per year group (Total = 3.5 LSA) | Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impact = 6 months (extensive evidence)
Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback | 3,4,7 |

Targeted academic support

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

Budgeted cost: £76450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Intervention support	"Phonics has a positive impact overall (+5 months) with very extensive evidence, and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." – EEF
https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,3,4,7
Support for reading comprehension	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.

It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the | |

0.5 LSA	skills, desire to engage with the text and enough challenge to improve reading comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Targeted oral language interventions: 1:1 and small group support, including EAL support 0.5 LSA Speech and langauge 1 day LSA	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3,4,7
Use of LSAs for pre-teaching/over-learning 1 day per year group =7 days One key focus for this is the development of metacognition strategies	'The one teaching intervention that could most benefit a range of students, including those in disadvantaged groups, is the use of pre-learning and over-learning' – Daniel Sobel – Narrowing the Attainment Gap. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3,4,5
Maths breakfast club before school for year 5 and 6 children as a catch up strategy. =2 hrs per day = 0.3 LSA	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3,4,5,7

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

A range of other strategies contributes to children's success in school, such as improving attendance and punctuality, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.

Budgeted cost: £ 111,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support, aimed at improving attendance and increasing engagement with parents: Family Link worker	"Parental engagement has a positive impact on average of 4+ months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Both targeted behavioural interventions and universal approaches have positive overall effects (+ 4 months)." – EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3,4,5,6
Provision of support staff to help pupils with SEMH needs 2x staff	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,3,5
Extra-curricular opportunities – to provide access to sport, music and singing opportunities. *Funding trips and after school clubs so children can experience a range of cultural experiences.* *Funding for trips* *Arts provision* *School Camp*	"Overall, the average impact of arts participation on other areas of academic learning is about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." - EEF. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation "There is evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. This is based on core academic attainment but physical activity has important benefits in terms of health, wellbeing and physical development too." - EEF.	2,6

Total budgeted cost: £ 299500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils
PP/Non PP Term 6 2024 (teacher assessments) (bright blue and bright red)
Comparison in term 6 2023 (pale blue and pale pink)

Assessment of internal data shows a mixed picture, but this year there was extremely high mobility. There were 29 admissions of PP children and 21 of non PP children. Of the admissions, 39 children were not able to read and write English, and between them the children spoke 15 different languages. We had 70 leavers who were non PP and 8 leavers who were PP.

	Reading		Writing		Maths	
	PP	**Non PP**	**PP**	**Non PP**	**PP**	**Non PP**
Y1	56%	59%	41%	41%	59%	55%
Y2	52%	69% imp	42%	63% imp	42%	69% imp
Y1 23	53%	61%	47%	43%	59%	57%
Y3	50%	57% imp	53%	52% imp	66%	65% imp
Y2 23	61%	44%	61%	36%	65%	40%
Y4	59%	42% imp	48% imp	37%	66%	68%
Y3 23	60%	39%	47%	39%	70%	72%
Y5 23	54%	78% imp	43% imp	74% imp	54%	78%
Y4	59%	75%	41%	60%	66%	85%
Y6	62%	55%	65% imp	60% imp	68%	40%
Y5	72%	64%	44%	50%	72%	73%

	PP	Non PP
Y1 phonics screen	54% passed	57% passed
Y2 phonics screen	PP 69% Passed (11 out of 35 children didn't pass)	non pp- 88% passed (2 out of 16 children didn't pass) 1 was very

			high SEN needs, 1 arrived new no English

% of children at Met in Reception

	PSED		C&L		PD		Literacy		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
YR	76%	86%	71%	91%	86%	95%	52%	77%	67%	77%

	All Above Areas	
	PP	Non PP
YR	52%	73%

Our assessment of the reasons for these outcomes still points primarily to Covid-19 impact, 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. The impact was mitigated by our resolution to maintain a high quality curriculum, which is exciting and engaging whilst still focuses on the basics. The impact of covid and reduced social interactions in very young children is still seen in EYFS and year 1.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over the last few years, 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.

Behaviour monitoring from last year shows a reduction in higher level pupil incidents, and a significant impact from the two support mentors who operate from the 'calm room'. We are building on that approach with the activities detailed in this plan.

There was a lot of work on attendance in 2023/24 and the whole school finished the year at 92.5% attendance with PP close to that total on 90.95%