

Enmore Church of England Primary School

'Those who are taught here must go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you should do as I have done for you.'

John 13: 15

Pupil Premium Strategy statement 2022-23

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	Enmore Primary School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	9
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body
Pupil premium lead	D. MacRae
Governor / Trustee lead	D. Beach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	£2,000
Catch Up premium funding allocation carried forward from last year	£0
School Led Tutoring Grant	£2,106
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£20,726

Part A: Pupil premium strategy plan

Statement of intent

- *We aim to ensure that all pupils are literate, numerate and sociable, have a thirst for life- long learning and are positive in their ability to make a valuable contribution to society.*
- *Our current Pupil Premium Strategy reflects the understanding that PP children often require more support to achieve these aims and that the acquisition of early literacy skills is often key to overcoming barriers.*
- *Our key principles are to consider our PP children as individuals, to facilitate early language acquisition, to promote involvement in school life and the wider curriculum, to make early interventions and to understand that nationally many PP children who cope well at primary school, fail at secondary school due to a range of factors.*

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception tend to be lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years and takes an extended period to address.
2	PP children are slower to develop use of sentences in order to make progress in their writing.
3	Small numbers in each cohort result in individual issues needing to be identified and addressed
4	PP children tend to be amongst those lacking parental support in early phonics/ reading/ learning times tables and in remote learning
5	PP children tend to engage less with extra- curricular opportunities and provision

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
Higher rates of progress across KS2 for pupils eligible for PP. Fewer PP children entering year groups below ARE esp. in writing	Pupils eligible for PP working at least at ARE.
Individual learning targets addressed as soon as possible via interventions, initially within the classroom, or through work being sent home and out of class interventions	Record of successful interventions. 75-80% success of out of classroom interventions. Evidence of good PP progress seen in work sampling.
Early communication and offer of IT support during future short (2 week) or longer- term shutdown	Continuity of learning during periods of school closure

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
continue embedding of Read, write, inc phonic programme All staff involved to be trained and resources purchased	EEF +4 Developing our own synthetic phonic teaching	1, 2, 3, 4

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

Budgeted cost: £ 40,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention group for times tables	EEF +4	3, 4
Targeted intervention groups for Phonics	EEF +4	1, 2, 3, 4
Longer term interventions Software and timetabling	EEF+4 Small group work	1, 2, 3, 4
SENDCO to meet with PP children and write to parents	Mentoring EEF +1 Parental involvement EEF +3	1, 2, 3, 4
One to one support	EEF +4	1, 2, 3, 4
Small group/individual tuition for those impacted by levels of engagement during the pandemic	EEF +4	1, 2, 3, 4
Small group interventions requested by class teachers	EEF +4	1, 2, 3, 4
Work sampling of PP books to ensure progress and feedback on issues	EEF +4	1, 2, 3, 4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training given as required to ensure support staff aware of role and best practice		1, 2, 3, 4
Trips paid for.	Advantage of outside learning.	1, 5
Music lessons and after school sports' clubs paid for.	EEF +2 arts participation EEF +2 extending school day	1, 5
Specific equipment/ software purchased as necessary		1, 2, 3, 4
Isle of Wight residential paid for PP children		5
All PP children encouraged to participate in confidence days/summer schools	Evidence that PP children @ARE in KS2 still frequently fail to achieve in KS3 and 4	1, 2, 3, 4, 5

Total budgeted cost: £ 43,039

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.

Pupils made excellent progress in many areas and benefitted from individual tutoring, group interventions and regular meetings with the SENDCO. At the end of the year 69% of pupil premium pupils continuing at Enmore are working broadly within age related expectations.

A PP child with an EHCP in year 6 was able to access Key Stage 2 tests, achieved the expected standards in SPAG test and transitioned well into secondary school.

