

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	Ebchester CE Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	15.22%
Academic year/years that our current pupil premium strategy plan covers	2021-22 2022-23 2023-24
Date this statement was published	11/11/21
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs Rachel Clasper
Pupil premium lead	Mr Chris Carr
Governor / Trustee lead	Mr Craig Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£20,860

Part A: Pupil premium strategy plan

Statement of intent

The ethos of Ebchester CE Primary School is encompassed by three words: Nurture, Grow, Succeed. This ethos is for all children in our school including our disadvantaged pupils. At Ebchester CE Primary School, we want to create a nurturing, challenging and empowering community so that our disadvantaged pupils can grow into successful learners, resilient individuals and responsible citizens.

The main objective of our pupil premium strategy is to improve the education outcomes for disadvantaged pupils in our school. Before the Covid-19 pandemic, we were successfully closing the gap between disadvantaged and non-disadvantaged pupils by the time they finished KS2 as evidenced through our school performance. After the negative impact of Covid-19 on our disadvantaged pupils, our aim is to re-establish this attainment by our disadvantaged pupils in relation to County Durham's and national averages.

Our current strategy works towards achieving our main objective by addressing the challenges specific to our disadvantaged children. Through analysis of data and professional discussions with teachers and families, we have identified five challenges which exist for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Persistent Absence
2	Working below ARE in Reading
3	Inability to self-regulate
4	Low cultural capital
5	Low starting point in Communication and Language in EYFS

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
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An improvement in attendance for PP children	Children will have an attendance higher than 97%.
An increase in the number of PP reading at ARE.	Children will read at ARE.
Levels of resilience will be improved through self-regulation and meta-cognition.	Children will take part in a variety of activities and lessons that focus on meta-cognition and self-regulation. Children will regulate their behaviour and emotions in school during a variety of contexts.
A wide range of experiences will support personal development and increase cultural capital.	Children will attend school trips and other experiences that increase their cultural capital.
An increase of children reaching GLD in Communication and Language aspects by the end of EYFS.	Children will reach GLD in Communication and Language aspects by the end of EYFS.

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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD linked to reading across all phases.	EEF 'Reading comprehension strategies'	2
CPD linked to meta-cognition and self-regulation	EEF 'Meta-cognition and self-regulation' EEF 'Social and emotional learning'	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one support	EEF 'Early years intervention' EEF 'One to one tuition'	2, 5
Structured intervention	EEF 'Early years intervention' EEF 'One to one tuition'	2, 3, 5

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

Budgeted cost: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with parents	EEF 'Parental involvement'	1
Half-termly school trips		4
Meta-cognition and self-regulation activities	EEF 'Meta-cognition and self-regulation'	3

Total budgeted cost: £ £20,800

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.

Due to Covid-19, performance measures have not been published for the 2020 to 2021 academic year. However, we have assessed and evaluated our pupils' performance during this academic year using our own assessment systems. These assessments have shown that the majority of all children (pupil premium and non-pupil premium) are not working at ARE due to the gaps in learning that developed during the pandemic.

We have evaluated the Pupil Premium Strategy from the 2020-21 academic year and can report that, despite the gaps in learning developed in all children, the strategy did improve the education outcomes for our disadvantaged pupils. We have evaluated that:

- Our approach to improving attendance had a positive impact on most of our pupil premium children. However, due to persistent absence of some pupil premium children, we think this is an area we need to develop further.
- The CPD undertaken by all members of staff has improved the education outcomes for pupil premium children. This is evidenced through end of year assessments and discussions between SLT and class teachers.
- Children have improved their resilience and awareness of mental health through whole-school approaches to wellbeing. This is evidenced through observations by staff of how children have performed in school.
- Children's learning and education outcomes have been improved by in-school virtual experiences (when restrictions due to Covid-19 were enforced) and by school trips (when restrictions were eased).

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

Programme	Provider
Little Wandle Letters and Sounds Revised	Wandle Learning Trust