

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	Euxton C of E Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8%
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	Mairi Ash, 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	£34,070
Recovery premium funding allocation this academic year	£2175
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	£36,245

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: £16,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of writing planning units involving construction skills and application.</p> <p>Purchase of sentence structure resource to support teaching.</p> <p>Enhancement of teaching of application of grammar and spelling in writing through training and embedding this across school.</p>	<p>EEF states importance of developing pupils' sentence construction skills in developing fluent writers.</p> <p>EEF/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2</p>
<p>Purchase of educational psychologist time to assess children with more complex needs and provide strategies to support: many of these children are our</p>	<p>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</p>	<p>1, 2, 3</p>

disadvantaged pupils		
Buy into staff training on identifying and supporting children who suffer from anxiety	<p>Five core SEL competencies described in the EEF guidance report, Improving Social and Emotional Learning in Primary Schools: self-awareness, self-management, social awareness, relationship skills and responsible decision making</p> <p>These competencies are highly predictive of a whole range of improved outcomes for children, from educational achievement to lifelong health and success in the labour market</p>	4
Enhancement of our maths teaching for mastery through purchase of and training 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>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: Improving Mathematics in Key Stages 2 and 3</p>	3
Purchasing of Spelling Frame to enable wider access to practice of spellings and embed spelling scheme from Y3 to Y6. Y2 subscribe to Little Wandle spelling programme.	EEF Guidance: Improving Literacy at KS2, Recommendation 5. Also guidance states the importance of high quality, structured programmes.	3
Integrate maths fluency	The National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches,	3

<p>sessions into daily timetable for each year group and purchase additional maths schemes and equipment eg to support with fluency</p>	<p>emphasises the importance of variation in developing children's understanding of mathematical concepts. EEF guidance states improvements in learning with appropriate parental support</p>	
<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</p> <p>EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Improve quality of early language through transference to WELLCOM to lay essential skills for communication and phonics learning</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 Finds that this improves children's progress +4months</p>	1, 4
<p>Training for all staff for both phonics and reading. This will also help support staff when working in small groups/1:1 Purchase of additional reading books and purchase of new reading</p>	<p>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</p>	1, 2

assessment system. Subscription to online phonics tracker to support identification of children who may need further support		
Continue to buy into 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	3

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

Budgeted cost: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions using Little Wandle rapid catch up programme	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 Nesy and Fast Forward Spelling	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support Established interventions with evidence-based success	1, 2
Small group support targeting child's specific areas of need	EEF reflects significant gains in progress for pupils working in small groups or accessing 1:1 support.	1, 2, 3

High level targeted TA support in class providing intervention where needed.		
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

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of One Decision Nurture programme to support nurture groups set up for children identified as needing pastoral support</p> <p>One Decision resource embedded in PSHE with 'Ask It Basket'</p> <p>Worry Jars in classrooms for pupils to be able to communicate worries with teacher</p>	<p>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.</p> <p>EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>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</p>	<p>EEF/education-evidence/teaching-learning-toolkit/physical-activity</p>	4
<p>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</p>	<p>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.</p>	4

<p>feedback. Well-being lead to have specific training on mental health from the National College</p>		
<p>Widen the reach of our ELSA programme so that more children are able to benefit</p>	<p>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.</p> <p>EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>
<p>Ensure all children in need have access to appropriate nurture support</p>	<p>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.</p> <p>EEF/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>

Total budgeted cost: £44,700

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.

Statutory assessment data and internal assessment data for the summer of 2023 is strong, especially in terms of progress from relative starting points and impact from COVID. 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.

The impact of our mastery approach in maths and additional interventions are demonstrated by the end of year data: on average from Y1 to Y6, an additional 5% of each class are now at age-related expectations in writing compared to last year; in maths this has increased by 2%. Book sampling and pupil interviews with disadvantaged pupils show a greater understanding of key concepts and greater maths fluency.

In writing, on average an additional 5% 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. Our disadvantaged children have accessed structured spelling intervention schemes where needed: over time 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.

We have experienced a big increase in recent years of children suffering from poor mental health and well-being. Our nurture groups have been effective in supporting children: impact has been assessed through observation and feedback/questionnaires from parents, staff and children. More children have needed specialist support with emotional literacy and we have responded by organising training this year so that an additional member of staff is qualified to deliver this. Some children have individual programmes of support within the classroom and so we have maintained a high level of support staffing in each class, 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