

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 (2023-2024) 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	112 N-Y6 (90 R-Y6)
Proportion (%) of pupil premium eligible pupils	14% (14%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Academic Year 2023024
Date this statement was published	Jan 24
Date on which it will be reviewed	Dec 24
Statement authorised by	James Procter Exc Head Alice Briley HOS
Pupil premium lead	Sian Leahy
Governor / Trustee lead	Lorna Duggleby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,660
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	£20,660

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	Low receptive and expressive language, parental engagement or other SEND/wellbeing needs impacting greatly on the engagement and progress of the SEND/PPG cross over children
2	Phonics in KS1 and progress in reading in KS2
3	Maths progress in KS2

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
Language needs will be identified and appropriate supports are in place for PPG children with language needs. Children with SEND/PPG cross over will make measurable progress on the school trackers or their APDR targets	Language link screeners take place in Oct and in Feb for those with low scores. Language link or other programmes are in place for identified children Parents of PPG pupils attend meetings and will engage/consent for the offered support or appropriate referrals
PPG children make good progress and attain well in reading, phonics and are fully engaged in writing and make good progress	PPG pupils in Y1 meet the threshold for the Year 1 phonics screener PPG pupils make good progress (6 steps or more) in reading over the academic year PPG pupils are engage in writing and making expected progress in KS2 PPG pupils in Y6 are working at expected levels of attainment or have made 6 steps progress in reading over the year.

PPG pupils make good progress in maths	Language needs that impact on maths are identified as above Most PPG pupils make good progress (6 steps or more) over the academic years. Those not making expected progress have support programmes in place and /or appropriate advice from external professionals,
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £600 + £7000 plus core offer/SDP

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 day cover for each TA to enable for each training to ensure that they are skilled up for their role £600	The EEF recommends a focus on ensuring Quality First Teaching, EEF recommendations for SEND – p3 ensure all pupils have access to quality first teaching EEF Making the best of Teaching Assistants p6 4 – ensure TA are prepared for their role	1,2,3
Additional adult in the Y1/2 class to support early literacy delivery in single class groups in T3 £7000	The EEF recommends a focus on ensuring Quality First Teaching. EEF toolkit phonics +5 intervention	1,2

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

Budgeted cost: £ 1233+904.50+ 232+220+810+2394+365+1000+392+90= 7640.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
50 Lexia Core 5 reading programme licenses bought	EEF effective use of ICT	2

£1233 (1/3 of 3 year deal)	<p>Use evidence based interventions – experience at other Pioneer schools (SMV) has evidence above expected progress in at all levels of attainment.</p> <p>Teaches comprehension – higher level skills – EEF improving literacy in KS1</p> <p>EEF toolkit phonics +5 intervention</p> <p>Homework EEF Toolkit +5</p>	
15 Additional Lexia licenses Cost £904.50	As above	
<p>Individual Thrive profiling and Wellbeing actions plans (Thrive/Zones of regulation) built into SEND and behaviour support plans as needs are identified</p> <p>£232 (portion of the Federation license)</p>	<p>The Thrive Approach is research based: https://portal.thriveapproach.com/approach/info/credentials/</p> <p>Dfe – Mental Health and Wellbeing in schools (Nov 19)</p> <p>EEF improving Social and emotional learning in primary schools pt 5 – reinforce SEL with whole school based ethos and activities</p>	1, 2
<p>Language link Screener KS1– screen all Reception and KS1 and put in place interventions as necessary(</p> <p>£220</p>	<p>The EEF guide to the pupil premium - key lessons EYFS is key</p> <p>The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth, depth and use in context, relating to curriculum topics</p> <p>EEF toolkit oral language interventions – high impact low cost 1 impact +6</p> <p>EEF literacy in Ks1 recommendations pt1 – develop speaking and listening skills</p> <p>Oral language interventions +6</p>	1,2
<p>Acquisition of additional 10 Clicker licenses</p> <p>£810</p>	<p>Evidence at other Pioneer schools with EHCP and other pupils indicates that scaffolded ICT writing support can support engagement and evidence pupils ideas when they struggle with fine motor skills.</p>	2
<p>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</p> <p>4 x 2 hours weekly</p> <p>£2394</p>	<p>Early intervention foundation: https://www.eif.org.uk/why-it-matters/how-do-we-know-it-works</p> <p>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.</p>	2,3
<p>Employment of SAL therapist to complete 4 x full assessment reports and programme</p>	<p>The EEF guide to the pupil premium - key lessons EYFS is key</p> <p>The EEF guide to the pupil premium key priority - Language acquisition including extending</p>	1,3

£365 Employment of SAL practitioner to model the programme delivery 10 sessions for 4 pupils £1000	vocabulary breadth, depth and use in context, relating to curriculum topics EEF toolkit oral language interventions – high impact low cost 1 impact +6 EEF literacy in Ks1 recommendations pt1 – develop speaking and listening skills Oral language interventions +6	
Acquisition of my maths license £392	Effective use of ICT, Revisiting, overlearning and filling the gaps Homework EEF +5	3
Phonics play license 90 +VAT	Effective use of ICT, Revisiting, overlearning and filling the gaps Homework EEF +5	3

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

Budgeted cost: £ 400+400+700+1250+1800=£4550

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)	1
TA trained as ELSA 6 days £400 6 days cover for TA course Cost £700 (next year £200 annual for supervision 6 x 2 hours)	Social and emotional learning EEF toolkit +4 Arts participation EEF Toolkit +3 Boxall Dfe – Mental Health and Wellbeing in schools (Nov 19)	1
Contributions to trips and extracurricular activities, additional resources, uniform, including book bags for new PP pupils £750(residential)+500	Feeling part of the group, cultural capital OFSTED framework2019 Dfe – Mental Health and Wellbeing in schools (Nov 19)	1

1250		
Dragonflies (3 x pupils x 12 sessions) play therapy		1
£1800		

Total budgeted cost: £ 7600+ 7640.50 +3850= £19090.50

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.

Success criteria 22-23		
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	At 2/01/2023 Whole school attendance 95.4 PPG 93.9 (NA 92.3) Gap has closed at this point in time
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 PP children identified from behaviour monitoring or bullying situations have accessed appropriate supports and there are reductions in the number of behaviour incidents recorded linked to these children. Thrive profiling indicates PPG pupils are demonstrating maintained or increased wellbeing (All PP)	1 x boy has had a number of referrals in place 1 x girl parental consent has been gained for further investigation HOS notes evidence supports put in place. 7/13 of the children still on role made progress with their Thrive scores. The 4 Years moved up and developmental band, however ¾ made progress within the same band by the end of the academic year. Of the 3 who did not make progress, 1 X SEND has had a number of external referrals, 1 is now identified as SEND and parental consent has been given for outside referrals and the 3 rd had access to Drawing for Talking support.
New comers have their needs assessed promptly	All PPG pupils are assessed and on the assessment	2 new children to reception came from our nursery so

and feel welcomed as new members of the community	trackers at the next data drop (Dec, April, June) Records are received promptly from previous schools and SEND records accessed. Phonic, reading, writing and maths assessments are completed promptly on arrival to ensure quick identification of need. All PP pupils have adequate uniform available, books bags and are supported to attend trips in line with non-PP pupils.	records where easily transferred and 1 is now identified as having SEND. 2 x new comers last year are now are identified as SEND and 1 is making good progress for the second parental consents have been gained for referrals.
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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)

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