East Peckham Primary School

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	East Peckham Primary School
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Mrs L Wickens
Pupil premium lead	Mrs S McAreavey
Governor / Trustee lead	Mrs K Ray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,695
Recovery premium funding allocation this academic year	£4,495
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	£46,190

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non disadvantaged pupils nationally. During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: attendance, vocabulary, language and learning behaviours. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at East Peckham Primary School is that all pupils, irrespective of background or the challenges they face, become strong readers. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes particularly in reading
- improve children's wellbeing so they are motivated to learn

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with families show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are backed up by a number of national studies on partial school closures.
2	Internal assessments show disadvantaged children attain less well than their peers in reading. In Summer 2021 data there was a gap of attainment of 22% for achieving age-related following two school closures due to the pandemic. FSM attained 46% age related expectations and 0% working at greater depth.
3	Our assessments, discussions and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils. 37% of disadvantaged pupils were assessed with a Leuven scale of 4 or more compared with 64% of other children. This gap has increased from December 2020 to July 2021.
4	Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. As of December 2021, 22% of our disadvantaged children are persistent absentees leading to 27% of the

	persistent absentee group being disadvantaged. Attendance gap at the end of 2020-21 between disadvantaged and other children was 4.8%.
5	Our in school data analysis shows that maths and writing attainment and progress for disadvantaged children has been greatly affected. The gap for achieved age-related expectation between disadvantaged children and other children was 33% in July 2021 and a gap of 6% for children achieving greater depth in maths. For writing the gap was 18% in July for achieving age related expectations and 5% for achieving greater depth.

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 children make rapid progress to close the gaps between them and their peers in all subjects	In year and end of Key Stage data show a rapid improvement in reducing the size of the gaps in attainment in all subjects. Teachers are confident in using a range of techniques to engage the learners in each lesson to ensure rapid progress. The curriculum is engaging and allows for children to apply their knowledge and skills to real life scenarios.
The wellbeing of disadvantaged children greatly improves to be at least in line with other children	All children, particularly those who are disadvantaged, show improved wellbeing in school and at home. Children speak positively about school and learning. Nurture support groups are effective and help children through emotionally challenging times. Pastoral support is effective at supporting behaviour for learning and wellbeing in the school.
Rapid progress is made for disadvantaged children in maths so their outcomes are at least in line with other children	The gap in attainment between disadvantaged and other children is reduced and disadvantaged children make rapid progress. More disadvantaged children are assessed as working at age related expectations and greater depth in maths. More disadvantaged children say that they enjoy maths lessons. Teachers ensure that all children can be successful in lessons and receive appropriate support.
Rapid progress is made for disadvantaged children in writing so their outcomes are at least in line with other children	The gap in attainment between disadvantaged and other children is reduced and disadvantaged children make rapid progress. More disadvantaged children are assessed as working at age related expectations and greater depth in writing. Teachers ensure that all children can be successful in lessons and receive appropriate support.
All disadvantaged pupils leave East Peckham Primary as strong readers	The percentage of disadvantaged children passing the phonics screening in year 1 and year 2 remains high. In school assessments show that disadvantaged children are achieving well and in line with other children.

	End of Key Stage outcomes show disadvantaged pupils performing as well as non-disadvantaged pupils nationally, and reflect our ambition to reduce the attainment gap.
	All disadvantaged children read regularly and enjoy reading.
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils is at least 95% each half term.

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: £19,562.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum INSET day - developing a concept and real life curriculum	**"Invest deeply in quality teaching;** the greatest determinant on disadvantage progress, ensure all professional development activity improves the quality of teaching." https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/	1
Behaviour for Learning training and new policy introduction Cover for Behaviour lead in the school to embed teach like a champion techniques https://classteaching.wordpress.com/2021/05/26/what-do-you-expect/	"School-level behaviour approaches are often related to improvements in attainment" https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions "... employing attributional and self-regulatory devices to establish and develop good habits of attendance and behaviour with children and their families" https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance%2C%20exclusion%20and%20persistent%20absence%20%282017%29.pdf **"Invest deeply in quality teaching;** the greatest determinant on disadvantage progress, ensure all professional development activity improves the quality of teaching." https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/	3

Little Wandle Phonics scheme subscription Little Wandle Phonics books Little Wandle classroom packs Sir Link-A-Lot spelling support to help all children remember spelling patterns	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The EEF Toolkit – 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.' The EEF Toolkit states that 'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.' Department for Education – The Reading Framework (July 2021) The Reading Framework (July 2021) states that 'To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found.' The EEF Toolkit states that 'The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.' Department for Education – The Reading Framework (July 2021) This document outlines the importance of teaching reading using a Systematic Synthetic Phonics programme.	2, 5
Improving provision of writing throughout the school - training and release time for English subject leader Clicker subscription Literacy Shed Subscription Resources to improve vocabulary choices eg: Linky Thinks, descriptosaurus Resources for whole school writing project	"A guide to implementation applicable to any school improvement decision" Recommendation 5 "Adopt a flexible and motivating leadership approach during the initial attempts at implementation." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation **"Maximise and plan for the greater use of technology**; exploit the recent jump in on-line learning – sift out the good and package it to supplement the curriculum for disadvantaged learners over time." https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/ "…these [*digital technology]* approaches are most beneficial for writing and maths practice and with young learners." *New Primary School Guide to the Pupil Premium, Third Space Learning* **"Invest deeply in quality teaching;** the greatest determinant on disadvantage progress, ensure all professional development activity improves the quality of teaching." https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/	5

Release time for subject leaders and senior leaders to improve teaching and learning across the school with a focus on vocabulary and language	**"Invest deeply in quality teaching;** the greatest determinant on disadvantage progress, ensure all professional development activity improves the quality of teaching." https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/	1
Embed mastery and a systemic approach (Maths No Problem) with an emphasis on manipulatives and language development	"It is in manipulating the manipulative that we see the mathematics in action, exploring and illuminating the mathematical structures, and connecting our actions and the materials to the language that is threaded throughout high quality teaching." https://schoolsweek.co.uk/now-is-the-time-to-get-hands-on-in-maths/ "Systematic teacher-led approaches, particularly in the primary key stages, lead to better attainment" https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics	5
Release time for staff to assess using the Boxall Profile Implementing nurture group and interventions related to the Boxall Profile	"…improve their psychological competence and local inclusiveness by developing expertise in teaching, nurturing, valuing and understanding their most complex and challenging students…" https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance%2C%20exclusion%20and%20persistent%20absence%20%282017%29.pdf	3
Online subscription to Times Table Rock Stars	**"Maximise and plan for the greater use of technology**; exploit the recent jump in on-line learning – sift out the good and package it to supplement the curriculum for disadvantaged learners over time." https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/	5
Pupil Premium Champion release time to research strategies to support disadvantaged children and support teachers with planning and teaching	**"Invest deeply in quality teaching;** the greatest determinant on disadvantage progress, ensure all professional development activity improves the quality of teaching." https://dannicholls1.com/2020/04/05/urgent-action-required-addressing-disadvantage/	

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

Budgeted cost: £10,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions which are one to one EYFS. These sessions include phonics and flash cards recaps.	"*[Phonics]* is particularly beneficial to 4-7-year-olds and requires highly qualified teachers. Phonics teaching needs to be considered within the context of all aspects of reading, including vocabulary, comprehension and spelling." *New Primary School Guide to the Pupil Premium, Third Space Learning*	2
BRP intervention which looks at decoding of words as well as reading comprehension skills	"Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction" https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Language link intervention to be used with children identified on the initial assessment	"Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both." *New Primary School Guide to the Pupil Premium, Third Space Learning*	1, 2, 3
Third space learning maths intervention. An online one to one tutoring programme for identified children.	"One-to-one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. This is often undertaken outside of normal lesson, though pupils have also been withdrawn from class for extra, specific teaching." *New Primary School Guide to the Pupil Premium, Third Space Learning*	5
Various reading interventions depending on need throughout the school with a focus on comprehension skills	"Reading comprehension strategies are high impact on average (+6 months)." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Assessments: Speech link Infant Language Link Junior Language Link	The EEF Toolkit – 'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.' The EEF Toolkit states that oral language interventions have 'a high impact on pupil outcomes of 6 months additional progress' and that 'approaches that focus on speaking, listening and a 4-6 combination of the two all show positive impacts on attainment'.	1, 3

Catch up clubs for after school with either a teacher or teaching assistant	"The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2, 5
Training for modelled writing and modelled maths led by subject leaders in school. Release time required to embed these approaches.	"Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5

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

Budgeted cost: £14,246.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support advisor SENCO ½ day to support Pupil Premium Children and SEN through supporting staff and liaising with children and their parents	The EEF Toolkit – 'Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.' The EEF Toolkit states that 'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.' "Involving parents in education benefits their children's academic outcomes. Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis." *New Primary School Guide to the Pupil Premium, Third Space Learning*	3
Contingency fund for acute issues ie trips, uniform etc	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive	3

Zones of regulation SENCO to further embed across the school using a range of strategies and techniques	"The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
Milk	Department for Education – The DfE have offered a free or subsidised milk scheme for many years, designed to boost basic nutrition for the most vulnerable pupils.	3
SEASS	"Although our research finds that absence rates are strongly associated with outcomes, it is important to acknowledge that reducing absence is a challenging and complex task for practitioners and policymakers." This means that a specialist company could support the complex task of improving outcomes for disadvantaged children https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	4
Boxall Profile resources	""Once teachers understand the early causes of children's failure and are shown ways in which these can be addressed there is a great change of attitude" (Evans, 2008, p.4). Evans comments that instead of teachers having negative feelings that lower their morale, they become positive. It is this change in understanding that gives the staff permission to attend to the child's needs rather than the behaviour. The teacher can then effectively address the children's needs and help them to progress in the school system." *Keeping Our Difficult Kids in School: The Impact of the Use of the 'Boxall Profile' on the Transition and Integration of Behaviourally - Disordered Students in Primary Schools* https://files.eric.ed.gov/fulltext/EJ1240596.pdf	3
Nurture groups	"Overall, there is clear and convincing evidence that Nurture Groups are…having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children from some of the most deprived areas and demonstrating high levels of difficulty" *Centre for Evidence and Social Innovation: The impact and cost effectiveness of Nurture Groups in Primary Schools in Northern Ireland* https://www.education-ni.gov.uk/sites/default/files/publications/education/162037_QUB%20Nurture%20Evaluation%20Exec%20Summary%20-%20new.pdf	3

Total budgeted cost: £44,523.72

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 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

A number of our planned strategies were not fully implemented due to Coved 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned needs arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil performance in reading improved in the last academic year. Performance in phonics was similar to previous years and writing outcomes improved from Autumn 2020 to July 2021. Outcomes in maths remained low through last academic year, partly due to the impact of partial school closures and remote learning however the gap narrowed in age related expectations for reading, writing and maths. The gap increased in achieving greater depth in reading and writing and narrowed by 1% in maths.

2020-21 gaps between disadvantaged and other children:

NB '-' refers to the gap being in favour of other children

	Autumn 2020	July 2021	Gap narrowed?
Reading	-28% ARE -2% ARE+	-22% ARE -11% ARE+	ARE yes by 6% ARE+ no increased by 9%
Writing	-30% ARE -4% ARE+	-18% ARE -5% ARE+	ARE yes by 12% ARE+ no increased by 1%
Maths	-35% ARE -7% ARE+	-33% ARE -6% ARE+	ARE yes by 2% ARE yes by 1%

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
N/A	N/A