

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Earlsmead Primary
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 and 2023/2024
Date this statement was published	28/11/22
Date on which it will be reviewed	
Statement authorised by	Hina Shah
Pupil premium lead	Scott McKenna
Governor / Trustee lead	Susan Moyse

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,284
Recovery premium funding allocation this academic year	£10,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£203,434

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- At Earlsmead, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Earlsmead, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Children have limited cultural or extra curricula experiences outside of school.
3	Due to poverty we have children arriving at school without breakfast and no lunch.
4	We are in an area of high crime and depravation and some children have social and emotional needs that need constant attention.

## 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
<p>Disadvantaged children will maintain their rate of progress from their last statutory assessment point so the vast majority achieve the expected standard by the end of their primary education.</p>	<p>The end of term data will show that the attainment of Pupil Premium Children is in line with non-pupil premium children.</p> <p>Where children are not making the Expected Standard, they are identified so early strategies can be put into place that will accelerate progress. Time frames are set to ensure these children reach the Expected Standard by the end of their primary education.</p> <p>Interventions will be reviewed and the impact measured to ensure they are achieving their objectives.</p>
<p>Reading attainment for disadvantaged children will be in-line or above non-pupil premium children.</p>	<p>Children will be introduced to high quality texts that will broaden their vocabulary giving them insight into the wider school curriculum.</p> <p>The vast majority will complete their primary education able to read a wide variety of texts fluently and with understanding.</p>
<p>No child will miss a school based activity where poverty may prove a limiting factor. The school is committed to offering a variety of experiences that will broaden children's learning.</p>	<p>Communication with disadvantaged families will be constant and ongoing. When needs arise children will be funded for breakfast club and extra-curricular activities.</p> <p>Pupil Premium money will also ensure that disadvantaged children attend the Year 6 residential trip.</p>
<p>All disadvantaged children will meet national expectations for attendance/persistent absence.</p>	<p>Pupil Premium children will match or exceed national attendance averages for non-disadvantaged (96%).</p> <p>Attendance will be monitored by the Learning Mentors and overseen by the Inclusion Leader. Early identification of attendance concerns will lead to swift action and support for children and their families.</p>

## 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: £51,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Phonics has been implemented across the school for all children. This has meant all resources and training opportunities have been purchased so children can master decoding before reaching Key Stage 2.</p> <p>New and disadvantaged children who have not mastered phonics in Key Stage 2 will also benefit from the skill and systematic approach taken by trained staff.</p>	<p>There is a vast amount of research that supports the Little Wandle approach to teaching phonics. This evidence is captured in the DFE's, Reading Framework (2021).</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	<p>1</p>
<p>After-school Homework / Study groups are run for disadvantaged children in Key Stage 2. The purpose of this time is to allow targeted children to benefit from high levels of adult support to consolidate key skills that are taught during the regular school day such as spelling and reading.</p>	<p>Education Endowment Foundation says that extending learning time will be most beneficial when targeted.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>2</p>
<p>We have employed the services of specialist sports coaches to work with teachers and also run extra-curricular clubs.</p> <p>Teachers have support in planning and carrying out activities.</p>	<p>The Society for Research in Child Development (2014) outlines the body of research that exists that show the overwhelming benefits of exercise for learning.</p> <p><a href="https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/mono.12129">https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/mono.12129</a></p>	<p>2</p>

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

Budgeted cost: £76,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A reading recovery teacher is working with pupil premium children twice a week to ensure that they are able to read at their chronological age.</p> <p>Children are identified through a range of formative and summative assessments. Vocabulary gaps are addressed and children are given support to share their ideas and opinions about a range of different texts.</p>	<p>The approach we have adopted will have a lasting positive impact on the disadvantaged children at Earlsmead. This report evidences the results of children who received Reading Recovery at primary and their outcomes at GCSE.</p> <p><a href="https://www.ucl.ac.uk/reading-recovery-europe/sites/reading-recovery-europe/files/the_impact_of_reading_recovery_ten_years_after_intervention_hurry_and_fridkin.pdf">https://www.ucl.ac.uk/reading-recovery-europe/sites/reading-recovery-europe/files/the_impact_of_reading_recovery_ten_years_after_intervention_hurry_and_fridkin.pdf</a></p>	<p>1</p>
<p>Century Tech is an online learning platform that helps teachers set targeted activities to their classes. The system marks the work so children get quick feedback on the questions they have answered.</p> <p>Pupil premium children have the ability to use Century Tech in school, as part of the homework club provision, and do extra tasks at home.</p>	<p>Education Endowment Foundation (EEF) states that homework has a high impact. Their evidence includes homework clubs, which Earlsmead provides.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p>Evidence from EEF states that digital technology can have a moderate impact but 'should be used to supplement, rather than replace teaching activities. This is how we are using Century Tech.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</a></p>	<p>2</p>

<p>Little Wandle catch-up. Teachers and teaching assistants have taken part in training so they know and understand the full range of catch-up strategies in regards to Phonics. These catch-up sessions are vital to ensure no child arrives is left unable to decode.</p>	<p>There is a vast amount of research that supports the Little Wandle approach to teaching phonics. This evidence is captured in the DFE's, Reading Framework (2021).</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p>	<p>1</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £75,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>At Earlsmead we provide additional Music teaching. Children learn instruments and have the opportunity to take part in a choir.</p> <p>2 specialist teachers for KS1 and another for KS2.</p> <p>Year 4 children have whole class instrumental lessons, each child has instrument.</p> <p>Children in Years 5 and 6 can choose to continue with lessons in their chosen instruments.</p>	<p>The University of Southern California completed a five-year study into how music instruction appears to accelerate brain development in young children.</p> <p><a href="https://news.usc.edu/102681/children-brains-develop-faster-with-music-training/">https://news.usc.edu/102681/children-brains-develop-faster-with-music-training/</a></p>	<p>2</p>
<p>We provide a reward shop that is linked into our whole school behaviour policy. Children receive 'Dojo's' in class that are then transferred to 'merit's. Once a child achieves a certain threshold they are invited to the Headteacher's office to select a reward.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1</p>
<p>Earlsmead has learning mentors that work with children that have difficulty in managing their behaviour. Those that are vulnerable to exclusion or are easily disengaged with learning have weekly sessions that teach children</p>	<p>The social and emotional learning that our learning mentors are responsible for is grounded in evidenced based practices. The impact across the school is evidenced by the</p>	<p>4</p>

<p>strategies so are equipped to make the most of schools.</p>	<p>low number of fixed term exclusion children receive.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>A Child Counsellor is employed once week who uses art and play therapy to engage children who have a range of needs. The counsellor also involves the families so any concerns are known and children feel supported.</p>	<p>Earlsmead's offer of counselling gives children range of different approaches depending on their needs. The school is located in an area of high deprivation and we have children with a vast range of needs.</p> <p><a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a></p> <p><a href="https://www.psychologytoday.com/uk/blog/arts-and-health/201601/child-art-therapy-how-it-works">https://www.psychologytoday.com/uk/blog/arts-and-health/201601/child-art-therapy-how-it-works</a></p>	4
<p>The Learning Mentor's in the school play an important role in monitoring and challenging absence. Each day they ring children are absence and arrange meetings with parents of persistently absent children.</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf</a></p>	4
<p>The school has a wellbeing champion for the children. This individual has undergone training and has taken a lead in promoting children's mental health.</p> <p>The school pays into Haringey Anchor to build children's mental health resilience. Training has been provided by all the TAs.</p>	<p><a href="https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing">https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing</a></p>	4
<p>The school ensures no child goes hungry or does not have the correct clothing for the season. We identify children who are in need and ensure that they are invited to breakfast club. This helps the children become ready and focused for their lessons.</p>	<p><a href="https://www.kumon.co.uk/blog/the-importance-of-breakfast-for-children/">https://www.kumon.co.uk/blog/the-importance-of-breakfast-for-children/</a></p>	3

**Total budgeted cost: £203,434**

## 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 2022 to 2023 academic year.

		<b>Expected Standard</b>	<b>Greater Depth</b>
		<b>P.P (Pupil premium)</b>	<b>P.P (Pupil premium)</b>
<b>EYFS</b>	<b>GLD</b>	66%	
		PP – 71%	
<b>KS1</b>	<b>Reading</b>	67%	15%
		PP – 86%	PP – 43%
	<b>Writing</b>	67%	6%
		PP – 86%	PP – 26%
	<b>Maths</b>	71%	15%
	PP – 86%	PP – 21%	
	<b>Reading / Writing Maths</b>	64%	4%
		PP – 76%	PP – 10%
<b>KS2</b>	<b>Reading</b>	70%	22%
		PP – 73%	PP – 23%
	<b>Writing</b>	82%	18%
		PP – 85%	PP – 19%
	<b>Maths</b>	59%	9%
		PP – 65%	PP – 4%
	<b>Reading / Writing Maths</b>	54%	4%
		PP – 62%	PP – 0
<b>Whole School</b>	<b>Reading</b>	64%	11%
		PP – 64%	PP – 8%
	<b>Writing</b>	63%	6%
		PP – 58%	PP – 5%



	<b>Maths</b>	64%	7%
		PP – 66%	PP – 7%
	<b>Reading / Writing Maths</b>	54%	1%
		PP - 52%	PP – 1%

## 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*

<b>Programme</b>	<b>Provider</b>
Maths Intervention for KS2 children	Rock Star Maths
Maths & Science Homework - Online Learning platform – Century Tech	Century Tech

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*