

Pupil premium strategy statement – Eureka Primary School 2024-2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	1 st September 2024
Date on which it will be reviewed	31 st August 2027
Statement authorised by	Cassie Hurt
Pupil premium lead	Steven Thompson
Governor / Trustee lead	Kerry Gorman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56,745

Part A: Pupil premium strategy plan

Statement of intent

At Eureka Primary School our intent is to ensure that the gap between attainment and progress of pupil premium and non-pupil premium both within school and nationally is closed, including those who are already high attainers. We are committed, as a school, to improving the achievement of students entitled to pupil premium funding. Through the pupil premium strategy plan, we intend to ensure that all children - irrespective of their background, needs or challenges they encounter in their primary life – to make good progress and reach at least the Expected standard in Reading, Writing and Maths in each year group. Our intention is to support our disadvantaged pupils to meet this target throughout their school journey by looking to close the attainment gap with our non-disadvantaged children in the school. As a school, we consistently track all groups of pupils to ensure that they make good or better progress. Through quality first teaching and targeted interventions (through our 'Keep Up, not Catch UP' programme) we are working to eliminate barriers to learning and progress. For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

To identify the challenges that our pupil premium children face and the ways that these will be addressed, we use research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- The work undertaken through the use of the Pupil Premium Grant will be aimed at improving the lives and future choices of our most disadvantaged pupils.
- Remove barriers to learning created by poverty, family circumstances, background.
- Enable our pupils to look after their social and emotional wellbeing; developing skills and strategies to build their confidence in these areas.
- Ensure ALL our pupils develop a rich vocabulary to develop their confidence and ability to communicate in the full life of the school
- Ensure ALL our pupils are able to read fluently and with good understanding so that they can access the rich and varied wider curriculum and other experiences that Eureka offers
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils in the core subjects (Reading, Writing, Maths).
- Ensure all pupils have access to our wider enrichment activities and after school clubs to develop cultural capital, knowledge and understanding.

To achieve these objectives, we will:

- Ensure that disadvantaged children are engaged and challenged in the work they are set.
- Ensure that we act promptly to intervene at point of need (Keep Up, not Catch Up).
- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Continue to provide a whole school approach; Eureka staff all taking responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve.
- Make quality use of the National Tutoring Programme (School Led Tutoring) for pupils whose education has been affected, including non-disadvantaged pupils, to accelerate their progress.
- Provide nurture to support pupils in their emotional and social development.
- Target funding for all children to access trips and residential visits.

Challenges

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

Challenge number	Detail of challenge
1	Understanding and using key vocabulary for a topic with many starting school with poorer communication and language skills.
2	Accurate reading fluency of age-related texts again linking to the language and phonetic skills starting school.
3	Well-being and mental health of being ready to learn in lessons as many do not have the social and emotional resilience to allow them to focus on academic matters.
4	Allowing children to access a range of wider opportunities within school as they commonly come into school with fewer experiences to draw upon and relate to from their wider life experiences, limited cultural capital and low aspirations for their own future.

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
Communication and language skills for disadvantaged children to progress, in order that they leave each of their year groups with the expected level of development in these areas, and progress through school with speech & language skills that allow them to fully access to the curriculum.	PP children make accelerated progress with their speech, language and communication needs and leave EYFS with the expected level of development. Assessments (NELI and SALT reports) indicate significantly improved communication and language skills as well as improved percentage of children achieving expected and greater depth in reading comprehension assessments (NTS). The gap between disadvantaged pupils and non-disadvantaged pupils will be reduced. End of key stages there will be no identified significant gaps in reading between disadvantaged pupils and their non-disadvantaged peers By 2027, the number of disadvantaged pupils that pass the phonics test in Year 1 matches or exceeds national and is maintained.
Phonic screening scores for disadvantaged children to progress, in order that they leave Year 1 with the expected standard to then support their reading fluency of age-related text each year moving up the school.	More children will be on age-related reading books throughout the year. Quantitative data from reading scheme tracker showing an increase in percentages as the year progresses. Increased scaled scores in assessment papers for children being expected and greater depth.
To provide a network of social and emotional support for PP children, enabling them to develop increased resilience to the challenges they face.	PP children's social and emotional needs are addressed and children are more resilient to challenges. Qualitative data from pupil voice, pupil and parents' questionnaires and teacher

	<p>observations show children have increased resilience to the challenges they face. Observations of children's engagement in learning shows they have a 'can do' attitude and self-belief resulting in increased resilience. Boxall assessment show PP children are broadly in line with the peers.</p> <p>Disadvantaged pupils and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing.</p> <p>Physical and mental wellbeing of all pupils is well supported within the school. Pupils are happy and keen to attend school.</p>
<p>Access to cultural capital through an extended school curriculum.</p>	<p>Allowing children to have access to a range of different activities throughout the school year to wide the offer of cultural capital opportunities across the curriculum.</p> <p>Pupil premium pupils' use of extracurricular clubs to be tracked throughout the year to monitor access and encourage greater participation.</p> <p>Ensure access to onsite and offsite activities though school trips and visitors to school for all year groups.</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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Continuing Professional Development (CPD) to secure quality 1st teaching across the school. Rigorous monitoring ensures the staff have the skills and knowledge required to meet the needs of their pupils. Professional development is given with a focus Rosenshine's Principles and the principles from 'Making Every Lesson Count'.</p>	<p>Research shows that high-quality CPD for teachers has a significant effect on pupils' learning outcomes. (Education Policy Institute, Evidence review: The effects of high-quality professional development on teachers and students, 2020)</p> <p>Research shows that highly skilled staff are able to adapt their planning more effectively to meet the needs of their children. Metacognition and self-regulation approaches have consistently high levels of impact. EEF, Teaching and Learning toolkit, 2018)</p>	<p>1,2</p>

Targeted TA CPD to support interventions – how the consistency approach in the classroom can also be run in interventions using learning carried out in the classroom (Keep Up not Catch Up). Supporting with the Alex Quigley SEEC model.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (Making best use of teaching assistants – EEF, 2018)	1,2
Through supportive coaching, assisting subject leaders in creating / developing key vocabulary for their subject through word mats and knowledge organisers using schemes of learning.	Examples of mechanisms include revisiting prior learning, goal setting, providing feedback, and action planning. Ensure that professional development aligns with the needs of the school and is supported by school leadership. This draws upon research relating to retrieval practice, which theorises that recalling information makes it more likely that the learner will retain the learning. (EEF – Effective Professional Development – 2021)	1,2
Team teaching / visiting other teachers who are more confident with explicit vocabulary teaching to allow for them to see how this can be implemented.	Meta-analysis reviewing 60 studies on teacher coaching programmes found that sustained coaching improves both classroom teaching and pupil achievement (Kraft, Blazar, Hogan (2018) The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Educational Research).	1,2
Maths: Mastering in Number KS1 / KS2– training for new teachers and Tas to keep with consistency and fidelity to the programme.	Teachers to engage with the most up-to-date thinking from the Maths hub, utilising the inhouse expertise of Maths hub lead <ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • EEF T &L toolkit, mastery teaching 	1
Communication and language support for the youngest pupils, to lead on the NELI programme, as well as other communication based interventions, eg colourful semantics, social stories, WIDGIT (staff training and allocation time are key to success)	<ul style="list-style-type: none"> • EEF + 4 months (30 week programme) • EEF communication and language programmes +6months • Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>(Nuffield Early Language Intervention Scale Up – EEF)</p>	1,2
To build retrieval practices and the use of Knowledge organisers into our daily teaching	There is extensive research that shows that cognitive overload can prevent children from committing ideas to their long-term memory. Therefore keeping our curriculum precise and sequenced can lesson this load and allow children to bring to new situations prior learning. That revisiting knowledge and skills frequently can help children to remember key work taught. The Complete Guide To Rosenshine's Principles Of Instruction (teacherofsci.com)	1
Support in early intervention of identified needs, and modelling strategies and providing tailored CPD for all staff and guidance for parents.	Early interventions have a positive impact on low income families and is effective in narrowing the attainment gap between disadvantaged children and their peers. (EEF, Teaching and Learning toolkit, 2018)	3

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

Budgeted cost: £18,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils but also all of those children who require additional support from to KS2. Groups are reviewed FS2 regularly, and children assessed to ensure they are being targeted appropriately</p>	<p>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:</p> <p>EEF Phonics: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2</p>
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by PP Lead.</p> <p>Pupil progress meetings termly.</p> <p>Regular monitoring of targeted interventions</p> <p>Small group interventions led by external agency two afternoons a week.</p>	<p>EEF Toolkit guidance: https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1684345774</p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	<p>1,2,3</p>
<p>Disadvantaged, Previously LAC and LAC pupils and those who have been subject to a CP/CIN plan, individual needs will be met; pupils will make progress similar or better than other pupils so they reach age-related expectations. Demonstrable increase in pupils’ confidence and resilience</p> <ul style="list-style-type: none"> • Access to mentoring and specialist external support as required. • Staff training, attachment disorders • Baseline for emotional literacy to take place using Boxall assessment tool, linked targeted individual • Forest School leader and designated lead to implement bespoke Forest School programme focus on strengthening social and emotional skills. 	<ul style="list-style-type: none"> • PHE, link between wellbeing and attainment • Centre for education neuro science Nurture UK EEF T&L toolkit (social and emotional learning) 	<p>3</p>

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment and extracurricular activities, including forest school (Little Acorns Forest School company) and gardening club improve mental and physical health</p> <p>Use of outdoor learning to support key groups of pupils</p> <p>- Ensuring sustainability of Forest Schools approach by adopting an outdoor learning model so more pupils can access.</p>	<p>Outdoor learning experiences consistently show positive benefits on academic learning and the impact on more vulnerable pupils is even higher. (EEF, Teaching and Learning toolkit, 2018)</p> <p>A variety of fully funded extra- curricular sporting and creative activities has a positive impact on the mental and physical health of children. (EEF, Teaching and Learning toolkit, 2018)</p> <p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>To promote well-being, resilience, confidence, independence and creativity – at Eureka it promotes PRIDE.</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children’s sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills <p>• Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	<p>3, 4</p>
<p>Brighter Futures Through Sport (Canoville Coaching Football Centre)</p>	<p>Coach utilises fitness to improve the physical and mental health of children. ‘Charity which uses sport to inspire, raise self-esteem and give confidence to every child that is connected with them’.</p> <p>Effective SEL can lead to learning gains of +4 months over the course of a year. (EEF: Improving Social and Emotional Learning in Primary School, 2019). This is from a teaching intervention and classroom point, not from a specialist outside agency who has more experience, and a framework in place, to support the targeted help needed but at the same time may not have the relationship with the child for them to open up and talk through issues in a given set of time.</p>	<p>3</p>
<p>Anger Gremlins, WISP (Wellbeing Intervention and Support Programme), Lego Therapy and other nurture interventions.</p>	<p>To support pupils with low esteem or emotional or behavioural problems. To develop children’s self-esteem, enabling them to feel safe, happy and comfortable within themselves, with others and in different spaces.</p>	<p>3</p>

	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. (EEF: Improving Social and Emotional Learning In Primary Schools 2019)</p> <p>Historical evidence within school shows that disadvantaged pupils with social and emotional needs who work closely with TAs are able to engage more with their learning and have an increased positive attitude towards themselves and their learning.</p> <p>A number of significant factors contributed to the perceived effectiveness of the ELSA project, including the importance of the therapeutic relationship with the ELSA teacher, having a space to talk and think about feelings and building resilience, confidence and self-esteem. Post-training, compared to pre-training, showed a significant increase in all 4 areas, especially in communication and relationships. (An evaluation of the emotional literacy support assistant (ELSA) project from the perspectives of primary school children, Hills, Rebecca. https://doi.org/10.53841/bpsecp.2016.33.4.50)</p>	
<p>Breakfast Club Provision to ensure pupils arrive at school on time and are ready to learn.</p>	<p>By having children arriving on time for school, with a free and nutritious meal before school, shows an increase in concentration and a 'ready for learning' attitude, and an increase in combined attainment of 2 months additional progress (KS1). By offering a breakfast club, attendance of PP children is seen to increase to be in-line with national figures.</p> <p>National School Breakfast Programme (EEF 2020)</p>	<p>3,4</p>

Total budgeted cost: £56,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rockstars	
NESSY	
Bug Club	Pearson
RM Easimaths	
Spelling Shed	Ed Shed
Vocabulary Ninja	
NELI	
REAL PE	Create Development

REAL GYM	Create Development
1:1 and small group tutoring	Canoville Coaching
Forest School	Little Acorns

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

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