



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	49
Proportion (%) of pupil premium eligible pupils	14% (7/49)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	Termly
Statement authorised by	Miss Hayley Twidale, Acting Headteacher
Pupil premium lead	Mrs Hannah Trafford
Governor / Trustee lead	Mr Rob Biglands (IEB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,745
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	£11,745

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 (including those who have SEND) to achieve that goal and access a well-rounded curriculum, including progress for those who are already high attainers.

'Quality first' and 'adaptive' teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The EEF Toolkit has been used to give rationale behind decisions made to ensure the greatest impact on closing the disadvantage attainment and progress gap. 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 assessment, not assumptions about the impact of disadvantage. To ensure the approaches we have adopted 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 (in conjunction with the SENCo)
- 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	Reading - to succeed in life, children must leave school being able to read. Of KS1 pupils last year, 0% met the expected standard in reading, this included 1 child in receipt of PP.
2	43% (3/7) of children we are in receipt of PP funding also have SEND
3	Ambition and aspirations - informal observations and conversations with children and their families show us that they are beginning to have interesting aspirations for the future but do not know how to achieve them.
4	Average attendance of Pupil Premium children 2021-2022 - 93.4% compared to 97.8% for Non-PP.

5	Access to enrichment to develop children's social and emotional well-being that children may not have outside of school.
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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
1) Improved attainment in reading at the end of KS1.	Evidence of improved percentage of children in KS1 meeting the expected standard in reading.
2) All children have access to consistent quality first and adaptive teaching. Interventions are used to good effect to support the rapid progress of children.	Teaching over time is good or better across the school. Progress improves over time, as a result of quality first and adaptive teaching. Children with SEND make good or better progress, as a result of timely and effective intervention.
3) Children have ambition and aspirations for the future. They want to do well and work hard.	Children following core expectations evidence in different contexts (lessons, playtimes, lunchtimes). Pupil voice is positive. Children engage positively with visitors/visits from professionals and apprentices (Primary Futures).
4) Disadvantaged pupils attend school regularly and punctually.	Average % attendance for disadvantaged pupils rises to be in line with their non-disadvantaged peers.
5) Disadvantaged children can develop their talents and enjoy extra-curricular activities.	Increased number of disadvantaged children accessing a wide range of clubs. Attendance improves alongside this as children want to attend school for a wide range of learning experiences.

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.

Priority 1 - Reading Curriculum

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardized assessments (Testbase and NTS) Training for staff to ensure assessments are interpreted and administered correctly. (Ongoing cost - yearly) £425	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
Use of DfE validated SSP (Little Wandle) for the teaching of Phonics, including continual CPD for Reading Leader and staff (Ongoing cost for LW subscription) £300	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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using Little Wandle Letters and Sounds Revised	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	1 and 2
Targeted CPD for staff identified through monitoring of Phonics lessons, reading practice sessions and interventions.	A recent Local Authority Phonics Review (June 2022) was successful and instrumental in providing further areas for development in the teaching of Phonics and	1 and 2

(Cost may vary depending on number of staff identified)	reading. The Phonics programme being used has had a positive impact on pupils learning and progress and regularly monitoring and reviewing through learning walks and data analysis will ensure this continues.	
Y6 Reading Buddies - Y6 children to support younger peers in Reception to read fluently. FREE	Peer tutoring EEF (educationendowmentfoundation.org.uk)	1, 2 and 5
'Imagination Library' after-school club - providing children in KS1 with structured opportunities to develop a love of reading. (1 hour per week TA L2)	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 and we have had positive parental feedback about children's improved enjoyment of reading at home.	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. £60 (£20 per term) for resources for parent workshops	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, 2 and 5
Firefighter readers - listening to bottom 20% readers weekly for 8 weeks. FREE		

Priority 2 - Quality First Teaching

Budgeted cost: up to £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions being delivered by trained TA's, as directed by SENCo.	Targeted interventions such as SALT, Beat Dyslexia, Little Wandle Keep-up/Catch-up, 5 minute box, Socially Speaking have been proven to increase progress with all children when used regularly and accurately. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1 and 2
CPD for staff, as identified through monitoring (observations, learning walks, book scrutinies) Pace, engagement and challenge in the classroom - adaptive teaching strategies to be developed to ensure children are in receipt of quality first teaching in the first instance. Former Y6 teacher to support with CPD due to good results with disadvantaged pupils in Summer 2022.	Feedback EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	

Priority 3: Aspirations, culture capital and world of work

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Primary Futures - bringing people from different occupations into school to deliver assemblies, work with children.	Evidence is limited currently however the approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to	3

Staff to be trained in using Primary Futures.	new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. For interventions that focus on self-efficacy and motivation specifically in a learning context (for example, growth mindsets interventions) please see Metacognition and self-regulation .	
Opportunities for developing culture capital and world of work identified and implemented as part of the curriculum.		3
Supporter to Reported - Study United @ Scunthorpe FC Y5/6 children to attend 10 sessions learning journalistic and producing skills. Children to attend a Scunthorpe football match - Cost of coach travel - £300		3

Priority 4 - Attendance

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly parent meetings (additional to Parents evenings), to discuss children's progress and for staff to know each disadvantaged child, and their circumstances better.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 and 5
Children identified through monitoring of attendance are targeted for additional support. (Cost TBC)		

Priority 5 - Extra-curricular activity

Budgeted cost: £3000 (Forest School training), £700 (£100 per PP child to be used for Extra-curricular clubs and subsidising school trips)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train a member of staff in Forest School	Children gain life skills and confidence to use as they transition to the next phase of their education. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	
New programme of extra-curricular after school clubs. All teachers to offer an after-school club each week. External providers: Rushby dance/fitness/gymnastics sessions. Hull FC - Tag Rugby	Arts participation EEF (educationendowmentfoundation.org.uk) Physical activity EEF (educationendowmentfoundation.org.uk)	
School trips to be subsidized for disadvantaged pupils. Health and Safety/Risk Assessment training for staff	Educational visits NEU	
Education Well-being Officer employed across the federation to deliver weekly 1:1 sessions with children and provide advice and support to SENCo and Class Teachers on strategies and resources.	This is a proven resource we have used for many years that offers children a confidential outlet to support their emotional needs. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5

Contingency Fund: £1000

Total budgeted cost: £11000

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.

Improved Phonics Screening attainment among disadvantaged pupils at the end of Year 1

100% of the 2 disadvantaged pupils met the expected standard in Summer 2022.

Development of our own Federation scheme was halted in January 2022 and we purchased Little Wandle SSP to ensure a consistent and rigorous approach to the teaching of phonics.

The programme was started in February 2022 - internal data is showing improvement and has started to impact on national data also. Rigorous monitoring and continued CPD for new staff and those identified to continue for the next cohort of Y1 children.

Improved reading attainment among disadvantaged pupils at the end of KS2 - There were no children in this cohort in receipt of PP funding this year however in general, 57.1% (4/7) met the expected standard in Reading this year which was below local and national averages.

Improved maths attainment for disadvantaged pupils at the end of KS2 - There were no children in this cohort in receipt of PP funding this year however in general, 71.4% (5/7) met the expected standard in Maths this year which was above local and national averages.

Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils - not enough monitoring was done on this area of the strategy to validate if it was successful or not.

Service pupil premium funding - N/A

Measure	Details