

## 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	Epinay School
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	22.10.21
Date on which it will be reviewed	1.10.22
Statement authorised by	CRue (Head Teacher)
Pupil premium lead	EPrice (Senior Deputy)
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,825
Recovery premium funding allocation this academic year	£28,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£N/A

## Part A: Pupil premium strategy plan

### Statement of intent

At Epina y overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our core aim is to improve the outcomes for pupil premium students and diminish the difference between them and their peers. Student wellbeing is at the heart of everything we do at Epina y for them to be happy, confident, and independent learners prepared for adulthood. For pupils with special educational needs deprivation is likely to be part of the broader context for many of our families. We strive to ensure that every family is supported, and every child can access support and intervention both inside and outside of school to ensure students are ready to learn and achieve their potential.

### Challenges

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

Challenge number	Detail of challenge
1	Students start Epina y school working at least 3 years behind their chronological age, many join in year 6 or above where the gap is greater. Summer 1 2021 data shows within KS 4 91.9% in reading, 97.3 % in writing and 89.2% in maths are working below stage 3 (this equates to year 3 expectation)
2	Many pupils come into school with poor language development (predominantly vocabulary acquisition), research shows narrower vocabulary remains a barrier throughout the whole of primary school (EEF) and with diminished opportunities re extended early learning experiences.
3	Many pupils come from backgrounds that find it increasingly difficult to support a positive reading culture and do not have easy access to quality books and reading environments.
4	Many of our students do not access additional opportunities that teaches core skills and develop characteristics that lead to children having the aspirations and the knowledge to access successful employment in the future.

5	Many of our students require external intervention such as S&L, OT, counselling, play therapy etc to be prepared to access learning. These services are overstretched and waiting lists are long.
6	Our school has a large number of families supported historically and currently by a range of outside agencies including social care, CYPS/CAHMS, family/early help support workers, counsellors etc. Many of our children and families require and access support from school in relation to poverty, parenting support, social care issues, drug and alcohol misuse, extended family SEND.

## 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
1. To further improve rates of progress for PP students in core subjects - students make expected progress from starting point and nationally accredited qualifications are gained by all students in year 11 (the gap is narrowed)	85% of pupils make expected progress as measured and evidenced in data analysis and 90% of year 11 achieve predicted outcomes both internally and externally. Teaching across school is overwhelmingly outstanding evidenced via devised QA programme.
2/5 Develop EYFS provision and extend opportunities for language acquisition and ensure where possible referral and intervention are accessed quickly.	Students access additional support from external agencies which has a positive impact on progress show in data, EYFS staff access CPD and successfully implement suggestions from EEF toolkit's on oral language interventions to develop understanding of interactive play and developmental goals in early language.
3. Raise the profile of reading across the whole school to foster a love of reading and thus raise achievement in this area.	A love of reading is celebrated and 'felt' in and around Epinay school. Reading age and data will be improved for pupils in receipt of Pupil Premium based on whole school data – in line with no PP students
4. Develop the holistic child through access to a range of experiential learning and enrichment opportunities will support them to make academic progress and to be more emotionally resilient.	Enrichment folders reflect a vast array of opportunities accessed and students demonstrate emotional resilience in all areas around school (measured via diary entry, incident reports, family feedback)
6. Minimise external barriers to learning such as poverty, attendance and parental issues.	Parent view reflects positive support from MAKW, attendance is regularly communicated and worked on with parents and remains above 90%. Referrals to Early help are completed to support families and signposting/help to seek external support given. Welfare calls made in a timely manner and parental support offered to bring children to school in the right frame of mind.

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: £27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school reading CPD – 1 full in service day + termly sessions, CPD on new EYFS framework, BLAST, RWI training. Ongoing core subject CPD. Professional aspiration and skill development CPD. ECT weekly support and training. (£7000)</p>	<p>Continuing professional development (CPD), which can include training courses, mentoring, seminars and peer review, can play a crucial role in improving teaching quality. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider and can serve to close the gap in pupil attainment most quickly and cost effectively (EPI Feb 2021)</p>	<p>1, 2, 3</p>
<p>Whole school QA approach which looks at teaching on a weekly basis, highlights areas for development, shares best practice and links to further CPD/coaching. Strategies include but are not limited to: weekly internal and external CPD identified need, cover to enable peer observation, SLT release time 2 days per week, recording and sharing of best practice (£20000)</p>	<p>A key factor for attainment and progress is effective teaching as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned small group sessions and 1:1 work at least weekly within class, enabled via high staffing ratio. Data analysis used to highlight and select students for intervention sessions. Through a focus on aspects of meta cognition including planning, monitoring and evaluating their own learning, developing general strategies and practising specific techniques pupils will have greater capacity to manage their own learning and make progress. (£27309 towards TA staffing in all classes)</p>	<p>Research suggests that early intervention has a lasting impact on progress. EEF small group activities +4 factor.</p>	<p>1, 3</p>
<p>TA employed 2 days per week (£2691) to ensure every child in phase 2-3 reads at least weekly. Whole school drive towards reading including additional reading materials purchased and dedicated intervention scheme followed in school (RWI) (£3000) EEF Oral Language Interventions shared with staff and included in whole school approach, rolled out and driven via school devised QA programme.</p>	<p>Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <p>To support and improve reading comprehension and fluency of pupils Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>EEF Toolkit's Oral Language Intervention section found strategies included within it have an average impact of +5 months.</p>	<p>3</p>

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

Budgeted cost: £102,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full time MAKW (30,095 from PP)	<p>There has been clear evidence of increased confidence and self- esteem through involvement in a diverse range of interventions. Increasing numbers of pupils are presenting with complex behaviours and there are significant numbers of pupils with involvement of CYPS/CAMHS for whom additional psychological support is required.</p> <p>Extensive research evidence highlights the detrimental effect on learning when social and emotional needs are not being met.</p> <p>EEF evidence indicates +4 factor for social and emotional learning,</p>	4, 5, 6
Employment of an OT 2 days per week (£6552)		2, 5
Trained play therapist in school (£4690)		4, 5
Relationship works employed ½ day per week (£5850)		4, 5
Therapy dog in school (£1400)		4, 5
Rebound and sensory CPD (£1410)		5
Weekly buy in of dedicated enrichment activities, swimming, outdoor education, bushcraft, dance, chickens (£23,248) plus Subsidised afterschool clubs – staffing, transport, resource costs (£17,500)	<p>There is evidence (EEF) that concepts explored through the arts can often be generalised into wider learning. EEF evidence indicates +2 factor for involvement with the Arts</p> <p>Evidence indicates that engagement and focus are improved by creativity and experiential learning. Where this is done well pupils are more likely to engage and improve progress. EEF references enriching education has intrinsic benefits +4 factor.</p>	4, 6
dedicated curriculum days/trips (£3000) 3 reward trips per year (£4500) 2 partially subsidised residential trips (£4000)		2,4,6

**Total budgeted cost: £162,245**

## 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.

#### Impact from 2020-21 PP Strategy.

A The last reliable yearly data analysis pre-covid (March 2020) was summer 1 2018 – summer 1 2019. We have used this as a comparative figure to compare current annual figures for this academic year. It must be noted the academic year information does not reflect a whole data year and is taken from the starting figure September 2020 (which was Spring 1 2019 data) to summer 1 data drop 2021. We have also compared data from the autumn 1 2020 drop to summer 1 2021 drop.

Figures are based on the % of students making expected or better than expected progress.

	Autumn 1 2020	Summer 1 2021	Summer 1 2018 – summer 1 2019	Start of academic year 2020 – summer 1 2021
Maths	62.03%	76.28%	79.07%	66.03%
Reading	53.25%	69.87%	86.05%	67.31%
Writing	48.52%	71.79%	79.85%	57.69%

The data shows that Covid has had an impact on the annual figures typically reflected in data analysis. All 3 subject areas have seen a decline in the number of students meeting or exceeding expected progress for the year. All figures are significantly below our set target of 85% hence the target remains in place.

Despite the reduction in rates of progress up to KS3, KS 4 has been positive. Focussed intervention, catch up days, after school support and remote learning support enabled outcomes for KS4 students to improve.

#### GCSE/L2 qualifications 2020

	2020	2021	% difference
1 or more	20% (2)	38.89% (7)	+48.57%

#### L1 qualifications 2020

		2020	2021	% difference
5 or more	A* - G	10% (1)	16.67% (3)	+40%
1 or more	A* - G	80% (8)	100% (18)	+20%
5 or more(including Maths & English)	A* - G	10% (1)	16.67% (3)	+40%

B&C – could not be worked on as Covid restrictions limited time in school, prevented external or internal enrichment activities and the reading drive was scaled back for staff well being purposes – both are included in this 3 year strategy plan.

D Life skills provision has been overwhelmingly successful - 100% of Phase 3 and 4 life skills students exceeded the 85% expectation for students to meet or exceed expected progress in all 3 areas. Comments received from parents since setting up the provision are as follows:

'Thanks for everything you do for X, I've never known him enjoy school so much.' HW

'He is like a different child, behaviour at home is a lot better too, thank you.' AC

'Thank you for helping X learn new skills that will help him in his life.' CF

'what have you done to X, she's like a different child - she is getting up in the morning so easily and is just loving being in your class.' LL

## Externally provided programmes – N/A

*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) – N/A

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)

N/A