

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	Errington Primary School
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Rule
Pupil premium lead	Teri Edwards
Governor / Trustee lead	Mr Senior

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75600
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	£75600

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is an allocation of additional funding provided to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM), looked after children (LAC) and those from families with parents in the Armed Forces. Schools receive this funding to support their eligible pupils to narrow the attainment gap between them and their peers. The funding is used to address inequalities and to help improve the attainment of disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their full potential at school and often do not perform as well as their peers.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. We recognise that the challenges are varied and there is no 'one size fits all'.

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies.

To ensure that the attainment gap is narrowed and that all children are able to reach their full potential at Errington Primary School our main objectives are:

- To narrow the attainment gap through targeted intervention.
- For all children to meet or exceed expected progress through quality first class teaching.
- To provide opportunities to ensure disadvantaged children engage in the wider curriculum.

We aim to do this through:

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.
- Ensuring staff are appropriately trained to deliver quality first teaching.
- Training and employing teaching assistants to deliver targeted approved interventions that are evidenced based.
- Providing after school clubs to PP children for free to engage them in the wider curriculum and to provide them with meaningful experiences.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate difficulties with reading comprehension. This is evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils indicate disadvantaged children generally have difficulties with phonics than their peers in KS2. This negatively impacts their ability to read.
3	Our assessments and observations indicate that writing attainment for disadvantaged children is below that of non-disadvantaged children.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Observations and discussions with pupils and parents indicate limited life experiences and opportunities to join in enrichment opportunities due to cost.
6	Assessments, observations and discussions with pupils indicate disadvantaged children have difficulties in maths. Particularly retention of math facts including multiplication and number bond facts.
7	Baseline assessments show that pupils join in reception with very low oracy skills and gaps in their vocabulary. Assessments, observations and discussions with staff show that this is evident throughout EYFS to UKS2.

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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 85% of disadvantaged pupils met the expected standard.
Improved progress in phonics.	Staff trained in Government approved scheme (Read Write Inc). School outcomes in line with national average.
Improved and raised writing standards among disadvantaged children.	KS2 writing outcomes in 2025/26 show that more than 85% of disadvantaged pupils met the expected standard in writing.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Pupils access a wide range of enrichment experiences both in and out of school.</p>	<p>Pupil and parent surveys to reflect enjoyment in school and improved attitudes towards learning. Social skills, independence and team-work are developed.</p>
<p>Improved mathematics attainment among disadvantaged pupils and non-disadvantaged pupils.</p>	<p>KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.</p>
<p>Improve times tables fact recall and understanding of multiplication.</p>	<p>Year 4 Multiplication outcomes will be in line with the national average in 2026/27.</p>
<p>Improved oracy skills and wider vocabulary in pupils across all year groups.</p>	<p>This will be evident when triangulating evidence gathered in learning walks, observations, assessments, pupil voice and discussions with teachers. Evidence will show significant improvement in pupils oracy skills and broadened vocabulary in disadvantaged pupils in 2027.</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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and training for all teaching staff with Grammarsaurus to ensure continuity of techniques, methods and skills across year groups.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Evidence suggests that having a high-quality modelled text helps to improve writing. Mapping out the curriculum ensures that knowledge is built upon and essential skills are learnt. This will benefit all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3
<p>Purchase Read Write Inc Phonics e-book library to ensure books read at home match phonics sounds taught at school.</p>	<p>Research suggests that children need to practice reading taught sounds and should be given books that match sounds taught in phonics.</p> <p>Ofsted, School Inspection Handbook, 2019</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub re-sources and CPD (including Teaching for Mastery training).</p> <p>White Rose Maths will be purchased and followed.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	6
<p>Purchase Ruth Minskin Training portal for continued training and support in the Read Write Inc Phonics Scheme.</p> <p>Staff Release time fortnightly to observe the teaching of phonics and for coaching sessions to improve the quality of teaching within phonics.</p>	<p>Research indicates that children should be taught to read using a systematic phonic system.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Oracy skills are being explicitly taught throughout the school, as well as being embedded across the curriculum. These activities will enable pupils to articulate key ideas, consolidate understanding and broaden their vocabulary,</p>	<p>There is a strong evidence base that suggests oral language interventions, including oracy activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading as well as supporting learners' use of vocabulary, articulation of ideas and spoken expression: Oral language interventions </p>	7

<p>exposing them to tier 2 and 3 words</p> <p>We will purchase resources linked to and fund ongoing teacher training and release time. (English Hub Oracy curriculum training and Talk Boost).</p>	<p>Toolkit Strand Education Endowment Foundation EEF</p>	
<p>CPD training and resources purchased for OPAL outdoor learning.</p>	<p>There is some evidence to suggest that outdoor learning and play supports the improvement of the health and mental well being of children.</p> <p>https://committees.parliament.uk/writtenevidence/23258/pdf/</p>	4

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

Budgeted cost: £83,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase Read Write Inc Fresh Start.</p> <p>Additional phonics sessions targeted at disadvantaged children and delivered by teaching assistants trained in WRI and WRI Fresh Start.</p> <p>Train teaching assistants to deliver Fresh Start.</p> <p>Teaching assistants to deliver one to one intervention to the bottom 20%.</p>	<p>Research and evidence suggest that a systematic approach to teaching phonics has a positive impact (+5 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
<p>Delivery of Better Reading Support Partners.</p> <p>Additional reading intervention targeted at disadvantaged children and delivered by a teaching assistant.</p> <p>Two teaching assistants to be deliver intervention and complete the training.</p>	<p>Research suggests that teaching reading comprehension strategies have a high impact (+6 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
<p>CPD for staff. Training with the Maths hub for Teaching staff on Mastery maths teaching for all.</p> <p>CPD for year 4 and 5 teachers to enable them to teach the mastery multiplication training.</p>	<p>Research suggests that mastery teaching in maths is beneficial to all children to ensure a deep understanding of mathematics is gained.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	6

Funding will be used to release staff to attend training and release the maths lead for coaching sessions where needed.		
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Teaching assistant to deliver intervention.</p> <p>CPD for staff on the creating of the oracy curriculum and how to effectively teach oracy. Funding will be used to release staff to attend the training.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional learning.</p> <p>CPD for staff on Senior mental health training and mental health first aid.</p> <p>CPD and release time for the Mental health lead to train and support the 'Head starters'.</p>	<p>Social emotional mental health is crucial due to the recent pandemic. Studies suggest children with SEMH issues find concentrating and engaging with activities difficult thus negatively impacting their learning. The course aims to equip the staff on how to give children with skills and techniques to better deal with their emotions and everyday life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Essential experiences built into curriculum and cost subsidised for PP children.</p> <p>Reduction in cost for trips and residential trips for PP children.</p> <p>Children encouraged to attend free PP sport and outdoor activity events.</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) emphasises improving cultural capital particularly for disadvantaged children. Enrichment activities offer children a context for learning and a stimulus to trigger their enjoyment in learning.</p> <p>https://www.childrensuniversity.co.uk/media/1093/eef-childrens-university.pdf</p>	4,5

Total budgeted cost: 75,600

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 2023 to 2024 academic year.

Pupil premium funding has been used to improve the teaching and learning of phonics. In 2022 79% of children passed the phonics screening test. Funding has been used to work closely with the English hub and to release staff to complete Read Write Inc training. The funding has been used to release the phonics lead weekly to observe and coach staff to improve phonics. In 2024 100% of the year 1 cohort passed the phonics screening test including 100% of the year 1 PP children. We will continue to purchase the Read Write Inc Ruth Minskin site for continued professional development. The reading lead will continue to coach and monitor phonics closely with release time to do this using PP funding. Teaching assistants will continue the fast track targeted interventions to ensure that the bottom 20% are on track and making good progress. New staff will continue to be released to complete training to ensure fidelity of the Systematics Phonics Program.

Pupil premium funding has been used to improve the teaching and learning of mathematics. The funding has been used to purchase the White Rose maths scheme to ensure that there is a consistent approach to teaching maths. Funding has been used to release the maths lead and other teaching staff to attend training with the Maths Hub. Assessments and observation indicate that the teaching and learning of maths needs to continue to be a focus of improvement. In 2023, 76% of children met the expected standard of maths in KS1 (86% of Disadvantage children) and in 2024, 71% of children met the expected standard of maths in KS1 (50% of Disadvantaged children). In KS2, assessments and observations have shown a decrease in attainment of maths this year. In 2023, 83% of children met the expected standard for maths in KS2 (75% of PP children), whereas in 2024, 67% of children met the expected standard (42% of PP children). Moving forwards, the continuous professional development of maths needs to be a focus.

Research suggests that tutoring small groups of children can improve attainment. PP funding was allocated to subsidise tutoring for PP children. Funding was used to train the support staff on the White Rose Tutoring program and the DFE tutoring program, ensuring that the staff had the expertise knowledge to deliver the tutoring. Data and assessments has shown that 91% of the children that received tutoring made good progress. After receiving tutoring 67% of PP who completed the tutoring met the expected standard in the KS2 mathematic SATs. Targeted interventions will now take place instead of the tutoring.

Social Emotional and Mental Health has developed throughout the school. Funding has been used to release staff to complete training and develop training within the school for staff and pupils. Pupils have completed the 'Head starters' training and a trained therapist is on site in school every Monday to complete sessions with children where needed. Training has been developed by the SEMH lead and a new behaviour management strategy has been instated to develop children's awareness of their own behavioural needs and how to self-regulate.

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