

# Eaton Primary: Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	Eaton Primary School				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£25,795	<b>Date of most recent PP Review</b>	5/9/19
<b>Total number of pupils</b>	146	<b>Number of pupils eligible for PP</b>	20 (14%)	<b>Date for next internal review of this strategy</b>	July 2022

2. Current attainment		
Whilst it is impossible to make a judgement on relative progress for these children due to no national system having been released, PP pupils at Eaton achieved higher compared to the 2019 overall cohort. This is reflected in the in school data in other cohorts in the school. This suggests that the Pupil Premium spend over the last two years has been effective. We are particularly pleased that this is evident despite the fact we are comparing cohorts that have been through two lockdowns with cohorts that did not.	<i>Y6 Pupils eligible for PP (your school)</i>	<i>National Average All Pupils 2019 (last national cohort to complete assessments)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	80%	65%
<b>% achieving expected standard in reading</b>	100%	73%
<b>% achieving expected standard in writing</b>	80%	78%
<b>% achieving expected standard in mathematics</b>	80%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Learning time in school lost due to Covid
<b>B.</b>	Legacy of poor teaching for some older pupils - gaps need to be filled to ensure rapid progress of pupils
<b>C.</b>	Writing systems – legacy of poor leadership, which has led to poor outcomes for pupils
<b>D.</b>	Emotional challenges faced by families – possible barriers for some pupils
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Mental Health and well-being as a result of COVID and lost time in school

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Improved outcomes – gap between PP and non-PP pupils is closed and is at least in-line with national non-PP pupils.	Data shows that PP pupils are at least in-line with national non-PP pupils
B.	Attainment improves, so that % of Pupil Premium pupils achieving expected standard and higher standard in all subjects is at least in-line with national.	Data shows that PP pupils are achieving in-line with national non-PP pupils
C.	Children's emotional well-being is supported and promoted so that they have resilience, are emotionally ready to learn and are engaged during lessons.	All Pupils' progress to be positive and those who have the potential to reach Greater Depth do so.

5. Review of expenditure				
Previous Academic Year		2020/2021		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Maintaining small, single-aged classes and maintaining the strong, experienced teachers recruited last year	Pupils make better progress because they have greater proportion of adult support from highly experienced teachers	More adult support per child. Smaller class results in more personalised learning focused on year group curriculum <b>EEF research shows that reduced class sizes can impact pupils' progress positively by 3 months</b>	Smaller, single-aged classes have impacted positively on pupils' learning as evidenced by our internal assessment information. We are continuing to maintain this class structure this year, to further impact on pupil progress and attainment.	£13,400

Pathways to Read	All pupils across school experience high quality reading lessons and learning. They make good progress in relation to their starting points.	High quality texts, both fiction and non-fiction linked to areas of curriculum, texts from different cultures, time periods, authors. Planning ensures repeated coverage of reading skills and will support teachers in providing high quality learning in reading for pupils. Pitch and expectation clear.	This programme and resources have impacted positively on pupils' reading skills and their attainment in reading. The planning and resources were purchased, so although we will continue to deliver the programme across school this year, there will be no additional cost / expenditure needed this year to continue the provision.	£1,600
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## ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ELSA	PP Pupils make good or better progress from their starting points, ensuring they are emotionally resilient, engaged in learning and able to reach their potential.	All Pupils' progress to be positive and those who have the potential to reach Greater Depth do so.  <b><i>EEF research shows that social and emotional support can impact pupils' progress positively by 4 months</i></b>	This has been an extremely important and valuable part of our provision throughout the period of home learning and the periods in school either side. Our pupils' wellbeing has been individually supported and these pupils have managed the year and return to school well as a result. They have achieved very well academically as a result of their wellbeing being supported and our Year 6 PP pupils have also received ELSA support to help them to successfully manage the period leading up to their transition to high school. We will continue to provide this support this academic year.	£1,500

1:1 targeted interventions	Pupils make better progress because their individual gaps / areas of need are being addressed	Focus of sessions identified by class teacher based on formative and summative assessment  <b>EEF research shows that 1:1 tuition can impact pupils' progress positively by 5 months</b>	The 1:1 interventions have been targeted to individuals' needs and so have impacted positively on pupils' progress. We will continue to deliver 1:1 interventions based on individual need, to address gaps in learning, due to lost learning time in school, and to help our disadvantaged pupils to reach their potential.	£4,500
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### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Outdoor learning (Day visits / residential)  However, this will only be used if COVID restrictions allow	Pupils gain confidence and self-belief and are able to develop and practice / apply skills learnt such as determination, resilience, responsibility in a new setting.	Pupils' self-esteem, confidence and skills are developed and improved so that they are able to tackle challenging learning more readily and ultimately fulfil their potential.  <b>EEF research shows that outdoor adventure learning can impact pupils' progress positively by 4 months</b>	This wasn't used last year due to the restrictions on trips and visits. Instead the money allocated was spent on Catch-Up and Digital Learning, both during lockdown and upon return to school.  We will allocate money to this, this year, as we are fully committed to offering pupils these important opportunities.	£0

## 6. Planned expenditure

Academic year

21/22

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Maintaining small, single-aged classes and maintaining the strong, experienced teachers recruited	Pupils make better progress because they have greater proportion of adult support from highly experienced teachers	More adult support per child. Smaller class results in more personalised learning focused on year group curriculum <b>EEF research shows that reduced class sizes can impact pupils' progress positively by 3 months</b>	Learning walks and school monitoring schedule. Monitoring progress of pupils termly, though assessment and pupil progress meetings.	AD	Annually
RWI Phonics Resources	Pupils' phonic knowledge is improved and they have a good application of phonics in their reading and writing	RWI programme is a high quality phonics programme and on the approved list. Some pupils do not meet the threshold for passing the phonics screening test and it is expected that this programme will help to support more pupils in knowing all phonics patterns / phases confidently.	Training of all staff to ensure confidence, competence and consistency of implementation. Monitoring through observation and assessment.	AD / LS / LW	Termly and annually
<b>Total budgeted cost</b>					£17,795

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
ELSA	PP Pupils make good or better progress from their starting points ensure they are emotionally resilient, engaged in learning and able to reach their potential.	All Pupils' progress to be positive and those who have the potential to reach Greater Depth do so. <b>EEF research shows that social and emotional support can impact pupils' progress positively by 4 months</b>	Ensure ELSA training and supervision is accessed and sessions are regularly taking place. Monitoring of pupils' wellbeing and progress and attainment through formative and summative assessment.	AD / LS KC	Termly & Annually

1:1 targeted interventions	Pupils make better progress because their individual gaps / areas of need are being addressed	Focus of sessions identified by class teacher based on formative and summative assessment  <b>EEF research shows that 1:1 tuition can impact pupils' progress positively by 5 months</b>	Ensure sessions are timetabled and focus of sessions agreed with class teachers. Monitoring of sessions and impact on pupils' progress through assessment and pupil progress meetings.	AD / LS	Termly & Annually
Rapid Readers Programme and Resources	Our disadvantaged pupils make accelerated progress in their reading and catch up to their non PP peers	This programme has been used by SLT previously to successfully accelerate the reading skills and progress of pupils, who find reading challenging.	Training for staff to ensure confident and competent in administering the programme. Parents asked to agree to support the programme prior to starting. Progress monitored through progression through the scheme, through assessments and pupils progress meetings.	AD / LS / LW	Ongoing throughout programme, termly and annually

**Total budgeted cost** £7,00

### iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Outdoor learning (Day visits / residential)  However, this will only be used if COVID restrictions allow	Pupils gain confidence and self-belief and are able to develop and practice / apply skills learnt such as determination, resilience, responsibility in a new setting.	Pupils' self-esteem, confidence and skills are developed and improved so that they are able to tackle challenging learning more readily and ultimately fulfil their potential.  <b>EEF research shows that outdoor adventure learning can impact pupils' progress positively by 4 months</b>	All pupils will have the opportunity to take part in visits linked to curriculum learning throughout the year and in Years 1-6, all pupils will have the opportunity to take part in a residential visit.		Ongoing as visits are organised throughout the year

<b>Total budgeted cost</b>					<b>£1,000</b>