



Endon Hall Primary & Nursery School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 196 |
| Proportion (%) of pupil premium eligible pupils | 7.7% |
| 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 | 31.12.2023 |
| Date on which it will be reviewed | 31.12.2024 |
| 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 | £21,825 |
| Recovery premium funding allocation this academic year | £2,465 |
| 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 | £24,290 |

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 will demonstrate an upward trajectory for disadvantaged children. |
| Improved spelling accuracy among disadvantaged pupils. | In school assessments and end of KS2 data for 2024 will demonstrate an upward trajectory for disadvantaged children. |
| Improved maths attainment among disadvantaged pupils. | In school assessments and end of KS2 data for 2024 will 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: £12,000

| 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. Further training for key staff to enhance assessment and feedback will be delivered in 2023-2024. | 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: £8,000

| 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 |
| Introduce the Precision Teaching intervention for key mathematical knowledge, for example times tables. | 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 | 5 |
| Continue to embed and monitor individualised instruction using digital technology: Extend all Reading and Spelling Nesy 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: £4,290

| 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 | 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 | 2 |

| | | |
|---|--|---|
| attendance and engagement with home learning. | Homework has a positive impact on average (+ 5 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework | |
| 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, Nessy Club and the introduction of Homework 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 |
| Introduction of the DFE funded Senior Mental Health Lead role where a detailed Action Plan based on an audit of current provision and practice will be implemented. 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: £24, 290

Part B: Review of outcomes in the previous academic year (2022-2023)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

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

Assessments and observations indicate progress in individual cases where Emotional Health and Wellbeing plans are in place; this is evident through assessments, teacher observations, qualitative data from pupil voice conversations and an increase in participation of wider curricular and enrichment activities amongst our disadvantaged children, with 79% of disadvantaged children currently involved in activities, as recorded on the school Time to Shine tracker. It is recognised that there is a need for wider monitoring of emotional health and wellbeing and steps to achieve this are detailed in our **Wider Strategies** section, which will help to ensure this outcome is met.

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 36% of disadvantaged children. Analysis of the 2022-2023 plans indicates that support has been focussed around meeting emotional needs with resulting qualitative data suggesting that the Early Help process has supported families to access more effective approaches and strategies through a combination of in-house and external support. This was a shift from the previous focus on physiological and safety needs in 2021-2022, demonstrating upwards progress in Maslow's Hierarchy of Needs.

Comparison of average attendance highlights a marginal fall from 93% in 2021-2022 to 91% in 2022-2023. It is recognised that there are a small number of individual cases which are impacting significantly on the overall figure and specific support is in place for these families as outlined in the **Wider Strategies** section.

Home learning engagement is increasing slowly with 7% now engaging in the free after-school Homework Club. Continued work on a case by case basis, as detailed in our **Wider Strategies** section, is essential over the next year to ensure that this outcome is achieved.

Outcome 3: Improved reading attainment among disadvantaged pupils.

Internal data demonstrates that 78% of disadvantaged children made expected progress in reading (December 2023). Standardised tests taken in October 2023 indicate that 75% of disadvantaged children are now working in or above the average range for reading and 75% for comprehension (based on the Salford Standardised test). This is an improvement on the previous year's figure of 50% and is now more closely in-line with the most recently published school reading data for 2023 (78%) and compares favourably to the national figure (73%).

There were 33% of disadvantaged children in the 2022-2023 Year 1 cohort who met the expected standard in the Phonics Screening Check, this compares to 73% of non-disadvantaged children in school. The percentage of children achieving the Screening Check locally was 81%. The national figure for disadvantaged children achieving the expected standard was 67%. Specific SEND needs have been identified within this group and targeted support in line with the Graduated Approach is in place to ensure this outcome remains on course to be met.

Outcome 4: Improved accuracy in spelling among disadvantaged pupils.

Standardised tests taken in October 2023 indicate that 50% of disadvantaged children are now working in or above the average range for spelling (based on the Vernon Standardised test). This is an improvement on the previous year's figure of 30% and the **Targeted Academic Support** section details how this will continue to remain a focus to ensure this outcome is met.

Outcome 5: Improved maths attainment among disadvantaged pupils.

Internal data demonstrates that 82% of disadvantaged children made expected progress in maths (December 2023). Teacher assessments taken in December 2023 indicate that 46% of disadvantaged children are working at or above the expected standard for maths.

This is an improvement on the previous year's figure of 42% however is significantly lower than the most recently published school maths data for 2023 (72%) and the national figure (73%). It is noted that coverage of the Maths curriculum during the Autumn Term is limited and comparing it with end of year national data levels is undertaken with caution. Further steps to enhance teaching CPD have been made in the **Teaching** section and will be carefully monitored over the academic year to ensure that this outcome is achieved by the end of the academic year.

Summary

Our evaluation of the approaches delivered last academic year indicates that progress towards all outcomes is currently evident to varying extents, as detailed above, and

adjustments have been made to further hone our strategy plan accordingly, this academic year.

**Please note that school performance data for the 2022/23 academic year should be used with caution given the ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently.*

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 |
| Precision Teaching | Staffordshire Educational Psychology Service |