



Eureka Primary School



Pupil Premium Strategy 2022 – 2023 Impact Report

Amount of Pupil Premium funding received 2022-2023

No of pupils in receipt of Pupil premium	46 Pupils (32% of all pupils)
Number of Pupils in receipt of top-up funding	2 Pupils
Total Pupil Premium Funding	£52,455
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:

- 33% (15/46- Sept 2022) of those children in receipt of pupil premium funding also have special educational needs or disabilities
26% (12/46) have support from other professionals/outside agencies (Ed. Psych., Behaviour Consultant, FSW/Social Care) – a decrease on 2021-22 (30%) by 4%
4% (2/46) have additional funding (Grip/EHCP) – equal to 2021-22
39% (18/46) are on the Safeguarding register – this is an increase on 2021-23 by 12% (27%)
- Children often start school lower than the expected level for their age. This was seen from the Baseline assessment carried out in September 2022 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 through continuous provision activities and modelling by teachers through specific group work.
- Parental participation with workshops and open mornings has increased over the past few years. Again, there has been a better uptake in parent mornings lower down the school each week, and parents have come when concerts, coffee mornings, class assemblies and other

events have taken place. Phonics workshop had a good uptake for all Y1 parents invited; a small percentage of parents came for KS2 SATs workshop (from a cohort of 16 children).

- 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. This has not been helped by 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.
- Parents and carers are becoming more confident with using programmes already setup on the computers through websites (e.g. RMEasimaths, Bug Club, TTRS) when completing learning at home.
- 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.
- 2022-23 attendance (to 21.7.23):
 - all children – 94.34% ; children in receipt of PP – 93.38% (0.92% increase on 2021-22 and broadly in line with National)
 - others – 94.72% - which is roughly in line with National. All attendance over the year have increased on 2021-2021.

Rationale for Expenditure

Desired Outcome	Success Criteria	Review and Impact
Improvement in combined scores in assessments for disadvantaged pupils.	<p>Gaps have narrowed: R, W, M assessments, book looks and observations show increased attainment.</p> <p>More than 70% of disadvantaged meet the expected standards by 2023/24.</p> <p>More than 80% of disadvantaged reach their potential by 2023/24.</p>	<p>Summer 2023 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 2023 through using the National Tutoring Programme catch up funding (school-led grant) and supporting children in the classroom with early identification (and so respond quickly to provide extra support). This will support our learners through their journey. Again, KS1 and KS2 SATs taken place in the academic year 2022-23.</p> <p>Out of 44 children who were involved in the National Tutoring Programme (school led grant) catch-up fund, 24 children (55%) 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 some children did not always make progress from the end of summer 2021 to summer 2022) due to inconsistencies in sessions taking place. From having more of a say of the areas that need to be re-covered</p>

Pupils thoroughly engaged with learning and showing real PRIDE.

in these sessions, teachers were clearer on the objectives being re-covered in these sessions by accessing the intervention sheets and having more conversations with the tutor.

Assessments Summer 2023:

National disadvantaged KS2 for combined – 44%

Reading: 60%

Writing: 58%

Maths: 59%

The disadvantaged gap index was down from 3.23 in 2022 to 3.20 in 2023.

The national data is higher than combined for the Y6 cohort (17%)

From Year 3 onwards, reading and maths inline (Y3) with other year groups and subjects still below. 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					
YEAR GROUP	READING	WRITING	MATHS	PHONICS / GAPS	RWM COMBINED
FS2	Comprehension: 100% (2/2) Word reading: 100% (2/2)	100% (2/2)	Number: 100% (2/2) Numerical pattern: 100% (2/2)	(/2)	100% (2/2) GLD: % (/2)
1	40% (2/5) 60% (3/5)	40% (2/5) 60% (3/5)	100% (5/5) 80% (4/5)	Phonics: 80% (4/5) 80% (4/5)	40% (2/5) 60% (3/5)
2	20% (1/5) 50% (2/4)	20% (1/5) 50% (2/4)	40% (2/5) 50% (2/4)	20% (1/5) 0% (0/4)	0% (0/5) 50% (2/4)
3	63% (5/8) 60% (3/5)	25% (2/8) 20% (1/5)	63% (5/8) 40% (2/5)	50% (4/8) 25% (1/4)	25% (2/8) 0% (0/5)
4	14% (1/7) 0% (0/5)	0% (0/7) 0% (0/5)	14% (1/7) 40% (2/5)	14% (1/7) 0% (0/5)	0% (0/7) 0% (0/5)
5	31% (4/13) 25% (3/12)	31% (4/13) 17% (2/12)	38% (5/13) 33% (4/12)	38% (5/13) 58% (7/12)	23% (3/13) 8% (1/12)
6	33% (2/6) 50% (3/6)	33% (2/6) 17% (1/6)	50% (3/6) 33% (2/6)	33% (2/6) 33% (2/6)	17% (1/6) 17% (1/6)

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

Assessments, observations, book looks, discussions and ongoing formative assessment show evidence (triangulation).

Reading had been a priority on the School Improvement plan for 2022-23 with the role of the school within the English Hubs 'Transforming Your Reading Culture' programme. Whole class reading embedded within the school now with class novels being used – at least once a week – pitched at the correct level of reading.

	<p>A culture of reading for pleasure, sharing books, texts and language with confidence throughout the school and home.</p>	<p>Reading for pleasure books purchased and put out into classrooms for children to read when they have time – looking to boost children’s excitement of reading and give them the opportunity to read a diverse range of books, which they might not always be able to get at home.</p> <p>Lowest 20% of readers identified in each of the classes – highlighted that most of these children are pupil premium as well so the emphasis was on to listen to them read at least once every week. On top of this, programmes such as NESSY and Toe-by-toe have been used to support these learners in the gaps that they have to enrich their language knowledge and understanding.</p> <p>Classrooms continue to be vocabulary rich: children given a word of the week within their classroom to be using, common exception words within their year groups are expected to be used within their writing, identifying key vocabulary linked to the topics (science, theme and RE), that are being taught – this is made explicit on medium term planning for what the children should know and use. Class teachers and TAs model the use of them.</p> <p>By continuing with Spelling Shed it has given the children the ability to learn their spellings 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).</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>	<p>5 children in Year 1 in receipt of PP.</p> <p>80% (4/5) of these reached required pass mark (32) to achieve their phonics screening check. (1%3.3 above the national disadvantaged data) The 1 child who did not achieve scored 13 (out of 40).</p> <p>During the Spring and Summer term 2023, TAs carried out extra phonic intervention sessions targeting these PP children, and others, who had been highlighted as those who were in danger of 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.</p> <p>In Y2, 4 children re-took the PSC, of which 2 were PP. Of these 2 PP children, 0 passed. This means in Y2, 90% of children have now passed their PSC (3 out of 5 PP – 60%).</p> <p>In KS2: 1 child (PP) now in Y3 who has not passed PSC – this is with daily phonics practise again; 1 child (non-PP) in Y4; 100% PP pass rate for Y5 (13/13) and Y6 (6/6).</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>Forest School has been running for another year now (4th year running) and this is catered for varying needs (including those on the PP register). The role of Forest School within the teaching practise has become more robust and accountable with specific targets (linked to developing their self-confidence, ability to work in a team and taking control of their emotions) and areas identified for the children to work on during these sessions. Engagement in these sessions has been well received with the children being able to take risks (in a structured environment), problem-solve, and discover on their own in a hands-on manner, which may be better suited to them. 23 out of the 46 (50%) PP children accessed Forest School across the academic year.</p> <p>R-time (Relationships to Improve Education) embedded within the school now to continue to develop respectful relationships, along with good manners, life-long social skills, improved behaviour and supports their well-being. This is being used in each of the classrooms weekly in assembly time. Again, there has been a focus on building a positive ethos between all children and allowing them to build the skills to adapt to working collaboratively with others. Discussions with children has shown that there is a positive impact on developing and securing friendships and relationships.</p> <p>We again bought in a Sports counsellor (Canoville Coaching) who built up a good rapport with the children when working with them through giving the children the opportunity to talk in a less stressful environment and mentoring them whilst carrying out different physical activities. Children were given the opportunity to work 1-1 and 2-1 to support their 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 and social skills. It also gave these children the opportunity to boost their health and well-being when maybe they might not have the chance to take part outside of school. This is something we shall continue during Autumn 2023.</p>
<p>To improve attendance and punctuality rates for all pupils, and sustain it.</p>	<p>Sustained attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • 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>Attendance is monitored carefully and any changes/dips responded to promptly.</p> <p>Autumn 2022 – PP: 90.51; Non-PP: 93.23 Spring 2023 – PP: 93.15; Non-PP: 94.38 Summer 2023 – PP: 95.48; Non-PP: 96.33</p> <p>National attendance data was 94% (estimated 2022-23) Autumn 2022 is below National data. Spring 2023 data for PP children falls just below National. Summer 2023 data for PP children is above National. PP data is broadly in line with Non-PP data for Spring and Summer, but below for Autumn.</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.</p> <p>A greater number respond to information gathering.</p>	<p>All PP children are invited to breakfast club for free from 8.00am – on average 31% of children, in receipt of PP funding, accessed the free breakfast club provision. This is an increase from 24% (2021-22) of children in receipt of PP have attended breakfast club over the year. This increase could be due to the change in cohorts whereby more Year 6 children attended from previous years, the cost of living where families are finding it harder to afford and provide a sufficient meal, parents needing to leave early for work.</p> <p>We have continued to offer a wide variety of choice, something for everyone through the FairShare scheme. As well as receiving a healthy breakfast and start to the day, the children are able to socialise with their peers and being on time ready for learning – which has been an issue in the past (for low attendance). A sports coach (in Autumn term) was also brought in to give children the extra boost of physical activity first thing in the morning – again this was to allow children to have the opportunity to exercise and try out new activities, which, for some low-income families, might not happen.</p> <p>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.</p> <p>Clubs this year took place within classes. One night a week, children were given the opportunity 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 began to decrease from 41% in autumn term to 39% by summer; however, this % equates to 1 or 2 children (out of the 46). This has helped with non-sporting clubs continuing as well (choir).</p> <p>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. Majority of parents across the school attend the Parents’ Evening and those who do not make an appointment are usually provided with one anyway. Summaries of attainment and approaches to learning behaviours are given out prior to the appointments as a point of discussion (in Spring term) – this has continued to be very well received by parents. Parents have the information they need to see where their child is academically to then be able to support their child/ren where needed.</p>

Parent mornings took place again 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 and so this links to the need for more parent-based workshops to help parents become more confident to support their child at home. 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.

Special Achievement assemblies, class assemblies, picnic afternoons, coffee mornings, KS1 Nativity and other events have taken place throughout the year with parents being invited in for these. These are always well attended by parents. As a school we have also provided parent-based workshops to give support to parents in 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. 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.