



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	Eynsham Community Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	
Date on which it will be reviewed	September 2024
Statement authorised by	Ginny Bayliss
Pupil premium lead	Nicola Edwards
Governor / Trustee lead	Marion Everest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,395
Recovery premium funding allocation this academic year	£0
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	£100,395



Part A: Pupil premium strategy plan

Statement of intent

Everyone Soaring to Success

Disadvantaged Pupils at Eynsham Community Primary School will ultimately be given every opportunity, experience and be supported to achieve excellence in everything that they learn with us. All disadvantaged pupils will experience a full range of experiences and opportunities linked to the curriculum in order to give them a broader understanding of the wider world and raise their self esteem so that they are able to succeed in all aspects of school life. We strive to deliver excellence for everyone as individuals so that all children 'soar to success' in every aspect of school life.

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 from lack of consistent engagement during the pandemic and on return to school.
2	Children entering in our early years setting show poor language and communication skills.
3	Large intake of children in all year groups at various points last academic year are entering with gaps in their learning
4	Lack of self-esteem and confidence has led to reduced engagement in lessons and extra-curricular activities resulting in more cases of EBSA within the school.
5	Understanding of key vocabulary is below the expected standard for many disadvantaged pupils which can slow progress across the curriculum.
6	Poor attendance to school
7	Children's social development has stagnated due to COVID effects despite a year of catch up, this still continues.
8	Limited resources and understanding available outside of school to provide further learning support.
9	Life experiences are limited for those pupils from disadvantaged or vulnerable households.
10	A large number of our disadvantaged children are also registered on our SEND register (26%) and 10% of these children also have an EHCP.



11	The number of EAL children has increased to 26 children across the school, 9% of these children are entitled Pupil Premium.
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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
<p>In three years time to diminish the gap between the disadvantaged and non-disadvantaged, so that more are inline with ARE.</p> <p>Currently on average there is a 21% gap, we aim to reduce this to 8%.</p> <p>Children will make accelerated progress through class targeted teaching, interventions and wider well-being support.</p>	<p>The gap will close between PP and non PP in reading, writing and maths.</p>
<p>To increase the number of PPG children achieving greater depth in reading, writing and maths.</p> <p>Currently reading is 41%, writing is 33% and maths is 37%, compared to PPG reading is 18%, writing is 9% and maths is 12%.</p>	<p>More PP children will be working at greater depth in reading, writing and maths this will mean that over time there will be evidence of impact.</p> <p>Mastery maths to be securely implemented across the school.</p>
<p>Improve resilience and self-esteem in our disadvantaged pupils</p>	<p>There will be an increase of QCA's scores over the academic year.</p> <p>The Boxall profile scores on SEND/PP children will show an increase in these areas.</p>
<p>To improve attendance of disadvantaged pupils so that it is inline with non-disadvantaged pupil.</p>	<p>Attendance and punctuality of identified pupils will increase and the gap between PP and non PP narrows.</p>
<p>To increase oral language of children coming into reception so that they make rapid progress in communication and language</p>	<p>All children in reception will be screened using NELI and those who do not meet the threshold will be given weekly interventions.</p> <p>A new nursery curriculum has been designed and is beginning to be implemented with language and social interaction as underlying themes.</p>
<p>For pupils eligible for pupil premium who require additional nurture support in school which will allow them to focus on their learning. Pupils and parents will be positive</p>	<p>Children requiring additional nurture support will have an increase in QCA's scores over the academic year in well-being and behaviour.</p>



about the support they receive and identify the difference it makes.	Assessment information will show that pupil premium children are making good or better than good progress.

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: £65,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to improve the quality of education provided for all pupils through bespoke CPD and training; identified through monitoring, learning walks and lesson observations conducted by senior and middle leaders. Bespoke CPD for subject leaders to improve education in all curriculum areas.	Teachers are effectively meeting the needs of PP children within all lessons. PP children are making progress to close the gap between PP and non PP.	1, 2, 3, 5, 10, 11
PPG pupils with SEND will have their needs effectively met to make at least good progress in reading, writing and maths.	PP children will make at least expected progress in reading, writing and maths.	1,2,3,5,10, 11
To ensure all pupils in EYFS have access to high quality first teaching, particularly in communication & language and literacy drawing on internal and external Speech and language expertise.	PP children will attain inline with their peers in Communication & language and literacy. All children assessed on NELI or Welcomm and progress will be evident at the end of the academic year.	1, 2, 5, 7, 10



	An additional adult to be placed into Early Years to support the progress of children.	
To continue to improve the teaching of phonics across early years and KS1 ensuring all staff are trained to deliver the Rocket phonics scheme effectively.	PP children will attain inline with their peers in phonics.	1,2, 3, 8
Development drop in's to monitor the impact of adult interventions for PP children to inform CPD for all staff.	PP children will make at least the expected progress in reading, writing and maths.	1, 2, 3, 10, 11

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

Budgeted cost: £20,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil's social and emotional skills will be developed which will result in improved engagement with learning. Teaching Assistants and the SENCo will use targeted interventions to ensure that PP pupils receive emotional and social support they require.	Raise self-confidence and increase participation/motivation for targeted pupils this will be shown on QCA scores. A reduction in behaviour incidents recorded over the course of the academic year.	2, 4, 7,
Support in class for all year groups from trained Teaching Assistants, developing focussed reading, writing and maths interventions to meet identified needs of disadvantaged pupils.	Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.	1, 2, 3, 10, 11
Targeted interventions with year 6 pupils from teachers and TAs which are carried out and used throughout	Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.	1, 5, 6, 10



sessions with identified pupils who are disadvantaged.		
Targeted interventions with year 4 pupils from teachers and TAs which are carried out and used throughout sessions with identified pupils who are disadvantaged.	Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.	1,5,6,10
After school booster and tutoring groups for specified children to help close the gap.	Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils.	1, 3,5,6,10
Targeted support for year 6 both academically and with specific behaviour support using identified interventions to target underachievement in vulnerable children.	Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils. A reduction of behaviour incidents involving PP children over the course of the year specifically in year 6.	1,3,4,6,8, 10,11
Targeted support for year 4 both academically and with emotional support using identified interventions to target underachievement in vulnerable children.	Disadvantaged pupils achieve better than expected progress in order to close the gap with non PP pupils. A reduction of behaviour incidents involving PP children within year 5.	1,3,4,6,8, 10,11

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

Budgeted cost: £14,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children to attend after school clubs.	All PP children to attend at least one after school club throughout the year.	4, 6, 7, 8, 9,
Assistance with finances in order for PP children to attend all enrichment experiences provided by their year groups curriculum.	All PP children will have access to all enrichment activities.	4, 6, 7, 8, 9



Identified children to access iRock music lessons to boost self-esteem and confidence.	Raise self-confidence and increase participation/motivation for targeted pupils this will be shown on QCA scores.	4, 6, 7, 8, 9
Breakfast club to be provided daily in order for vulnerable children to access to emotional support	PP children's attendance will be inline with non PP children.	4,6
Lunch club to be provided for vulnerable children in order for them to access emotional support.	There will be a reduction in the number of behaviour incidents during lunchtimes.	4, 6, 7,
Attendance monitoring from a HLTA for PP children	PP attendance will be inline with non PP pupils attendance.	6
Monitoring and analysis of behaviour at social times due to lack of social interaction during COVID 19 and the knock on effect of this.	A rigorous monitoring process and analysis of behaviour incidents leading to a reduction of incidents involving PP children over the course of the year.	2, 4, 6, 7
Parents will be invited to attend Family Links courses.	Parents of PP children will attend the family links training.	2, 4, 6, 7, 8
Targeted interventions for vulnerable children using ELSA (Emotional Literacy Support Assistant) and EBSA (Emotional Based School Avoidance)	Member of staff to complete training to support vulnerable children.	2, 4, 6, 7, 8



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.

% of disadvantaged pupils at the expected standard and % of non-disadvantaged pupils at the expected standard (July 2024)									
Whole School									
Year	Reading			Writing			Maths		
	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
1	69%	85%	-16%	62%	80%	-18%	69%	90%	-21%
2	67%	85%	-18%	67%	85%	-18%	67%	88%	-21%
3	40%	83%	-23%	20%	71%	-51%	40%	86%	-46%
4	50%	88%	-38%	50%	88%	-38%	67%	96%	-29%
5	79%	95%	-16%	50%	88%	-38%	64%	93%	-29%
6	92%	85%	+7%	66%	90%	-24%	77%	90%	13%
Whole School	73%	81%	-8%	56%	79%	-23%	68%	85%	-18%

% of disadvantaged pupils working above the expected standard and % of non-disadvantaged pupils working above the expected standard (July 2024):									
Whole School									
Year Group	Reading			Writing			Maths		
	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap	Disadvantaged	Other Pupils	Gap
1	33%	38%	-5%	17%	33%	-16%	17%	38%	-21%
2	21%	42%	-21%	14%	42%	-28%	29%	42%	-13%
3	14%	53%	-39%	14%	50%	-36%	14%	50%	-36%
4	17%	46%	-29%	17%	32%	-15%	33%	42%	-9%
5	20%	38%	-18%	20%	28%	-8%	0%	38%	-38%
6	38%	54%	-16%	15%	48%	-33%	31%	46%	-15%
Whole School	26%	46%	-20%	16%	39%	-23%	24%	43%	-19%

Early Years

EYFS	July 2023			July 2024		
	Reading	Writing	Number	Reading	Writing	Number
Showing percentage of pupils achieving ELG						
Disadvantaged Pupils	50%	50%	100%	44%	44%	67%
Other Pupils	86%	81%	81%	93%	91%	93%
School PPG Gap (%)	-36%	-31%	+19%	-49%	-47%	-26%



Progress – Pupil Premium v Non Pupil Premium

Percentage of the school making better or expected progress across Reading, Writing and Maths.

July 2024

<u>Reading</u>	<u>Percentage making expected progress</u>	<u>Gap</u>	<u>Writing</u>	<u>Percentage making expected progress</u>	<u>Gap</u>	<u>Maths</u>	<u>Percentage making expected progress</u>	<u>Gap</u>
<u>Pupil Premium</u>	85%	-6%		96%	+2%		83%	-8%
<u>Non Pupil Premium</u>	91%	+6%		94%	-2%		91%	+8%

Better than expected Progress – Pupil Premium V Non Pupil Premium

July 2024

<u>Reading</u>	<u>Percentage making better than expected progress</u>	<u>Gap</u>	<u>Writing</u>	<u>Percentage making better than expected progress</u>	<u>Gap</u>	<u>Maths</u>	<u>Percentage making better than expected progress</u>	<u>Gap</u>
<u>Pupil Premium</u>	22%	+4%		15%	-6%		27%	+10%
<u>Non Pupil Premium</u>	18%	-4%		21%	+6%		17%	-10%

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



Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



Further information (optional)

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