

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Estcourt Primary Academy
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	38.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Selina Midgley-Wright
Pupil premium lead	Selina Midgley-Wright
Governor / Trustee lead	Mike McGrath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,915
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£143,915

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Our school serves one of the most deprived cities nationally. Our local area has Education and Skills Decile of 1.8, Living Environment Decile at 1.5, an Index of Multiple Deprivation at 1.5 and Crime at 1.9. Overall deprivation is 0.36.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 where appropriate.
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to support pupils in their emotional and social development.

- Further develop staff through the NPQ qualifications to drive forward specific areas of need.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting. Thus impacting on early reading and fluency, which then continues with children at a disadvantage in these areas through their academic journey.
2	Many pupils unable to self-regulate and manage emotions in an age appropriate way due to a range of prior trauma.
3	Pupils develop basic phonic knowledge and pass the screening but this does not always translate into secure reading fluency, high quality writing including spelling.
4	Pupils vocabulary is limited due to a lack of exposure to the wider world and experiences, this in turn impacts on their ability to comprehend and read fluently.
5	Pupils achieve well by the end of KS2 but cohorts fail to consistently convert to a greater depth standard due to gaps in prior knowledge.
6	Pupils attendance is not in line with national and persistent absence is above academy data for non PP 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
Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.	Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.
Implementation of the Essential Letters and Sounds shows an increase in pupils passing the Phonics Screening Test in Y1.	Three year increase in the Y1 pass rate with pupils achieving above national expectations by the third year of implementation.
All pupils without other complicating factors are confident readers by the end of KS1.	In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2.
Pupils are able to self regulate and manage emotions in appropriate way.	In house Thrive progress data shows movement in developmental strands for pupils.
Execution of a sequential and progressive curriculum with appropriate adaptations ensures that children know more and remember more.	Pupil voice shows a greater understanding of the world around them.
Pupils have the opportunity to undertake a range of extra curricular experiences to close the knowledge gap between them and more affluent peers.	Larger amount of children accessing after school extra curricular provision and attending experiences.
Attendance for pupil premium children improves and persistent absence reduces.	Attendance data indicates that the gap to non pupil premium children closes year on year.
High quality intervention for children within EYFS for Speech and Language reduces the need for referrals to SALT and increases % of children who are effective verbal communicators.	Reduction in SaLT referrals and progress shown from the baseline assessment.

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: £62,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Speech and Language Support Intervention	Use of Launchpad for Literacy. Weelsby speech and language materials rolled out across EYFS- proven intervention due to WPA data.	1
Essential Letters and Sounds ongoing CPD	Academy data shows that there is still a gap between our disadvantaged pupils in Y1 and 'other'	3 and 5
Talk for Writing CPD	Writing remains the lowest strand at the end of KS1 and KS2.	3
VOICE 21 CPD	Pupils confidence and vocabulary impacts on their understanding of the wider world.	1 and 4
Specific interventions	Interventions for Ready to Progress and ELS targeted for specific pupils.	3 and 5
Supporting staff member to achieve NPQLL (Leading Literacy)	Further coaching and CPD to drive forward improvements.	4
ELS Approach to Spelling		3 and 1

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

Budgeted cost: £ 92,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Intervention for EYFS cohort	ECF Communication and Language	1

Launchpad for Literacy Interventions	Reading and Writing Strands within EYFS are the lowest amongst the FSP.	1
Fluency Reading Interventions	63% of all pupils were secure in reading at the end of KS1. Of these pupils 53% were PP. However 7 pupils who are on the SEND register are also PP. Removing these pupils from the data places the percentage above all.	1 and 4
ELS Phonics additional intervention	83% All Y1 pupils passed the Y1 phonics screening.78% PP this is a significant increase from 21-22 data.	1
Ready to Progress Intervention	100% of all pupils achieved the expected standard in Maths at the end of KS2. 56% of disadvantaged pupils achieved the expected standard in 2021-22.	3

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

Budgeted cost: £ 41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive (groups and specific 1:1)	% of our pupils are not working at their right time age for their emotional development.	2
Attendance	Attendance of PP children is below national. Persistent absence is higher in PP groups than any other strands.	5
Subsidised Visits/ Visitors	Index of Multiple Deprivation at 1.5. Many pupils do not have access to activities which promote cultural capital.	4

Total budgeted cost:

£62,826 (CPD)

£92,880 (Targeted Academic Support)

£41,000 (Wider Strategies)

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 2021 to 2022 academic year.

<u>End of KS2</u>						
	All 20-21	PP 20-21	All 21-22	PP 21-22	All 22-23	PP 22-23
Reading EXS	68%	64%	70%	56%	88%	93%
Reading GDS	14%	0%	25%	25%	40%	36%
Maths EXS	68%	64%	72%	56%	93%	100%
Maths GDS	14%	0%	17%	6%	35%	21%
Writing EXS	65%	73%	69%	56%	88%	92%
Writing GDS	8%	0%	14%	6%	22%	21%
Combined EXS	62%	64%	64%	50%	85%	92%
Combined GDS	5%	0%	6%	0%	15%	14%
<u>Y1 Phonics</u>						
32+	Y1 20-21	Y1 21-22	Y1 22-23			
All	80%	78%	81%			
PP	78.50%	68%	78%			
Difference	-2.5%	-10%	-3%			

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
TT Rockstars	Maths Circle
Letter join	Green and Tempest Ltd
Thrive	Fronting the Challenges Projects LTD
Emile App	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use of Sports Premium funding to offer sporting clubs to pupils.

See Sports Premium Report.