



The Humber Estuary Federation

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	East Halton Primary School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	14%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Breslin, Executive Headteacher
Pupil premium lead	Hannah Trafford
Governor / Trustee lead	Tracey Thorpe, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
Recovery premium funding allocation this academic year	£N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£9,415

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

'Quality first' 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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're set
- act early to intervene at the point need is identified
- 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	Internal assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. During in school assessments, less disadvantaged children in Y1 have met the expected standard in the Phonics Screening over the last 3 years.
2	Internal assessments and observations indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. A lack of enrichment opportunities during school closure as well as rigorous routine has played a part in this. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. Pupils 8 (1 of whom is disadvantaged) currently require additional support, with 7 (1 of whom is disadvantaged) classed as 'Initial Concern' and are being monitored for potential future additional support beyond regular classroom 'Quality First' teaching.
4	Parental engagement - particularly in early reading and development of reading. Children entering Reception and Year 1 are not always receiving the support they need at home to secure new Phonics learning and progress to be confident and accurate readers. Gaps begin here and remain steady up into KS2 in most cases.
5	Parental engagement - particularly in early reading and development of reading. Children entering Reception not always receiving the support they need at home to secure new Phonics learning to progress through school. Gaps begin here and remain steady up into KS2 in most cases.

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 Phonics Screening attainment among disadvantaged pupil at the end of Year 1.	Y1 Phonics Screening outcomes in the three years to 2024/2025 show a significant increase in the number of disadvantaged children meeting the expected standard.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS1 and 2 reading outcomes in the three years to 2024/25 show a significant increase in the number of disadvantaged children meeting the expected standard and making progress against their FFT targets.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 and 2 maths outcomes in the three years to 2024/25 show a significant increase in the number of disadvantaged children meeting the expected standard and making progress against their FFT targets.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant decrease in children being referred through 'Initial Concern' to the SENCo with social, emotional and well-being difficulties • a significant reduction in social, emotional and well-being issues being reported on CPOMs

	• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • an increase in parental engagement with early reading (listening to children read at least 4 times a week).
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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: £420 (assessments and training), £1650 (new reading books)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly (1 hour each term).	Termly, standardised tests 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 5
Development of our Federation Phonics Scheme by the SLT, including the purchase of phonically decodable books for children to use to secure stronger phonics teaching for all pupils and training of staff to deliver it successfully.	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	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Support from the local Maths Hub to develop the teaching of Maths Mastery.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 5

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

Budgeted cost: £3000 (Well-being Officer), £2300 (Imagination Library), £1745 (Interventions and staffing for this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using the new Humber Estuary Federation Phonics Intervention Scheme	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
'Imagination Library' after-school club - providing children in KS1 with structured opportunities to develop a love of reading.	Children that do not have parental engagement at home for early reading, continue to make less progress than their peers. This club offers children the chance to engage with an adult, sharing reading and activities to develop their love of reading. The club has been popular in the past.	1 and 5
Termly parent/child reading sessions to be held for children in Reception. These involve parents sharing stories and completing activities with their parents in school. Support of Sarah Tipler from 'Words Count' to involve and give confidence to parents supporting early reading and Phonics at home.	There is strong evidence which correlates with school data that parental engagement in early reading is crucial in order for children to succeed in their KS1 Phonics Screening and KS1/KS2 reading assessments. Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 4 and 5
1:1 target readers (PP children and bottom 20%) being listened to in school as often as possible by all staff and parent helpers, particularly in EYFS and KS1.	Giving children specific time to practice and apply taught phonics skills ensures they progress to be confident readers. Phonics EEF (educationendowmentfoundation.org.uk)	1 and 5
Education Well-being Officer employed across the federation to deliver weekly 1:1 sessions with children and provide advice	This is a proven resource we have used for many years that offers children a confidential outlet to support their emotional needs.	3

and support to SENCo and Class Teachers on strategies and resources.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Interventions as directed by SENCo, delivered 1:1 and in small groups by TAs	Targeted interventions such as SALT, Beat Dyslexia, Plus 1, 5 minute box, Socially Speaking have been proven to increase progress with all children when used regularly and accurately.	1, 2, 5

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of fulfilling the new Federation Behaviour Policy linked to our new Core Values, in turn developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Access to enrichment activities (Arts and Sports). Disadvantaged children given priority/subsidised fees for after-school enrichment clubs and school trips.	Despite their backgrounds, children have access to enrichment activities that they may not have outside of school developing their confidence and interests. Arts participation EEF (educationendowmentfoundation.org.uk)	3
ActivAll board upkeep (servicing) and training for staff.	ActivAll boards proven to help support children with social, emotional, behavioural and SEN needs. Children have regular access to the boards at playtime and can also be used in a targeted way. Benefits - ActivAll Health (activall-health.com)	3
Contingency fund for acute issues.	Both with the ongoing unpredictable effects of the pandemic on families incomes/resources and the new children that the school attracts, we have identified a need to set a small amount of funding aside to respond quickly to needs as and when they arise.	All

Total budgeted cost: £9,415

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 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track before the pandemic, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, however we did support them fully by: having them in school when the Government allowed and supporting children well at home through printed work packs, extra enrichment activities, access to technology, staff doorstep visits, extra food packs and referrals to Food Banks where needed.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan as well as a new Behaviour Policy and Core Values approach which has been adopted by all classes for consistency across the school.

Service pupil premium funding - N/A

Measure	Details