

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
Escrick CE Primary School	
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	7.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – July 2023
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Rebecca Allen
Governor / Trustee lead	Dr Robert Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 21/22	£6725
Recovery premium funding allocation this academic year 21/22	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year Sept 21- July 22 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£8725

Part A: Pupil premium strategy plan

Statement of intent

Our intent for the use of the PPG reflects our intent for the whole school:

We are all an important piece of the Escrick jigsaw and together we grow and learn. The Christian values of Wisdom and Joy underpin our Ethos and we value and respect everyone, allowing us all to make a difference to the world.

‘Every person is an individual and also part of a community.’

Our Curriculum Statement of Intent

At Escrick Church of England Primary School it is our intention to provide opportunities for all of our children to develop a broad knowledge of their immediate and local environments and the wider world in which we all play a part. We intend to equip our children with ever-growing (or progressive) skills to understand and respond to the ideas and differing contexts of others with respect and compassion.

Achieving our Intentions

Our new **FLOURISH** values demonstrate our commitment to improve educational outcomes for all of our children, regardless of their starting point. We want our children to:

Friendship – develop the skills to make and maintain friendships

Learning – develop their knowledge, learn new things and grow in skills

Opportunities – take part in a range of curricular and extra-curricular experiences and opportunities to broaden their education

Unique – be proud of their uniqueness and of who they are,

Respect and Resilience – learn to respect themselves and others and show resilience when things get tricky

Included – be involved and active in learning experiences and at play and to encourage others to feel included

Solve problems – build skills and strategies to work independently and collaboratively to engage with tasks and reach a conclusion

Happy – be happy and to enjoy their learning at our school.

Our school strongly believes in giving every child high quality teaching and learning experiences, in a safe, supportive yet challenging environment. Our children feel valued and are inspired to try their best.

Our Early Years Foundation Stage (EYFS) makes a crucial contribution to children's early development and learning. The children have a rich variety of experiences that are appropriate to their academic and social needs. They focus on developing key learning skills such as reading, listening, speaking, resilience and learning to work and co-operate with others.

Our Key Stage 1 and 2 curriculum is underpinned by the National Curriculum and we deliver this by using key drivers in either History, Geography or Science. We enhance this with other opportunities and experiences that make up the wider curriculum. Learning is exciting, delivered in a meaningful way and linked to other curriculum areas where appropriate.

We place a strong emphasis on the development of the basic skills necessary to be confident, independent learners and successful adults, and recognise the importance of developing language acquisition and communication, reading, writing and numeracy skills across a range of subjects. We endeavour to foster a love for learning while at the same time developing essential life skills.

All children are unique and learn in different ways and with different stimuli. Therefore, we believe it is vital that, alongside our curriculum we also offer other experiences that are enriching, stimulating and exciting, so that children can discover new talents and interests. This approach allows the children to Flourish as individuals. As such, we offer a variety of after school clubs throughout the course of the year for children of all ages, we hold termly team challenge days and we also undertake school day trips and residential visits.

At Escrick we believe it is important to support children's mental health and well-being. We have a high focus on active learning and all classes utilise our forest school on at least a weekly basis. We also offer nurture type activities as required and follow the Jigsaw scheme of work to support children develop as young and respectful citizens.

We promote British Values through the curriculum and the activities we undertake, but in addition use the 'Picture News' resource across school each week.

Our children who receive the Pupil Premium Grant deserve the best possible education and as such we are committed to removing any barriers to learning and ensuring there is equality of access to all aspects of school life.

It is our mission to ensure children have every opportunity to close any gaps between them and their peers, enabling them to make at least expected progress and to reach ARE or beyond.

We use children’s starting points, alongside continuous evaluation to ensure learning is aspirational, not limited and that children are engaged in activities that support and progress learning.

We are committed to CPD amongst our staff, keeping practices up to date and engaging in new initiatives. We ensure that Middle Leaders are supported and given time to implement and review strategies and techniques that will enhance Quality First Teaching.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment levels
2	Limited readiness to learn
3	Emotional well-being – contributes to lack of resilience

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
Improved attainment levels and progress made over the school year	Progress from individual starting points can be evidenced
Children are self-motivated to learn and engaged with tasks set and can talk about learning behaviours	Children are engaged and display a positive attitude towards learning and tasks set – good quality of work being produced
Children can discuss their feelings and transfer skills learnt in Jigsaw’s and PSHE to support their own emotional need so they are ‘good to go.’ Children have positive attitudes to challenging tasks or learning	Children can identify and talk about how they are feeling and have some strategies to regulate emotions – pupil voice to evidence Children are more motivated and determined to complete tasks and have a go

Activity over the next 2 academic years

This details how we intend to spend our pupil premium (and recovery premium funding) **over the next two academic years (Sept 21 – July 23)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing Additional TA support across some classes	Additional resource to support pupils with their academic development. Additional SEMH support for those in need	1 and 3
CPD Two staff members to attend maths 'Mastery Readiness' course (Yorkshire Maths Hub) Additional time allocated for middle leaders to carry out monitoring and team teaching effectively	EEF evidence shows that the mastery approach has a positive impact on pupils' outcomes. Strategies learnt can be transferred to other subjects. Increased teacher motivation, confidence and commitment to support pupil progress. Giving additional time for Middle leaders enables them to research and focus on implementing and monitoring strategies and techniques to improve progress and attainment	1, 2 and 3

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

Budgeted cost: £4235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish one to one and small group interventions to support identified pupils in making good progress from their starting points,	Enables adults to work with pupils either 1-1 or in small groups in and out of the classroom to introduce/reinforce skills and consolidate prior learning.	1, 2 and 3

particularly in phonics and maths. PP children receive targeted interventions with the SENDCO on an intervention timetable	Giving children skills and confidence to tackle next steps in their learning. Structured interventions which improve pupil progress and support their levels of resilience	1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to access online mental health courses (SSS training and CPD package) and to participate in Restorative Practice Course (Jan 2022) and implement the strategies and approaches to support our children	Staff are confident in supporting pupils of identifying and discussing their feelings and emotions. Pupils feel more self-regulated and in a good place to access their learning. EEF, international evidence shows that metacognition and self-regulated learning are a high impact approach to improving attainment of disadvantaged learners.	2, 3
Pupils have equal opportunities to take part in extra-curricular activities and outdoor active learning	These opportunities are beneficial to social development enabling children to make social connections and increase motivation. Learning outdoors develops creativity, problem solving, independence and confidence, skills which can also be transferred into other areas of learning	1, 2 and 3

Total budgeted cost: £8725

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, end of Key Stage tests did not take place in 2020 or 2021. Therefore, there is no Data or National Average progress data available. However, throughout the pandemic disadvantaged pupils were supported through various measures:

- Provision of a place at school during lockdown
- Pupils and parents/carers were contacted by SENDCO and HT (frequency depended on level of need)
- Class teachers had daily Google Meets with the pupils – enabling them to assess welfare of their identified pupils
- Where no contact could be made through email/phone/poor attendance at Google Meets etc the Headteacher made home welfare checks

Internal data for PP children 2020 - 2021

Based on 12 PUPILS	Reading	Writing	Maths
Below	50%	58%	58%
At	50%	42%	42%
Above			

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

