

St Hilda's Moorland Federation – Egton CE VA Primary School - Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021-22 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	Egton CE VA School
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Liz Orland Headteacher
Pupil premium lead	Liz Orland
Governor / Trustee lead	Paul Gilchrist

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,380
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£10,280

Part A: Pupil premium strategy plan

Statement of intent

At Egton CE VA Primary School, we believe that all pupils should leave primary school equipped with the skills and academic ability to access the next steps in their learning and education journey. This is in line with our vision statement:

Our vision, deeply rooted in a strong Christian tradition, is to:

‘inspire learning and help children to achieve their potential in a caring, happy and distinctively Christian family.’

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

" I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

We provide a nurturing environment for our children and we learn and grow together. Our key values underpin everything we strive for in our school – Trust, Friendship and Respect.

Our strategy reflects our vision of all children being equipped to flourish in their future life. This includes:

- enabling high quality teaching and learning opportunities to meet the needs of all the pupils through robust identification and assessment
- enabling appropriate provision for pupils with identified or known barriers to learning (whether the barrier is academic or personal)
- ensuring that the needs of all children, including disadvantaged pupils are appropriately assessed and addressed.
- Being proactive in identification of needs and, swift and proactive in our response to families and individual needs

Our Key principles therefore include:

- the provision of wrap around care to support attendance
- the provision of learning support for identified pupils to support closing the attainment gap
- Increase in Teaching Assistant support to address Mental Health and Well-being Support

Challenges

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

Challenge number	Detail of challenge
1	Lack of local childminders/wrap around care provision, many parents increasing their work commitments as response to rising living costs, high mobility risk
2	Following the covid disruption, interventions are required to address a deficit in basic skills for many children including some of our disadvantaged children
3	A greater number of children have been identified as struggling with Mental Health and Well-being including some of our disadvantaged pupils

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
Children in receipt of pupil premium will achieve as well as, or close the attainment gap towards achieving as well as, other pupils nationally.	Attainment of pupils in RWM at the end of EYFS, KS1 and KS2 matches the National Average Attainment of pupils in the phonics screening check matches the National Average
Support for Social and Emotional, Mental Health and Well-being is available for all children including those identified as vulnerable/disadvantaged.	Fewer children will be identified on the Vulnerable pupil log Trained member of staff available to support individuals
All children in our school will have full access to the range of activities and events available to their peer group within the covid restrictions	Disadvantaged pupils have equal access to a wide range of activities, both within and in addition to the taught curriculum.
An ethos that models high expectations for achievement for all irrespective of background or previous attainment ensures that children from disadvantaged backgrounds are motivated to achieve their full potential.	Disadvantaged pupils are expected to achieve highly or make at least similar progress to other pupils.

Disadvantaged pupils are expected to have the same attendance rates as their peer group.	School works closely with families and provides families with support strategies for improving their child's attendance including provision of wrap around care. Children's attendance is monitored and followed up if attendance rates reduce.
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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.

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

Budgeted cost: £8000 contribution to overall costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant /Intervention teacher learning support	<p>Progress from starting points using in house data form the return to school data</p> <p>EEF Making the best use of teaching assistants - guidance EEF KS1, KS2 Maths and literacy guidance</p> <p>The Education Endowment Foundation Toolkit identifies small group tuition to make +4 months progress and one to one tuition +5 months. Targeted, tailored support, using high quality diagnostic evidence enables bespoke provision for children, ensuring the attainment and progress gap diminishes.</p>	2

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

Budgeted cost: £2280 contribution to overall costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap around care	Parent Consultation held 21-22	1
Teaching Assistant Training and Support – Social, Emotional Health and Wellbeing	Observations from parents, teaching staff and support staff indicate significant improvement in the identified vulnerable children when they have an identified person that they can work through emotional issues with.	3

Total budgeted cost: £10,280

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 2022 to 2021 academic year.

- Staff were deployed across the school to carry out targeted and bespoke interventions in English and Maths. Internal evidence using accredited Assessments and Progress tests show that 100% of all children made expected progress in reading writing and maths. This began to lessen the gap towards age related expectations after covid disruption.
- Increased TA assistant support for flexible individual and group work to support the social, emotional and mental health needs of identified vulnerable children – Parents and children reported that they felt well supported with SEMH concerns, staff reported greater resilience and management of emotions using taught strategies.
- All pupils accessed the opportunities offered in our school, resulting in all pupils experiencing a wide and diverse curriculum and range of extra-curricular activities (within the limitations of covid restrictions). Children demonstrated increased resilience, independence and improved self-confidence following a long absence from the school family.
- Breakfast Club was able to be offered to those that needed provision. As attendance data fluctuated greatly during this year it is unclear as to how this may have impacted