

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	Euxton C of E Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Nick Ward, Headteacher
Pupil premium lead	Kirstin Lewis, Assistant Headteacher
Governor / Trustee lead	Becky Edge, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2000
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	£28,900

Part A: Pupil premium strategy plan

Statement of intent

In our Christian family, we all SHINE in the light of Jesus.

‘SHINE’. This is such an important word at Euxton C of E Primary School. As our vision statement explains, we are committed to ensuring that *all* children are enabled to flourish, reach their potential and ‘shine’. For our school, this means not simply treating everybody the same, but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

The focus of our pupil premium strategy is to support disadvantaged children to reach their full potential, including ensuring progress of those who are already high attainers.

- We consider the challenges faced by vulnerable pupils based on their individual circumstances and needs, personalising our approach as set out in this document to ensure that we support their needs, regardless of whether or not they are disadvantaged.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Rooted in robust diagnostic assessment, we have carefully designed our approach to ensure that it is responsive to common challenges and individual needs, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
 - ensure disadvantaged pupils are challenged in the work that they are set
 - act early to intervene at the point where a need is identified
 - deliver targeted support and high-quality interventions with an evidence-based record of success
 - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate disadvantaged children generally have greater difficulties with the application of phonic and spelling rules than their peers which negatively impacts their writing.
2	Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.

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 understanding and application of phonics and spelling rules	Assessments, (eg writing assessments /spelling ages/progress in intervention programmes) indicate significantly improved application of phonics and spelling rules. Assessments will be triangulated with book sampling, pupil interviews, observations and other formative assessments. Increased % of PP children at ARE for spelling at end of Key Stage assessments
Improved writing attainment for disadvantaged pupils at the end of KS2.	Internal and external writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Internal and external maths outcomes in 2024/25 show that more than 85% of

	disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • notable participation in enrichment activities, particularly among disadvantaged pupils

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of teaching of application of grammar and spelling in writing through training by English consultants and embedding this across school	<p>EEF states importance of developing pupils' sentence construction skills in developing fluent writers.</p> <p>EEF/education-evidence/guidance-reports/literacy-ks2</p>	1,2
Purchase of educational psychologist time to assess children with more complex needs and provide strategies to support: many of these children are our disadvantaged pupils	Battery of tests administered by EP are much wider than those used in school and can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1, 2, 3
Enhancement of our maths teaching for mastery through purchase of and training by Lancashire	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3

<p>maths consultants in Red Rose Maths scheme. Continued access to NECTM Maths Hub to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>		
<p>Purchasing of spelling scheme from Y2 to Y6.</p>	<p>EEF Guidance: Improving Literacy at KS2, Recommendation 5. Also guidance states the importance of high quality, structured programmes.</p>	3
<p>Reviewing of key strategies and these uploaded to school website to aid parents to use same methods when supporting at home.</p>	<p>The National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches, emphasises the importance of variation in developing children's understanding of mathematical concepts. EEF guidance states improvements in learning with appropriate parental support</p>	3
<p>Improve the quality of social and emotional learning through ELSA training for an additional member of staff delivering nurture programmes</p>	<p>Extensive evidence associates childhood social and emotional skills with improved outcomes in school and later life EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Improve quality of early language through training on Nuffield Early</p>	<p>Extensive evidence associates oral language intervention impacts on children's ability to communicate and socialise and impacts on reading and then writing. EEF /education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 4

Language Intervention (NELI) to lay essential skills for communication and phonics learning	Finds that this improves children's progress +4months	
Reading training for all staff by Lancashire consultants. This will also help support staff when working in small groups/1:1	Reading predictor of achievement in other subject areas. EEF: Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1, 2
Buy into and use 'Learning By Question' resource to support understanding of grammar and maths.	Learning by Question is endorsed by EEF research https://www.lbq.org/Evidence	

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions such as Fast Track Phonics and Bounce Back Phonics targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks as indicated by the EEF	1, 2
Additional spelling interventions such as	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support	1, 2

Nessy and Fast Forward Spelling	Established interventions with evidence-based success	
Small group support targeting child's specific areas of need High level targeted TA support in class providing intervention where needed.	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	1, 2, 3
Additional teaching assistant support time of 27.5 hours	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	1, 2, 3
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic: a significant proportion of the pupils who receive tutoring will be children in receipt of pupil premium funding.	One to one tuition EEF	1,2,3

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture groups set up for children identified as needing pastoral support One Decision resource embedded in PSHE with 'Ask It Basket' Worry Jars in classrooms for pupils to be able to	Extensive evidence associates childhood social and emotional skills with improved outcomes at home and at school, including improved academic performance, attitudes, behaviour and relationships with peers. EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4

communicate worries with teacher		
Encouraging high levels of physical activity through a range of extra-curricular events and WOW experiences planned in so that all children have a rich experience regardless of their circumstances	EEF/education-evidence/teaching-learning-toolkit/physical-activity	4
Increased focus within curriculum on mental health and well-being. Whole school well-being homework once a half term so that children and their families can reflect on their well-being and feedback. Well-being lead to have specific training on mental health from the National College	Analysis from summer showed that well-being was improving. With the continuing effects from the pandemic and varying family situations, it is essential that we support and monitor children's well-being.	4

Total budgeted cost: £36,000

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 2021 to 2022 academic year.

Both statutory assessment data and internal assessment data for the summer of 2022 is strong, showing a significant improvement in children attaining age-related expectations across the core subjects. Many of our disadvantaged children have made accelerated progress with a greater percentage now attaining in line with national expectations and a few children attaining deeper learning for the first time this year. We do have several children who were negatively affected by the impact of COVID and lockdowns, who are still attaining below expectations (some of whom are also on the SEN register for additional needs) and who require further support to close the achievement gap. It is on these children that we will focus this year.

The impact of our mastery approach in maths and additional interventions is demonstrated by the end of year data: on average from Y2 to Y6, an additional 12% of each class are now at age-related expectations compared to last year. Book sampling and pupil interviews with disadvantaged pupils show a greater understanding of key concepts and greater maths fluency. Impact of tutoring intervention also raised attainment.

In writing, on average an additional 10% more children per class are attaining age related expectations. Interventions have narrowed the gap between several of our disadvantaged pupils but this is still an identified area for focus this year as it was disproportionately affected compared to other subjects during lockdown. Our disadvantaged children have accessed structured spelling intervention schemes where needed: this is beginning to show signs of improvement, however we felt that the existing whole-school spelling scheme was not beneficial for these children and so are investing in a new spelling programme, with opportunities to cement new spellings every day. Book sampling and pupil interviews showed progress in grammar skills which are beginning to be applied into writing: this will be a continued focus this year.

There has been a noticeable increase since lockdown of children suffering from poor mental health and well-being. Feedback and observations have been that our nurture groups have been effective in supporting children and we are designing a new structured approach to ensure the support we give is at the right level for a child's needs. Wow days and other enrichment opportunities have helped boost children's self-esteem and confidence.

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