



Ecchinswell and Sydmonton CE Primary School

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
School name	Ecchinswell and Sydmonton CE Primary School
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sharon Pole
Pupil premium lead	Sharon Pole
Governor lead	Tim Hall

Funding overview

Detail	Amount
Pupil premium funding allocation academic year 2022-2023	£33,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Detail	Amount
Pupil premium funding allocation this academic year (2023-2024)	£33,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2024-2025 academic year	£28,120

Part A: Pupil premium strategy plan

Statement of intent

Ecchinswell and Sydmonton Church of England Primary School, a caring and loving environment, wants every child, through the core Christian values of respect, responsibility, inspiration and courage, to become independent, confident and articulate individuals who are able to think for themselves, have a sense of self-value and the values of others, have a strong social, moral and spiritual awareness, have relevant life-skills and be able to communicate in an ever-changing world.

Our overall aim is ensure that each child develops a love for learning and acquires skills and abilities commensurate with fulfilling their potential.

We will endeavour

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To narrow the progress gap between disadvantaged and non-disadvantaged pupils.

We aim to do this through:

- Ensuring that teaching and learning opportunities continues to meet the needs of all the pupils.
- Providing quality training for all staff.
- Providing social and emotional learning support.
- Providing support payment for activities, educational visits and residential trips.

At Ecchinswell and Sydmonton CE Primary School we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We may choose to allocate the Pupil Premium funding to support any pupil or groups of pupils the school identifies as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	The cost of living crisis (energy bills/mortgage rises etc) has led to some families facing financial difficulties and have little spare money for school visits.
3	Some pupils in receipt of PP funding show weaknesses in learning behaviours and mental health well-being. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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
Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children.	Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. Pupils have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning.
PP pupils have a wider range of vocabulary. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.	All pupils are exposed to a wider range of vocabulary throughout the curriculum. Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. High quality teaching and high expectations across the school for reading. Increased % of PP pupils are working at ARE or above across the school in phonics and reading.
PP pupils can access the whole curriculum including school visits which introduce/enhance learning within the curriculum	All PP pupils have the opportunity to take part in school visits.
PP pupils are more resilient and are able to self-regulate their behaviour. They feel able to talk about their social and emotional concerns and are supported in dealing with these appropriately.	Less behaviour issues. More resilience amongst pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in RWI development days and on-line training package (cost of cover and resources)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit. Phonics = + 5 months. <i>'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. 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.'</i>	1
English Leader attendance at core-provision courses (cost of course and cover) Feedback from training to other staff	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Oral language interventions = + 6 months <i>'Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.'</i>	1

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

Budgeted cost: £24,227

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support).	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - One-to-one tuition = +5 months <i>'Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.'</i>	1
Purchase of TT Rockstars and Numbots	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: One-to-one tuition = + 5 months <i>'Studies involving digital technology show broadly similar effects.'</i>	1

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

Budgeted cost: £1030

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform and equipment and school visits	Joseph Rowntree Foundation – The impact of poverty on young children's experience of school	2
Subscribe to the Heartsmart programme which provides a PSHE curriculum and covers the Relationships and Health requirements of the RHE curriculum.	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social and Emotional Learning = + 3 – 6 months <i>'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'</i> <i>Education Endowment Foundation – Improving Social and Emotional Learning in Primary Schools</i>	3
Deliver the 'My Happy Mind' programme (fully funded by NHS for 2 years)	Improving social and emotional learning in primary schools - guidance report. Impact +4 months <i>'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.'</i>	3

Total budgeted cost: £28,548

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.

Details of spending 2023 – 2024

- School meals for KS2 children
- Provision of milk on a daily basis for those PP children who request it
- Contribution towards educational visits
- Provision of school supplies to allow children to access the curriculum e.g. PE kit
- Supply costs for staff to attend meetings regarding PP children
- Expenditure of CPOMS (an online resource to enable staff to log concerns about children – annual charge)
- Additional lunchtime supervisor
- RWI development days
- RWI online resources
- Heartsmart programme

Effect of expenditure on the educational attainment of pupils at the school in respect

- Academic progress is in line with expected progress.
- 100% of Y6 children achieved expected standard in KS2 SATS combined - 80% of the cohort were PPx
- Increased levels of self-confidence and independence as a result of pastoral work.
- Resources available to identify any possible gaps in learning and resources to address any identified issues.

Externally provided programmes

Programme	Provider
Read Write Inc Phonics	Ruth Miskin Phonics
Heartsmart	HeartsmartTV
CPOMS	Araptor technologies company