

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	East Hoathly Primary and Nursery
Number of pupils in school	118 N-Y6 (97 R-Y6)
Proportion (%) of pupil premium eligible pupils	13% (14%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2022-23
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 23
Statement authorised by	James Procter Exc Head Sheridan Whythe HOS
Pupil premium lead	Sian Leahy
Governor / Trustee lead	Lorna Duggleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,665
Recovery premium funding allocation this academic year	£0
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	£10,665

Part A: Pupil premium strategy plan

Statement of intent

At the Pioneer Federation, we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our schools every chance to realise their potential.

When making decisions about using the funding we look at common barriers to learning such as language and communication skills, social and emotional aspects of learning including confidence, attendance, punctuality and support at home. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, have previously been in the care system or are young carers.

Our main objective in deciding how to use the Pupil Premium funding is to ensure that the gap between groups of pupils is narrowed and that all vulnerable children make good progress from their starting point including those who are already high attainers. We aim to ensure that high quality teaching and targeted interventions alongside wider strategies that support being ready to learn, help remove barriers to learning and progress.

We believe in building belief, resilience and a “can do” attitude. The school community works hard to develop resilience and perseverance in all our children, staff believe that all children can succeed and we celebrate individual strengths and have high expectations for all children.

The federation believes in providing the highest quality of teaching and acknowledges that early intervention is key and needs to be focused on the areas in which our vulnerable pupils are struggling to make good progress. We value the importance of early language development and acknowledge the importance of the EYFS. We aim to maximise teaching time by supporting parents to improve attendance and punctuality.

Our plans need to be considered alongside our School Development Plan as our plans for high quality teaching, behaviour and attitudes and personal development are interlinked with this strategy and there are many cross overs. The focus of the National Tutoring programme is also closely linked to this strategy.

Leadership are aware that improvements in pupil attainment require effective use of resources including staffing. We believe in using an evidence based approach to identify areas of focus and intervention and in reviewing the impact of our plans. Plans and strategies are put in place and reviewed following data analysis to ensure the best possible outcomes for all children. Children’s progress is analysed termly to support this. In addition we seek advice from our local authority, and utilise other areas of

expertise, such as Education Endowment Foundation, East Sussex Behaviour and Attendance service, our School Improvement Partner and other Headteachers.

All staff are aware of PPG children and other vulnerable groups across the school and the progress of these groups is discussed at termly Pupil Progress meetings. Some individuals will have specific intervention as individuals or in a small group. The school will respond flexibly to the needs of individual children taking into account individual situations.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and number of times late being a barrier to learning and creating gaps in learning and attainment. At 14.11.22: non-FSM 95% attendance FSM 90% All pupils within the group of 6 children who have two or more late marks are PP pupils.
2	Social and emotional needs being a barrier to learning (either SEND diagnosis, parental concerns, or ongoing adapted behaviour supports).
3	High numbers of children new to school are PPG joining a new community and are low attainers on arrival (8 PPG newcomers since Easter 22, 2 transition to secondary in July 22)

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
Good attendance and punctuality of PPG pupils promotes good progress and access to quality first teaching and interventions	Attendance of PP pupils improves and closes the gap with non-PP pupils (14.11.22: non-FSM 95% attendance FSM 90%) Reduced no of pupils with more than 2 late marks come from the PPG group
Social and emotional needs are identified and appropriate supports are in place to support expected progress and maintained wellbeing	PP pupils with SEND have appropriate referrals made and appropriate interventions in place linked to that need (EB) PP children identified from behaviour monitoring or bullying situations have accessed appropriate supports and there

	<p>are reductions in the number of behaviour incidents recorded linked to these children. (EB,SS,SL)</p> <p>Thrive profiling indicates PPG pupils are demonstrating maintained or increased wellbeing (All PP)</p>
<p>New comers have their needs assessed promptly and feel welcomed as new members of the community</p>	<p>All PPG pupils are assessed and on the assessment trackers at the next data drop (Dec, April, June)</p> <p>Records are received promptly from previous schools and SEND records accessed.</p> <p>Phonic, reading, writing and maths assessments are completed promptly on arrival to ensure quick identification of need.</p> <p>All PP pupils have adequate uniform available, books bags and are supported to attend trips in line with non-PP pupils.</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: £0 core offer/SDP

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training a member of Pioneer staff to become a Thrive Practitioner, second member of staff license renewed Sept 22– April 23 (federation paid)	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19)	2
Little Wandle training for all KS1/R staff (SDP)	EEG phonics – high impact for low cost +5	3
Zones of regulation training for all teachers	East Sussex recommended provision for SEMH. Dfe – Mental Health and Wellbeing in schools (Nov 19)	2

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

Budgeted cost: £ 390+2394+5543+344+220=£8891

Activity	Evidence that supports this approach	Challenge number(s) addressed
ESBAS units bought into support attendance £390	EEF parental engagement cost 1 impact +4	1
TA hours allocated for PPG support to allow early assessment, identification of need and intervention to fill gaps and to promote relationship building as quickly as possible 4 x 2 hours weekly £2394	Early intervention foundation: https://www.eif.org.uk/why-it-matters/how-do-we-know-it-works The effects of disadvantage or adversity in early life can be negative, but they are by no means universal or irreversible. An extensive body of evidence, built around rigorous testing of specific programmes, shows that early intervention can improve outcomes for children and families by targeting the circumstances that make supporting children's development difficult.	2,3

Class TA hours allocated to PPG intervention (including Language link interventions, Little Wandle Daily Keep up, and Rapid Intervention) pre-teaching vocabulary, KS2 phonics) £5543	EEF toolkit oral language interventions – high impact low cost +6 Overlearning opportunities – Mastery – EEF toolkit cost 1 impact +5 EEF toolkit phonics +5 intervention EEF teaching assistant interventions +4 Social and emotional learning EEF toolkit +4 Small group tuition EEF toolkit +4 The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics	2,3
Sensory circuits in place 4 times weekly	As recommended by ADHD advice and by OT for those with sensory needs	2
Individual Thrive profiling and actions plans built into SEND and behaviour support plans as needs are identified £1375 / 4 schools= £344	The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/ Dfe – Mental Health and Wellbeing in schools (Nov 19)	2
Language link Screener KS1– screen all Reception and KS1 and put in place interventions as necessary(£220	The EEF guide to the pupil premium - key lessons EYFS is key The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics EEF toolkit oral language interventions – high impact low cost 1 impact +6	3
Language link screen for KS2 screen new comers and those who have need intervention previously as necessary (SEND budget)	The EEF guide to the pupil premium - key lessons EYFS is key, The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics EEF toolkit oral language interventions – high impact low cost 1 impact +6	3

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

Budgeted cost: £ 400+100+1274=£1774

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing for Talking 2 x ½ hour sessions available each term (10 weeks) PPG pupils to be considered as first priority £400	Social and emotional learning EEF toolkit +4 Arts participation EEF Toolkit +3 Boxall Dfe – Mental Health and Wellbeing in schools (Nov 19)	2

Additional member of Pioneer staff being trained to provide support in this area (paid for by another Pioneer school)		
Art Therapy – facilitated by trainee art therapist, contribution to resources 1 x £100 £100	Social and emotional learning EEF toolkit +4 Arts participation EEF Toolkit +3 Boxall Dfe – Mental Health and Wellbeing in schools (Nov 19)	2
HOS time and Inclusion Manager increased knowledge and familiarity with the East Sussex EBSA guidance and toolbox, attendance at EBSA network meetings no cost	East Sussex Behaviour Support Therapeutic Thinking training Dfe – Mental Health and Wellbeing in schools (Nov 19) parental engagement +4	1
Contributions to trips and extracurricular activities, additional resources including book bags for new PP pupils £750(residential)+500 trips etc+24 book bags= £1274	Feeling part of the group, cultural capital OFSTED framework2019 Dfe – Mental Health and Wellbeing in schools (Nov 19)	2,3
Consideration of provision of breakfast club – revisit costs TBC	Maslow's hierarchy of needs	2,3
Senco/Inclusion Manager parental coffee mornings and workshops related to key school topics and SEND provisions/outside agencies including the Thrive approach and zones of regulation No cost	EEF parental engagement cost 1 impact +4	2,3

Total budgeted cost: £ 0+ 1774+8891=£10,665

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.

Intended outcome 21-22 (Success criteria)

1. Close the gap between PPG pupils and non-PPG pupils in core areas (100% PPG pupils are working at ARE in 3 core areas at July 22) – not met but **%PP working at ARE are higher than non-PP and all PP in all core areas**



Age Related Expectation Summary Report

23 November 2022

Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (77 pupils)

Sum2 2021-22

Reading (77 pupils)	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	77 (100%)	10 (13.0%)	7 (10.4%)	2 (3.0%)	38 (56.7%)	20 (29.9%)	0 (0%)
Pupil Premium	8 (10.4%)	0 (0%)	1 (12.5%)	0 (0%)	6 (75.0%)	1 (12.5%)	0 (0%)
Not Pupil Premium	69 (89.6%)	10 (14.5%)	6 (10.2%)	2 (3.4%)	32 (54.2%)	19 (32.2%)	0 (0%)

Writing (77 pupils)	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	77 (100%)	10 (13.0%)	10 (14.9%)	6 (9.0%)	37 (55.2%)	14 (20.9%)	0 (0%)
Pupil Premium	8 (10.4%)	0 (0%)	2 (25.0%)	1 (12.5%)	5 (62.5%)	0 (0%)	0 (0%)
Not Pupil Premium	69 (89.6%)	10 (14.5%)	8 (13.6%)	5 (8.5%)	32 (54.2%)	14 (23.7%)	0 (0%)

Mathematics (77 pupils)	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	77 (100%)	10 (13.0%)	10 (14.9%)	5 (7.5%)	31 (46.3%)	21 (31.3%)	0 (0%)
Pupil Premium	8 (10.4%)	0 (0%)	1 (12.5%)	1 (12.5%)	5 (62.5%)	1 (12.5%)	0 (0%)
Not Pupil Premium	69 (89.6%)	10 (14.5%)	9 (15.3%)	4 (6.8%)	26 (44.1%)	20 (33.9%)	0 (0%)

Key: Number of Pupils (Percentage)

2. 100% PPG pupils make progress in line with their peers (July 21 see below) – newcomers in year make this difficult to demonstrate in the data - 4 PP children new to school in this period.



Progress Breakdown

23 November 2022

Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (77 pupils)

Sum2 2020-21 to Sum2 2021-22

	Pupils (%)	Pupils (%) making 6+ steps progress		
		Reading	Writing	Mathematics
All Pupils	77 (100%)	44 (57.1%)	42 (54.5%)	44 (57.1%)
Pupil Premium	8 (10.4%)	5 (62.5%)	4 (50.0%)	5 (62.5%)
Not Pupil Premium	69 (89.6%)	39 (56.5%)	38 (55.1%)	39 (56.5%)

Progress Breakdown

Y1, Y2, Y3, Y4, Y5, Y6 - 'PPG July 22' (10 pupils)

Sum2 2020-21 to Sum2 2021-22

All Pupils (10 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	6 (60.0%)	5 (50.0%)	6 (60.0%)	5.7 (56.7%)
Progressed by 5 steps	0 (0%)	1 (10.0%)	0 (0%)	0.3 (3.3%)
Progressed by 4 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	4 (40.0%)	4 (40.0%)	4 (40.0%)	4.0 (40.0%)

3. PPG Pupils are ARE in maths (12.5% PPG pupils make accelerated progress in maths from July 21 to July 22) 33% 2/6 did – 4 newcomers within year

Progress Breakdown

Y1, Y2, Y3, Y4, Y5, Y6 - 'PPG July 22' (10 pupils)

All Pupils (10 pupils)	Mathematics	Average
Progressed by 12 steps or more	0 (0%)	0.0 (0%)
Progressed by 11 steps	0 (0%)	0.0 (0%)
Progressed by 10 steps	0 (0%)	0.0 (0%)
Progressed by 9 steps	0 (0%)	0.0 (0%)
Progressed by 8 steps	0 (0%)	0.0 (0%)
Progressed by 7 steps	2 (20.0%)	2.0 (20.0%)
Progressed by 6 steps	4 (40.0%)	4.0 (40.0%)
Progressed by 5 steps	0 (0%)	0.0 (0%)
Progressed by 4 steps	0 (0%)	0.0 (0%)
Progressed by 3 steps	0 (0%)	0.0 (0%)
Progressed by 2 steps	0 (0%)	0.0 (0%)
Progressed by 1 step	0 (0%)	0.0 (0%)
No steps progress	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0.0 (0%)
Missing Data	4 (40.0%)	4.0 (40.0%)

Good attendance of PPG pupils promotes good progress and access to quality first teaching and interventions (Attendance of PPG Pupils is in line with non-PPG pupils (96.5% July 21))

Not met: AT 14.11.22 FSM attendance 90% non FSM 95%

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
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Included above
What was the impact of that spending on service pupil premium eligible pupils?	Included above

Further information (optional)

--