



Eureka Primary School



Pupil Premium Strategy 2021 – 2022 Impact Report

Amount of Pupil Premium funding received 2020-2021

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| No of pupils in receipt of Pupil premium | 49 Pupils (35% of all pupils) |
| Number of Pupils in receipt of top-up funding | 2 Pupils |
| Total Pupil Premium Funding | £65,055 |
| Carry Forward to 2022-23 | £0 |

Identified Barriers to Educational Achievement

Eureka Primary School has identified the following as barriers for some of the pupils currently in receipt of pupil premium:

- 37% (18/49- Sept 2021) of those children in receipt of pupil premium funding also have special educational needs or disabilities
30% (15/49) have support from other professionals/outside agencies (Ed. Psych., Behaviour Consultant, FSW/Social Care) – an decrease on 2020-21 (51%) by 21%
4% (2/49) have additional funding (Grip/EHCP) – a decrease on 2020-21 (10%) by 6%
27% (13/49) are on the Safeguarding register – this is a decrease on 2020-21 by 13%
- Children often start school lower than the expected level for their age. This was seen from the Baseline assessment carried out in October 2021 in Reception. The particular areas where children are seen to start school lower is: managing their feelings, listening, self-control, attention and writing.
- Speech and Language of the children entering reception is often below that of their peers nationally. Poor communication skills and poverty of vocabulary. Early intervention needed to be put in to develop language skills. The children have been identified and carried out NELI (Nuffield Early Language Intervention) programme to look at developing children’s language and early literacy skills.
- We have low parental participation with workshops and open mornings – this has now increased after school has been open fully to parents after COVID. Better uptake in parent mornings lower down the school each week, and parents have come when concerts and

other events have taken place. Phonics workshop had a good uptake for all Y1 parents invited; however no other workshops been offered to parents this year. Look at how this can be improved in 2022-23 and the areas to support this.

- The children enter school and throughout school, show high levels of emotional fragility and poor mental health. Low levels of resilience and self-belief due to poor social and emotional skills. 13 children are on the Safeguarding register (13/135 – 10% of whole school) This has not been helped by the continued COVID pandemic as well as the increased cost of living in food, petrol, and gas and electricity.
- High levels of social deprivation in the area is indicative of the associated problems of limited access to books, IT equipment and learning resources at home, as well as a limited world knowledge – trips have been funded this year for children to be given the opportunity to visit places they might not otherwise be able to visit, subsidised books from the book fayre for disadvantaged children.
- Low parental engagement with home learning – shows their own self-confidence with IT equipment and how it has been moved to an online platform (Google Classroom). More confident with using programmes already setup on the computers through websites (e.g. RMEasimaths, Bug Club, TTRS).
- Low level of aspiration and history of poor educational outcome.
- Pockets of low attendance. Disadvantaged children are the higher group in taking holidays during term time; more concern letters for poor attendance have been sent home for this group.
- 2021-22 attendance (to 8.7.22):
 - all children - 93.22%; children in receipt of PP - 92.46 (3.90% decrease on 2020-21 and broadly in line with National)
 - others – 93.47% - which is roughly in line with National. All attendance over the year have increased on 2020-2021.

Rationale for Expenditure

| Desired Outcome | Success Criteria | Review and Impact |
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| Improvement in combined scores in assessments for disadvantaged pupils. | Gaps have narrowed: R, W, M assessments, book looks and observations show increased attainment. More than 70% of disadvantaged meet the expected standards by 2023/24. More than 80% of disadvantaged reach their potential by 2023/24. | Summer 2022 data using NTS papers (Rising Star) for reading and maths, GAPS paper (Rising Star) and Teacher Assessment for writing using objectives for year group. This information will inform our interventions from Autumn 2022 through TAs (using Shine Intervention) and using the National Tutoring Programme catch up funding (school-led grant) that is needed and the next steps to support our learners through their journey. KS1 and KS2 SATs taken place in the academic year 2021-22. Out of 35 children who were involved in the National Tutoring Programme catch-up fund, 14 children (40%) were PP. From the 15 hours they completed, all showed progress from the baseline assessments to the end of the block. Sometimes this wasn't continued into class and so teachers will have more of a say of the areas that need to be re-covered in these sessions for the academic year 2022-23 and know clearer what is being covered (and how well) by accessing the intervention sheets. Assessments Summer 2022: |

Pupils thoroughly engaged with learning and showing real PRIDE.

National disadvantaged KS2 for combined – 43%
 This is higher than combined for the Y6 cohort of 25%
 Other year groups are also off the national combined; however the targets set within school for the year shows that teachers know their children as the end of year data is broadly in line with the targets set. It is noticed that many of our disadvantaged children come into school at a lower academic level than their non-PP peers, which is something the school has identified to work on to look to narrowing the gap and children feel aspirational in wanting to succeed.

| WHOLE SCHOOL ASSESSMENT: DISADVANTAGED | | | | | |
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| YEAR GROUP | READING | WRITING | MATHS | PHONICS / GAPS | RWM COMBINED |
| FS2 | 83% (5/6) Comprehension 67% (4/6) Word reading 50% (3/6) | 67% (4/6) 17% (1/6) | 67% (4/6) Number 67% (4/6) Numerical pattern 33% (2/6) | | 67% (4/6) 17% (1/6) |
| 1 | 50% (5/4) 75% (3/4) | 50% (2/4) 50% (2/4) | 50% (2/4) 75% (3/4) | 50% (2/4) 50% (2/4) | 50% (2/4) 50% (2/4) |
| 2 | 60% (3/5) 40% (2/5) | 20% (1/5) 40% (2/5) | 40% (2/5) 40% (2/5) | 25% (1/4) 20% (1/5) | 20% (1/5) 40% (2/5) |
| 3 | 0% (0/5) 0% (0/5) | 0% (0/5) 20% (1/5) | 40% (2/5) 40% (2/5) | 0% (0/5) 0% (0/5) | 0% (0/5) 0% (0/5) |
| 4 | 25% (3/12) 73% (8/11) | 17% (2/12) 45% (5/11) | 33% (4/12) 64% (7/11) | 58% (7/12) 55% (6/11) | 8% (1/12) 36% (4/11) |
| 5 | 50% (3/6) 17% (1/6) | 17% (1/6) 17% (1/6) | 33% (2/6) 33% (2/6) | 33% (2/6) 17% (1/6) | 17% (1/6) 17% (1/6) |
| 6 | 67% (8/12) 82% (9/11) | 50% (6/12) 64% (7/11) | 42% (5/12) 64% (7/11) | 50% (6/12) 64% (7/11) | 25% (3/12) 36% (4/11) |

Improve language skills and vocabulary so that children can read with fluency.

Assessments, observations, book looks, discussions and ongoing formative assessment show evidence (triangulation). A culture of reading for pleasure, sharing books, texts and language with confidence throughout the school and home.

NELI taken place over the summer term in Reception – 5 children took part in the intervention (with 2 being PP). Evidence from end of assessments have shown that all of the children made progress with their oral language skills as well as making progress with early reading, with some making good progress of more than 3 months to make them more in-line with their peers.

Classrooms continue to be vocabulary rich: children given a word of the week within their classroom to be using, identifying tier 2 and 3 words which have become more evident linking to planning (through science, theme and RE), class teachers and TAs model the use of them.

Whole class reading allows for some children to have a pre-teaching sessions whereby they are going through the text beforehand so, as poorer readers, they become more confident accessing the text when it comes to whole class discussions. And, from our internal data, many of these children fall into the PP category. We continue, within our writing sessions, to read as a writer and write with the reader in mind. This thread follows through school to all abilities and all groups – PP are always the first group to be thought about and constantly brought in at the beginning of the learning.

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| | | <p>Purchasing Spelling Shed has given the children to learn their spellings in a variety of ways, as well as the purchasing of 'Jane Considine – The Spelling Book' for children to explore vocabulary in a variety of ways. The school has continued to use Rising Star interventions – alongside the purchasing of Shine – to allow for specific lessons to focus on vocabulary and reading (from producing a QLA analysis of the termly assessment) to co-inside with what is taking place in the classroom to produce a language rich environment for all.</p> |
| <p>Improved phonics acquisition and accurate use.</p> | <p>Assessments, observations, book looks, discussions and ongoing formative assessment show evidence (triangulation). More than 80% of disadvantaged meet the expected standard by 2023/24. A real engagement from all children with the use of language; improved reading and writing.</p> | <p>4 children in Year 1 in receipt of PP. 50% of these reached required pass mark (32) to achieve their phonics screening check. The 2 children who did not achieve scored 25 and 26. During the Spring and Summer term 2022, the TA, intervened 3 afternoons a week targeting these PP children, and others, who had been highlighted as those who may not pass the screening check. This had come about from internal assessments at the end of each of the term using the Phonics Play end of phase assessments. Phonics Champion has been into school working with Phonics Lead this year to increase % pass rate through DCC recommendation.</p> <p>In Y2, 4 children re-took the PSC, of which 2 were PP. Of these 2, 1 child passed. This means in Y2, 75% of children have now passed their PSC.</p> <p>In KS2: 100% PP pass rate for Y3 (5/5), Y4 (12/12) and Y6 (12/12), with 33% passing in Y5 (2/6).</p> |
| <p>To achieve and sustain improved positive well-being across the school.</p> | <p>Student voice data, behaviours, PRIDE. Increased and committed participation in enrichment activities.</p> <p>Feeling safe, happy, comfortable both at school, at home and in all surroundings.</p> | <p>We have been running Forest School (through all three terms) for the last 3 years now (did not continue during lockdown period) and all PP children continued to access Forest School on a Friday afternoon. This has been the first year, for the last year, where children have now mixed groups having been split into bubbles during the 2020-21 academic year. The children continue to be stimulated by the outdoors and have had specific focuses to work on which include an increase in developing their self-confidence, ability to work in a team and taking control of their emotions. These three areas have been seen to have suffered the most during the COVID-19 lockdown over the last 2 years due to time spent at home away from their peers, and having that social interaction with other children. All children in receipt of PP accessed the programme; some of the children with SEND who are also in receipt of PP accessed more than once; the children with the greatest need, the most vulnerable, accessed every week.</p> <p>R-time brought into school which looks to build and enhance relationships. This is being used in each of the classrooms after training was carried out for teacher during Spring INSET day training. From the few weeks that it has been seen taking place, children are engaged with the different activities and it is beginning to show through their development of relationships with each other and a calmer approach to work.</p> |

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| | | <p>We have also bought in a Sports counsellor who provides physical and mental therapy for our youngsters who are struggling with self-esteem, well-being and motivation. We have identified those on the PP list who would benefit from these week sessions to support them in making a positive correlation with sports and improvement in attention symptoms, cognitive symptoms and social skills. This way of working with these children, in the form of athletic activity increases their whole self-worth and attitude. This has developed over the course of the academic year with a different counsellor brought in mid-way through the year. We are seeing some positive outcomes with how the children are presenting in class from these sessions and this is something we shall continue during Autumn 2022.</p> |
| <p>To improve attendance and punctuality rates for all pupils, and sustain it.</p> | <p>Sustained attendance from 2023/24 demonstrated by: The overall absent rate for all pupils is no more than 5%; the attendance gap between disadvantaged and non-disadvantaged is reduce by 10%. The % of pupils who are persistently late has reduced to 2%.</p> | <p>Attendance is monitored carefully and any changes/dips responded to promptly.</p> <p>Autumn 2021 – PP: 92.33; Non-PP: 92.5 Spring 2022 – PP: 90.3; Non-PP: 92.84 Summer 2022 – PP: 94.16; Non-PP: 95.34</p> <p>National attendance data was 92.8% (2021-22) Autumn 2021 in line with National data. Spring 2022 data for PP children falls below National. Summer 2022 data for PP children is above National. PP data is broadly in line with Non-PP data for Autumn and Summer, but below for Spring.</p> <p>The attendances above include all illnesses, medical appointments, authorised absences, unauthorised absences, holidays and Covid related absences.</p> <p>Concern letters are sent as soon as the attendance drops below 90 and support is offered to the parents / carers if there are concerns which can be supported with to get the child into school.</p> |
| <p>Increased Parental Engagement</p> | <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> | <p>All PP children are invited to breakfast club for free from 8.00am – on average 24% of children in receipt of PP have attended breakfast club over the year (this is a decrease from 33% in 2020-21). This decrease could be due to the change in cohorts whereby more Year 6 children attended before leaving or lack of understanding of what the breakfast club entailed and so needed to be re-iterated throughout the year to promote the benefits of having breakfast.</p> <p>We have continued to offer a great deal of choice, something for everyone. As well as receiving a healthy breakfast and start to the day, the children are socialising with their peers and settling into their school day in a safe, happy and comfortable environment, and has been able to support low-income families with covering the costings of the club which can be used to provide other items for their child(ren).</p> |

The loaning of chrome books, laptops or tablets to children without technology has continued this year so that they could continue to access their home learning that was provided via Tapestry for Reception, or Google Classroom for Year 1-6. This ensured that no one was left out. Class emails have continued being used so that teachers could be contacted directly if there were any issues or information needed to be passed on. This has worked better for both parent and teacher, rather having to be passed to an intermediary.

Clubs started up again for the full year in 2021-22 with classes mixing to allow for year groups to have a coach, one night a week to access an hour of sporting activity afterschool. This has been very well received and the children have enjoyed this more as the sessions have been more directed at their age group, ability and skill set. As the year has progressed, the number of PP children access the free club has increased from 28% in autumn term to 31% by summer. This has helped with non-sporting clubs starting up as well (choir).

This academic year, parents have been given the choice for Parents' evenings by either continuing via telephone call or meeting the teachers face-to-face. Summaries of attainment and approaches to learning behaviours are given out prior to the appointments as a point of discussion – this has continued to be very well received by parents, having now taken place for the past three years, and a more focused discussion is had to allow parents to raise pre-empted questions beforehand. Parents have the information they need at their fingertips to enable them to support their child/ren where needed.

Parent mornings began up again in September 2021 allowing parents / carers to come into the classroom one morning a week (8:45 – 9:00) to support their child(ren) during an activity. This was well received especially lower down in the school (FS2, KS1 and LKS2) but dwindled off as children moved up the school. This could be due to parents own learning when they were at school and not being as confident with the methods being taught. From coming into school, it allowed for parents to see what their child was learning and allows their child to also interactive by explaining their learning.

Celebration assemblies, class assemblies, picnic afternoons, coffee mornings and other events have taken place throughout the year with parents being invited in for these sessions. These are always well attended by parents. As a school we now need to develop more parent-based workshops to give support to parents who may struggle with learning themselves and want to support their child(ren) at home but don't know how to do this. We do a phonics / reading meeting for FS2 and KS1 parents at the beginning of the year as well as a KS2 SATs meeting for year 6 parents in April. The parents who usually come to these meetings are the ones who will turn up for all meetings, and the ones we want to access the meeting usually do not attend. The slides are 'ParentMail'ed out after the meetings but we do want to see more of an up-take for these types of workshops.

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| | | <p>For some of the SSP events this year, parents have been able to go along and support the school. We were able to take a group of seven year 5/6 children to a cricket competition and three parents decided to come along also to support. The school also competed in an SSP organised rounders competition (Year 5/6) and again 4-5 parents came along to watch the proceedings.</p> |
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