



Embleton Vincent Edwards Primary 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	Embleton Vincent Edwards Primary School
Number of pupils in school	56
Proportion (%) of pupil premium eligible pupils	1.8
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	24 Oct 21
Date of most recent review	20 Oct 23
Date on which it will be next reviewed	20 Oct 24
Statement authorised by	Nicola Threlfall
Pupil premium lead	Nicola Threlfall
Governor / Trustee lead	Jennie Kennie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12485 (incl £2680 Service PP)
Recovery premium funding allocation this academic year	£725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£13210 (incl £2680 Service PP)

Part A: Pupil premium strategy plan

Statement of intent

Although the size of the school, and the small number of eligible pupils, means that the amount of funding received can vary, proportionally, significantly each year the intent for those in receipt of additional pupil premium funding remains the same, regardless of the amount of funding that is received. That said, funding levels will inevitably dictate the extent to which we can fulfil the full range of aims on a year-to-year basis, and this will be taken into account at the annual review point.

As a school we aim to ensure that all disadvantaged pupils can take advantage of all that the school has to offer, both curricular and ex-curricular. Where a disadvantaged pupil has fallen, or is falling behind, their peers we aim to ensure that the right support is put in place to enable them to catch up as quickly as possible. We feel that it is vital that families of disadvantaged children are supported to ensure that their children are ready to learn, with the appropriate equipment and resources.

We also have a significant proportion of pupils that are eligible for Service Pupil Premium funding. We aim to ensure that where a service pupil joins us part way through their schooling they are given the support to ensure a smooth integration into school. Where a service pupil has fallen, or is falling behind, their peers we aim to ensure that the right support is put in place to enable them to catch up as quickly as possible.

We aim to achieve these objectives through the following:

- a. Small group learning to enable individualised support to catch up, maintain and extend learning.
- b. Free clubs and/or wraparound provision for disadvantaged children to enable access to the wider curriculum, and support parents/carers back into work.
- c. Subsidised school trips for disadvantaged children to enable access to the wider curriculum.
- d. Subsidised music lessons for disadvantaged children to enable access to the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Pupils not yet working at the same level as their peers in reading (esp phonics)
2	Pupils not yet working at the same level as their peers in maths (esp 4-operations fluency)
3	Disadvantaged pupils not accessing the wider curriculum (clubs, trips) due to a lack of funds
4	Disadvantaged pupils not being prepared for learning (breakfast, equipment)

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
Pupils working at the same level as their peers in phonics	All pupils in receipt of additional funding meet the required standard in Year 1 phonics check, unless there is a specific reason why they can't.
Pupils working at the same level as their peers for reading	All pupils in receipt of additional funding are reading books at the appropriate level for their age, unless there is a specific reason why they can't.
A greater proportion of pupils are WGD in reading comprehensions	At least 40% of pupils in receipt of additional funding achieve WGD in their termly PIRA tests.
A greater proportion of pupils are working at the same level as their peers in maths fluency	At least 70% of pupils in receipt of additional funding are working at ARE in their Big Maths tests. At least 70% of pupils in receipt of additional funding are working at ARE in Times Table Rock Stars. All pupils in receipt of additional funding meet the required standard in Year 4 multiplication check, unless there is a specific reason why they can't.
No disadvantaged child forgoes an enrichment activity due to feeling unable to fund it.	All disadvantaged children access enrichment activities that interest them. All disadvantaged children access all curricula trips.
No disadvantaged child is not ready to learn due to not having had breakfast.	Breakfast is provided for those disadvantaged children who arrive at school without having had it.
No disadvantaged child is not ready to learn due to not having appropriate equipment.	Disadvantaged children have all the equipment necessary <ul style="list-style-type: none"> - One set of branded uniform items per year (on loan) - Waterproofs and wellies (on loan)

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training and portal support	EEF Improving Literacy in KS1 Guidance Report	1

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver 1:1 RWI lessons in KS1 3 x per week	EEF Improving Literacy in KS1 Guidance Report EEF Toolkit Individualised Instruction EEF Toolkit Phonics EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition	1
TA to read with specific children in KS2 3 x per week	EEF Improving Literacy in KS2 Guidance Report EEF Toolkit Individualised Instruction EEF Toolkit Reading Comprehension Strategies EEF Toolkit 1-to-1 Tuition	1
HLTA & TA to deliver small-group targeted Big Maths lessons KS2 3 x per week	EEF Toolkit Individualised Instruction EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition	2
TA to provide small-group/1:1 maths lessons in KS1 3 x per week	EEF Improving Mathematics in the Early Years and KS1 Guidance Report EEF Toolkit Individualised Instruction EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition	2
External Tutor to deliver 1:1 maths booster sessions to key individuals	EEF Toolkit Individualised Instruction EEF Toolkit Reducing Class Size EEF Toolkit Small Group Tuition	2

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised residential for disadvantaged pupils in UKS2	EEF Toolkit Physical Activity	3
Access to clubs/wraparound for disadvantaged pupils	EEF Toolkit Arts Participation EEF Toolkit Extending School Time EEF Toolkit Physical Activity	3
Breakfast for those disadvantaged pupils that need it	EEF Improving Behaviour in Schools Evidence Review	4
Equipment and uniform for those disadvantaged pupils that need it	EEF Improving Behaviour in Schools Evidence Review	4
Attendance meeting support for those disadvantaged pupils at risk of low attendance	EEF Improving Behaviour in Schools Evidence Review	4

Total budgeted cost: £ 13000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to small numbers this information is withheld from being published.

Externally provided programmes

Programme	Provider
Nil	

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Allocation was spent on 3 main things:</p> <ul style="list-style-type: none">- providing support to service children new to the school enabling them to settle into school and support them in new routines and processes. This is achieved by part-funding (approx. 1 hr per day) an ex-service TA who understands the unique concerns of the service population and who can provide pastoral support to pupils, especially when their parents are away. This post also provides 1-to-1 support to any service pupil that needs it, whilst assessments are carried out and additional funding sought if necessary.- time taken by teaching and office staff to provide written reports, and transfer information on service pupils.- providing additional TA time to support rapid catch-up where gaps in learning are identified.
What was the impact of that spending on service pupil premium eligible pupils?	<p>New service pupils settled in quickly and were well supported adjusting to being in our school.</p> <p>Gaining schools received comprehensive and timely information about</p> <p>1-to-1 support was immediately available to those pupils that required it.</p>