

Eureka Primary School



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Eureka Primary School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
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	£57,835
Recovery premium funding allocation this academic year	£5,800
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	£63,635

Part A: Pupil premium strategy plan

Statement of intent

At Eureka Primary School we are passionate about providing the highest quality of education for all our children; irrespective of their background, or the life challenges they may face; to ensure that they have the best opportunities to make good progress and achieve the highest possible attainment across all subject areas. We aim to ensure that all of our pupils are safe, happy and comfortable at school, so that they strive to become active, responsible citizens who engage positively with their community and every opportunity they are offered.

We recognise that disadvantaged pupils can face a wide range of barriers and that the gap itself may have widened (impact of COVID 19); we believe that the link between family income and educational attainment can be broken.

Quality-first teaching is at the heart of our strategy, focusing on the areas that we have identified as the areas that our disadvantaged pupils require the most support.

Our approach responds to areas identified as common across the school, as well as individual needs; identified after accurate and robust diagnostic assessment, and not assumptions about the impact of disadvantage.

Our ultimate objectives are to:

- 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
- Ensure all pupils have access to our wider range of opportunities 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

- 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 for pupils whose education has been affected, including non-disadvantaged pupils, to accelerate their progress.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning have increased as a result of the COVID 19 pandemic; specific to cohorts. Partial and school closures during the pandemic have resulted in significant knowledge gaps and some pupils falling further behind. Internal assessments (Summer 21) indicated that the combined scores for disadvantaged (R, W, M) range between 44% - 60%; being 54% and below for most cohorts. Disadvantaged being significantly below non-disadvantaged. Over view of Autumn 2021 data for R, W, M combined range from 0% (2 cohorts), 18-22% (3 cohorts), 50% (1 cohort).
2	Under-developed oral language skills, vocabulary and reading skills amongst many disadvantaged pupils; across the school. Very evident in FS2 on entry and has been noticeably poorer for the pupils that's have started during the pandemic. Assessments, observations and discussions indicate this.
3	Evidence suggests that disadvantaged pupils (of whom a large proportion also have SEN) have greater difficulties with phonics than their peers. Autumn 21 phonics check in Year 2: 74% pass rate; 60% for disadvantaged
4	Observations and discussions during well-being sessions have identified social and emotional issues for many pupils, due to isolation from families, and lack of enrichment opportunities during lockdowns. These challenges have affected pupils, including their self-esteem, relationships, engagement and attainment. Several National Studies have indicated this.
5	Poor attendance and punctuality issues continue to be a barrier. Assessments and observations indicate that absenteeism is negatively impacting on the progress of disadvantaged pupils. Attendance data when last published (2018-2019) as of 11th July: 95.82% for all pupils. (Non- disadvantaged - 96.56%; disadvantaged - 93.85%

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
Improvement in combined scores in assessments for disadvantaged pupils	<p>Gaps have narrowed;</p> <p>R, W, M assessments, book looks and observations show increased attainment.</p> <p>More than 70% of disadvantaged meet the expected standard by 2023/24.</p> <p>More than 80% of disadvantaged reach their potential by 2023/24.</p> <p>Pupils thoroughly engaged with learning and showing real PRIDE.</p>
Improve language skills and vocabulary so that children can read with fluency	<p>Assessments, observations, book looks, discussions and ongoing formative assessment show evidence (triangulation).</p> <p>A culture of reading for pleasure, sharing books, texts and language with confidence throughout the school and at home.</p>
Improved phonics acquisition and accurate use	<p>Assessments, observations, book looks, discussions and ongoing formative assessment show evidence (triangulation).</p> <p>More than 80% of disadvantaged meet the expected standard by 2023/24.</p> <p>A real engagement from all children with the use of language; improved reading and writing.</p>
To achieve and sustain improved positive well-being across the school	<p>Student voice data, behaviours, PRIDE.</p> <p>Increased and committed participation in enrichment activities.</p> <p>Feeling safe, happy, comfortable both at school, at home and in all surroundings.</p>
To improve attendance and punctuality rates for all pupils, and sustain it	<p>Sustained attendance from 2023/24 demonstrated by:</p> <p>The overall absent rate for all pupils is no more than 5%; the attendance gap between disadvantaged and non-disadvantaged is reduced by 10%</p> <p>The % of pupils who are persistently late has reduced to 2%</p>
Increased Parental Engagement	<p>Parents are confident to approach the school; a greater number attend Parent mornings, workshops, information meetings and celebrations. A greater number respond to information gathering.</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: ££35,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide opportunities for professional development on QfT	EEF toolkit informs that the most important lever schools have to improve outcomes is great teaching.	1,2,3,4
Purchase standardised diagnostic assessments - test interpreted and administered correctly.	Provide reliable insights to the specific strengths and weaknesses of each pupil to ensure they receive the correct additional support through interventions or teacher instruction	1,2,3,4
CPD for English: DCC - phonics programme; reading programme; writing Literacy lead	CPD, programmes and projects have impacted positively on the quality of teaching across the school - which is good or better. Phonics scheme is in place with quality delivery and effective provision, impacting on all pupils. Improvement in the quality of writing across the school evident in assessments, moderations	1,2,3
CPD for maths: Maths Hub Early Maths programme	CPD projects have impacted positively on the quality of teaching across the school - which is good or better	1
CPD training for PP lead - Making the Difference for Disadvantaged Pupils – Research school Nottingham	Explore practical, evidence-informed approaches for breaking the link between family income and educational attainment and in doing so, raise the attainment of children most at risk of underachieving. EEF evidence – high quality teaching, whole school approach, targeted academic support – aim that all children can flourish.	All
CPD training – R Time for all staff	The emphasis is upon creating effective, respectful relationships by way of Random Pair work. R time has been shown to improve behaviour, reduce bullying, raise self-esteem and accelerate learning.	All

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

Budgeted cost: ££13,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	DfE states that this programme offers highly tailored tuition support for your pupils, to help those whose education has been most impacted by the pandemic.	1,2,3
TA s carrying out targeted interventions; assess, plan, do, review	Teaching assistants are trained in certain interventions specific to the individual needs of individuals and groups of children. EEF evidence states that using TAs in this way leads to accelerated learning of up to 4 months.	1,2,3,4
School-led tutoring (Catch up premium)	EEF evidence sates that small group and 1:1 intervention can be a powerful tool for supporting pupils.	1,2,3,4
Intervention groups – year 5 and 6	EEf evidence suggests the positive impact that targeted academic support can have. Experienced teacher leads.	1,2,3,4

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

Budgeted cost: £8,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school (Little Acorns Forest School company.	To promote well-being, resilience, confidence, independence and creativity – at Eureka it promotes PRIDE. Extensive evidence (EEF) associating childhood social and emotional skills (safe, happy, comfortable), with improved outcomes at school and throughout life.	2, 4, 5

Rob Gill – Brighter Futures Through Sport (Canoville Coaching Football Centre)	Rob utilises fitness and therapy techniques 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'.	4
Positive Play Programme	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.	4, 5
Breakfast club	DfE evidence states - that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	1, 2, 3, 4, 5
Enrichment – after school clubs (choir, sports), residential, theatre company, school trips	Helps to engage pupils, improve attendance, improve collaborative learning and build cultural capital. Studies have shown that children learn by building on prior experiences.	4, 5
Better Parental Engagement – especially with attendance	Contact with Parents improved across school – non-judgemental approach, supportive. Face to face/ video conferencing/ email/ text offered. EEF – parental engagement research. Embedding principles of good practise set out in DfE's Improving School Attendance advice.	

Total budgeted cost: £57,835

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite setting targets to build on the previous year's results, the outcomes we aimed to achieve in our previous strategies (yearly) and by the end of 2020/21 were therefore not fully realised due to the pandemic.

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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources through Google Classroom and Tapestry.

Eureka Primary School remained open to our most vulnerable and disadvantaged pupils for the duration of school closure. Staff worked on a rotating basis and check-ins were undertaken with our most vulnerable pupils to support them in providing laptops and other resources where needed to access quality first teaching. As a result of this, attendance in 2020/21 was lower than in the preceding years due to the pandemic. During school closures, all disadvantaged pupils were offered a school place most of which attended. Those who did not attend showed less engagement with online learning and a further pastoral package was put in place to support wider families' issues around engagement and safeguarding.

2020/21 PP attendance has remained steady at 95.5% despite two further locks downs, which is broadly in-line with national. As a school, we identified persistent absentees and gaps in pupil attendance for some pupils.

Our assessments and observations indicated that pupil 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.

2020 – 2021 Impact Report: Please see the attached [Appendix 1](#)

2021 – 2022 Impact Report: Please see the attached [Appendix 2](#)

2022 – 2023 Impact Report: Please see the attached [Appendix 3](#)

2023 – 2024 Impact Report: Please see the attached [Appendix 4](#)

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
Dyslexia Gold (on line)	Claire Pitts (owner) We were asked to complete a trial through the Autumn term to test the impact on struggling readers.
RM Easimaths	RM
Spelling Shed	Ed Shed
White Rose Maths	
Deepening Understanding	
The Spelling Book	Jane Considine
On Track Maths	Rising Stars`
On Track English	Rising Stars
REAL PE	Create Development
REAL GYM	Create Development