

Endon Hall Primary & Nursery School - Pupil premium strategy statement

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	Endon Hall Primary and Nursery School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	4.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	31.12.2022
Date on which it will be reviewed	31.12.2023
Statement authorised by	V. Lewis
Pupil premium lead	G. Fairhall
Governor / Trustee lead	A. Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
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	£15,850

Part A: Pupil premium strategy plan

Statement of intent

Endon Hall Primary & Nursery School is committed to providing an appropriately challenging, inclusive and high-quality education for all. We believe that children should be supported to achieve their very best, regardless of background or any challenges they face, and we strive to provide both academic and wider experiences and opportunities to enable this.

This document focusses on how we intend to achieve this aim for our disadvantaged and most vulnerable children.

Embedded in our wider-school Graduated Approach to support, this strategy complements our focus on high-quality teaching, which is recognised by the Education Endowment Foundation as **the most important lever schools have to improve pupil attainment**.

We recognise that approaches which work well for our children with most need are also effective for wider pupil groups and we have incorporated this thinking into our planning (below). Our knowledge of the children, along with a range of assessments, aids early identification and informs the planning and delivery of further support. Regular reviews ensure maximum impact, with adaptations implemented according to progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, discussions and observations suggest that the partial school closures have impacted on the emotional health and wellbeing of a number of our disadvantaged children.
2	Discussions with the families of disadvantaged children have led to the identification of a range of difficulties in home lives which impact on engagement with education; particular issues arising from this are attendance and completing home learning.
3	Assessments and teacher discussions have identified that not all disadvantaged children are yet fluent and accurate readers, this prevents access to subjects across the curriculum.
4	Assessments and teacher discussions have identified that a large proportion of disadvantaged children are not yet fluent and accurate spellers, which impacts on writing skills and confidence across the curriculum.
5	Assessments and teacher discussions have identified a large proportion of disadvantaged children are yet to develop accurate and fluent basic mathematical skills, such as recall of times tables.

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
Improved emotional health and wellbeing among all and particularly our disadvantaged children.	Assessments and observations indicate significantly improved emotional health and wellbeing; this is evident through assessments, teacher observations, qualitative data from pupil voice conversations and a sustained increase in participation of wider curricular and enrichment activities as recorded on the school Time to Shine document.
Established support for families in need of Early Help leading to improved attendance and engagement with home learning.	Support plans with outcomes are recorded and improved attendance and home learning data is evident.
Improved reading attainment among disadvantaged pupils.	In school assessments, phonic screening and end of KS2 data for 2024/25 demonstrate an upward trajectory for disadvantaged children.
Improved spelling accuracy among disadvantaged pupils.	In school assessments and end of KS2 data for 2024/25 demonstrate an upward trajectory for disadvantaged children.
Improved maths attainment among disadvantaged pupils.	In school assessments and end of KS2 data for 2024/25 demonstrate an upward trajectory for disadvantaged children.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo to monitor and support quality first teaching as part of the school Graduated Approach training delivered over 2020-2021 and 2021-2022	High quality teaching is recognised as the most important lever schools have to improve outcomes for their pupils: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	3,4 and 5
Embed and monitor the impact of DfE validated Systematic Synthetic Phonics programme and in-house phonics training for key staff to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Embed and monitor impact of CPD in metacognition and self-regulation with a focus on long term memory approaches and strategies which support reading and spelling skills	The Education Endowment Foundation describe this approach as having a very high impact, based on extensive evidence and a skill which disadvantaged children are less likely to have without explicit teaching: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3,4 and 5

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed and monitor the Staffordshire EPS recommended structured Literacy approach in reading and introduce the approach for spelling	Interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported- for example, delivering a structured intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3 and 4
Continue to embed and monitor individualised instruction using digital technology: Extend all Reading and Spelling Nessy licences for home use and run a before school 'Nessy Club' x2 15 minutes per week for all disadvantaged and SEND children	There is evidence that digital technology can be used effectively to provide individualised instruction. Individualised instruction may be better used as a supplement to usual class teaching, rather than a replacement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	3 and 4

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

Budgeted cost: £2,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher/SENDCo to continue to identify and work with families in need of support; implement Early Help support plans and encourage engagement with a focus on improving attendance and engagement with home learning	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents/carers to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Homework has a positive impact on average (+ 5 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2

Continuation of the service level agreement with the Education Welfare Officer to support targeted families to improve attendance	Poor attendance is recognised as one of the most significant non-academic barriers to school success. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	2
Continue to provide access to enrichment activities through financial support and free clubs e.g. Book Club and Nussy Club. Participation, interest and success in the wider areas of the curriculum will be tracked through the school Time to Shine document	The Education Endowment Foundation describes growing evidence around enrichment and how the skills developed in such activities are important to children's later outcomes. They identify the key skills which are fostered in enrichment activities as being; the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1
Continuation of Mental Health First Aider role to embed the school Graduated Approach to mental health and wellbeing; targeted plans will be devised where required and will link with local agency and healthcare support. External counselling and therapy sessions will also be utilised	Evidence suggests that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1

Total budgeted cost: £15, 850

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

The following paragraphs outline the outcomes in our current 3-year strategy (2021/2022-2024/2025) and provide an overview of the progress made towards these outcomes over the academic year 2021-2022.

Outcome 1: Improved emotional health and wellbeing among all and particularly our disadvantaged children.

Assessments and observations indicate progress in individual cases; this is evident through assessments, teacher observations, qualitative data from pupil voice conversations and an increase in participation of wider curricular and enrichment activities, with 77% of disadvantaged children currently involved in activities, as recorded on the school Time to Shine tracker. Emotional health and wellbeing remains a challenge however, and we recognise that progress must be sustained and approaches embedded.

Outcome 2: Established support for families in need of Early Help leading to improved attendance and engagement with home learning.

Early Help plans are in place for 23% of disadvantaged children. Analysis of the 2021-2022 plans indicates that support has been focussed around physiological and safety needs with resulting qualitative data suggesting an improved sense of belonging and esteem. This now allows for the focus to move onto self-actualisation with support specific to attendance and home learning over the next year.

Outcome 3: Improved reading attainment among disadvantaged pupils.

Internal reading data from the last academic year (2021-2022) demonstrates that 93% of disadvantaged children made expected progress in reading. Standardised tests taken in December 2022 indicate that 50% of disadvantaged children are now working in or above the average range for reading and comprehension (based on the Salford Standardised test). There were no disadvantaged children in the 2021-2022 Year 1 cohort, however 95% children passed the Phonic Screening Check. We plan to continue to embed the approaches in place in the strategy.

Outcome 4: Improved spelling accuracy among disadvantaged pupils.

Internal writing data from the last academic year (2021-2022) demonstrates that 87% of disadvantaged children made expected progress in writing. Standardised tests taken in December 2022 indicate that 40% of disadvantaged children are now working in or above the average range for spelling (based on the Salford Standardised test). We plan to work closely with the Staffordshire EPS service this year to introduce and embed their recommended approach to spelling.

Outcome 5: Improved maths attainment among disadvantaged pupils.

Internal maths data from the last academic year (2021-2022) demonstrates that 80% of disadvantaged children made expected progress in maths. Internal teacher assessment for 2021-2022 indicates that 33% of disadvantaged children are now working at or above age related expectations for maths. A structured intervention for maths is planned for this year to support attainment and progress in this area.

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
Nessy Reading and Spelling	Nessy Learning
Staffordshire EPS Recommended Literacy Approach (provided at no cost) (covers reading and spelling)	Staffordshire Educational Psychology Service