

Endon Hall Primary & Nursery 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	Endon Hall Primary and Nursery School
Number of pupils in school	204
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	31.12.2021
Date on which it will be reviewed	31.12.2022
Statement authorised by	V. Lewis
Pupil premium lead	G. Fairhall
Governor / Trustee lead	S. Sheldon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
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	£15,450

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 in 2020-2021	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
Purchase of a 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
Continue 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
Utilise the National Tutoring Programme by	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	3,4 and 5

providing a blend of targeted 1:1 and small group tuition	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Individualised instruction using digital technology: Extend all Reading and Spelling Nessler licences for home use and run a before school 'Nessler 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: £2,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher/SENDCo 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

<p>Develop 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</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>1</p>
<p>Mental Health First Aider in place 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</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1</p>

Total budgeted cost: £15, 450

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 2020-2021 academic year.

Aim 1: *For Pupil Premium children to feel emotionally well and ready to learn following the COVID-19 lockdown period.*

Outcome achieved: Our Graduated Approach to supporting Emotional Health and Wellbeing is now in place with individual Emotional Health and Wellbeing plans created and external professional support in place where required.

Aim 2: *To increase the number of children working at the expected standard in Reading.*

Outcome achieved: Currently there are 41% of children working at the expected standard in Reading. This is an increase from 17% in the September 2020-2021 data.

Aim 3: *To increase the number of children working at the expected standard in Writing.*

Outcome achieved: Currently there are 17% of children working at the expected standard in Writing. This is an increase from 8% in the September 2020-2021 data.

Aim 4: *Increase the rate of attendance so that all children are meeting the school target figure of 97%.*

Outcome not achieved: Currently the average is 72%. There are 3 children who have attendance figures which have fallen below 90% and have significantly impacted on the overall average.

Aim 5: *To ensure that all Pupil Premium children are able to access educational trips and visits by funding places where required.*

Outcome achieved: Places have been funded for children to attend visits where COVID-19 restrictions have allowed this year.

Aim 6: *To ensure that all Pupil Premium children are able to access extra-curricular activities of choice by funding places where required.*

Outcome achieved: Activities have been funded for children where COVID-19 restrictions have allowed this year.

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