

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Epworth Primary Academy
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Stuart Wilks
Pupil premium lead	Sean Woolley
Governor / Trustee lead	Stuart Wilks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49400
Recovery premium funding allocation this academic year	£
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	
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Part A: Pupil premium strategy plan

Statement of intent

At Epworth Primary Academy we intend to ensure that there are no lost learners irrespective of background or challenges they face with all students making good progress becoming Learners with an inquisitive mind who are Respectful, Kind and honest individuals who have a thirst for life. Regardless of starting points or expectations.

At Epworth Primary Academy we take into account the children's current situation along with any previous or future challenges including those of young carers, children in care or financially restricted. The activities which we put into place are identified as high impact strategies and will be also be intended to support all pupils regardless of disadvantage.

Across the Academy we focus on Quality First Teaching with access to high quality Curriculum. Where children struggle to access curriculum we ensure that all a child's needs are met through pastoral support and intervention. Our strategy targets children where we will have most impact based on research through the EEF. While at the same time ensuring that all children's outcomes are improved across the academy.

Across the academy with all children we are focused on education recovery and identify and address any gaps in learning. Whether through assessment, quality first teaching, 1:1 or small group support for those children who have been worst affected by the past 18months.

Our approach will adapt to the needs of the children at Epworth Primary Academy at the time. Where we identify a strategy as not being effective it will be altered, adapted or changed. This will for all children be identified through robust assessment strategies.

We will ensure that that all students including those who are disadvantaged are challenged in their work. We will ensure that Health and wellbeing is of a high priority when addressing any need a children should have. We will ensure that all staff are aware of the children that are identified as disadvantaged and that they addressed within the classroom.

Challenges

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

Challenge number	Detail of challenge
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1	<i>Ensure development of Speech and language intervention</i>
2	Ensure that children at all Key Stages have high ratio of staffing to allow support and development ready for their next Key Stage.
3	Develop the teaching of Phonics across the Academy
4	Develop writing across the academy through the development of high quality teaching and moderation
5	Ensure that all children have high quality curriculum access, not being limited by home situations
6	Develop high quality Thrive intervention to allow early intervention where required
7	Develop Mental health provision across the academy

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
All children have Speech and language difficulties addressed at an early age ensuring that they are ready for Academy life	High quality Speech and Language intervention for all children ensuring that the numbers of referrals reduces over time or enables children to only spend a short period of time with intervention.
All children are ready to move onto the next stage of their education whether that be academically or emotionally	All children transition well into their next Key Stage. They are ready mentally / emotionally and academically to access all areas of work.
High quality synthetic phonics taught with fidelity across the academy	Children across the academy access high quality synthetic phonics with Year 1 phonics scores higher than national
Children write with accuracy and purpose with all children and sub groups making good progress and demonstrating and enjoyment of writing	Across the academy moderation of writing is accurate, children make good progress with attainment above national expectation.
All children and families have full access to all activities without finance being a barrier	All children are able to access all activities across the academy
Thrive practice across the academy is a strength with children able to access when required	Children and parents talk positively about their Thrive experience and how it has helped them. The number of cases reduces over time.

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: £ 9,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher child to adult ratio within year 6 / Year 2 and Reception to ensure that all children can make rapid progress and develop the skills required to access the next Key Stage in their development	EEF – Provide High Quality Feedback +6mths EEF - Social and emotional learning - +4mths EEF Small group tuition – +4mths	2, 7
<i>Ensure that there are increased number of groups for RWI Phonics to ensure that there is rapid progress for all</i>	EEF Oral Language interventions +6mths EEF Phonics - +5mths	1, 3
<i>Support English Lead in applying for both Local Authority moderator and Lead Practitioner post across the local authority to ensure that best practice is brought back into the academy for both reading and writing</i>	EEF Reading comprehension strategies +6mth	1, 3, 4

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<i>Develop COVID catch up intervention across Key Stages to ensure that identified gaps in learning are addressed</i>	EEF - 1:1 tuition +5mths EEF Small group tuition – +4mths EEF – Individualised instruction +4mths	3, 4
<i>Ensure training and staffing for high quality Speech and Language intervention program is available</i>	EEF Oral Language interventions +6mths	1
<i>Develop high quality interventions across the academy including: RWI Phonics, precision teaching and 5min box.</i>	EEF Oral Language interventions +6mths EEF Phonics - +5mths EEF Teaching assistant interventions +4mths	1, 2, 3, 4
<i>Ensure that where children require Thrive intervention they are able to allowing them to then confidently access the curriculum</i>	EEF Tool Kit – Metacognition and Self-Regulation +7mths EEF ToolKit – Social and emotional learning +4mths	6, 7

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop health and wellbeing strategies across the academy through use of the Progress and Achievement Lead to support children and families	EEF Tool Kit – Metacognition and Self-Regulation +7mths EEF ToolKit – Social and emotional learning +4mths	6, 7
<i>Ensure that all children have access to all areas of the curriculum regardless of their financial position through subsidising visits / residentials / providing access to after school clubs and enhancement activities for all children.</i>	EEF Arts Participation +3mths EEF Physical activity - +1mth	4, 5

<i>Support access to peripatetic music teaching to enhance curriculum experience</i>	EEF Arts Participation +3mths	5
<i>Provide access to specialist teaching to enhance the experience of subjects</i>	EEF Arts Participation +3mths	5
<i>Develop an understanding of healthy eating through the development of a student kitchen to use for preparation of healthy food.</i>	EEF ToolKit – Social and emotional learning +4mths	5, 7

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
5 minute box	

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.