

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	201
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	22.10.22
Date on which it will be reviewed	1.10.23
Statement authorised by	CRue (Head Teacher)
Pupil premium lead	EPrice (Senior Deputy Head)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120, 595
Recovery premium funding allocation this academic year	N/A
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	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)	80% 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 by our end of year assessments at the end of our strategy in 2024/25.
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 shown in data, phase 1 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 by the end of our strategy in 2024/25.
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
4. Develop the holistic child through access to a range of experiential learning and personal development opportunities which will support them to make academic progress, be more emotionally resilient and help students engage more with the wider community and prepare for adulthood.	Personal development 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 and observation)
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.
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school reading CPD – 1 full in service day + termly sessions, CPD on new EYFS framework, BLAST, Launchpad for Literacy, RWI training. Ongoing core subject CPD (specific maths focus), new foundation subject CPD. Professional aspiration and skill development CPD – 3 staff undertaking NPQ's. ECT weekly support and training. (£3504)	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)	1, 2, 3
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)	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.	1, 2, 3

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

Budgeted cost: £33,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	Research suggests that early intervention has a lasting impact on progress. EEF small group activities +4 factor.	1, 3
Whole school drive towards reading including additional reading materials purchased and dedicated intervention scheme followed in school (RWI) (£5980) EEF Oral Language Interventions shared with staff and included in whole school approach, rolled out	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). To support and improve reading comprehension and fluency of pupils Evidence suggests that there is a positive relationship between reading	3

and driven via school devised QA programme.	frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). EEF Toolkit's Oral Language Intervention section found strategies included within it have an average impact of +5 months.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,802

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. EEF evidence indicates +4 factor for social and emotional learning</p> <p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication (ican.org.uk) which has been endorsed by the Royal College of Speech and Language Therapists</p>	4, 5, 6
Employment of a HLTA – SALT specialist 5 mornings per week (£7710.30)		2, 5
Trained play therapist in school - equipment + supervision (£563.83)		4, 5
Relationship works employed ½ day per week (£5850)		4, 5
Enhanced sensory regulation equipment investment (especially for those with ASD) Rebound and sensory, music therapy CPD investment (£2312)		5
2 specialist ASD teachers and 1 TA employed to set up and run specialist provision + training in SCERTS (taken from staffing budget)		1
Weekly buy in of dedicated enrichment activities, swimming, outdoor education, bushcraft, independent travel training (teacher	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	4, 6

released 4 sessions per week) (£3510) plus Subsidised afterschool clubs – staffing, transport, resource costs (£2260.87)	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.	
dedicated curriculum days/trips (£3000) 3 reward trips per year (£4500) 2 partially subsidised residential trips (£4000)	Independent travel training is likely to enhance pupils' social and employment opportunities Department for Education (publishing.service.gov.uk)	2,4,6

Total budgeted cost: £120, 595

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 2021 to 2022 academic year.

Impact from 2021-22 PP Strategy.

Challenge 1

Termly data highlights that the significant majority of children are making expected or better than expected progress – The **figures in all 3 subject areas** have **significantly improved** from the start of the autumn term, figures from spring 1 '22 – summer 1 '22, **maths and reading** are now **above** the school expectation. This demonstrates that stability in school, **catch up and intervention and the introduction of RWInc is very effective**. Writing will be a key focus area for the next academic year as the % of students meeting or exceeding expected progress is 4.28% short of the whole school expectation.

	Summer 21 – Autumn 21	Spring '22 - Summer '22
Maths	65.32%	85.55%
Reading	65.9%	86.71%
Writing	57.23%	75.72%

Whole school Data Analysis - % of children making or exceeding expected progress (annual progress)

	Autumn 1 2021	Spring 1 2022	Summer 1 2022		Autumn 1 2020 – Autumn 1 2021	Summer 1 2021 – Summer 1 2022
Maths	70%	89.02%	85.55%		64.34%	77.46%
Reading	74.62%	83.24%	86.71%		62.94%	80.99%
Writing	62.31%	79.77%	75.72%		59.44%	71.83%

The data above shows that students are making good progress term on term and are above expected for maths and reading, annual progress figures show that all **3 subject areas have improved** on the 2020-2021 annual figures, **reading is now in line** with the school benchmark figure, maths and writing is yet to see the expected impact.

External Qualification Outcomes Year 11

Level 2 Qualifications – 1 student in year 11 gained 3 GCSE qualifications grade 5 or above despite being a school refuser prior to joining Epinay. These grades were above predictions of grade 4, this is outstanding achievement! 13 students in year 11 gained at least 1 Level 2 qualification, this is GCSE grade 4 equivalent and was higher than originally predicted and our highest ever recorded number of level 2 qualifications! This represented 62% of KS4 leavers during the school year 2021/22, which was almost double the achievement of 38.89% in 2020/21 and also higher than the 20% achieved in 2019/20.

Level 1 Qualifications - 100% of our Y11 students who were entered for a qualification, achieved at least one Level 1 by the end of KS4.

19 of these students achieved 3 or more Level 1 qualifications (from 61% 2021 to 90% 2022) and 5 students achieved 5 or more level 1 qualifications (from 16.67% 2021 to 23.81% 2022) which are both increases on the previous year (2020) and in some cases higher than the grades predicted at the start of the academic year!

1 student achieved 5 or more Level 1 qualifications including English and Maths.

Entry Level Certificate – 100% of the year 11 students entered achieved an Entry Level Certificate in Maths and English. 1 student was not put forward for Entry Level Maths or English as

they had already achieved a higher L1 in the subjects. 80.95% of the students achieved 5 or more entry level qualifications including English and Maths which is a massive increase from 2021 which was 38.89%.

14 students were entered for Entry Level science, 100% of these students achieved a higher Entry Level qualification than first anticipated, this can be attributed to Covid catch up intervention and focussed support.

Challenge 2

Within the phase 1 provision (which includes EYFS students) annual data shows that 100% have increased the number of objectives achieved. 30% have maintained within their age bracket and 70% have moved up to the next bracket in maths, 100% have increased the number of objectives achieved. 30% have maintained within their age bracket and 70% have moved up to the next bracket in reading and 90% have increased the number of objectives achieved. 20% have maintained within their age bracket and 80% have moved up to the next bracket.

16/19 (84%) of students within this phase have been assessed and are now working regularly with SALT, training on box time and specific intervention strategies has been carried out via speech and language therapists who work within the school 2 mornings per week. Staff from this phase have all attended PECS and Makaton CPD which is now implemented within the provision

Challenge 3

A robust CPD reading plan is in place to develop teachers and TAs' knowledge and understanding - ensuring high quality teaching of reading - data demonstrates a positive trend, **there was a 4.2% increase on the number of students making expected or better progress in reading from spring 1 '22 - summer 1 '22, moving from 83.24%- 86.71%. The figure is now above the expected bench mark set (80-85%).** Workshops for parents has been carried out to enable support at home. Investment into 2 new library areas has been made and all classrooms now have a dedicated reading area in place.

Challenge 4

Students timetabled and accessed key personal development such as forest school, beach school, bushcraft, dance and enterprise. Feedback from parent showcase days was overwhelmingly positive.

A representative from the DWP worked with KS4 1 hour per week for the entire year delivering specialist careers education which ensured students were better prepared and informed on the world of work.

Careers and transitions visits carried out 2021-22

South Tyneside College

Newcastle College

Gateshead College

Apprenticeship Show

Careers Event @ Jarrow Hall

Creative Careers @ Gibside

Skills North East

All KS4 leavers have a positive destination confirmed - 10 attending 16-19 study programme
2 x South Tyneside College 2 x Gateshead College 1 x Newcastle College 1 x Houghall Collage Durham 1 x Groundworks 2 x Jarrow Hall 2 x Percy Hedley

All KS5 leavers have a positive destination confirmed - 2 x Gateshead College 6 x South Tyneside College 1 x Project Choice

Challenge 5

Specialist SALT in school 2 full mornings per week for intervention, 5 staff trained to deliver specific programs - 49 students now receiving SALT intervention weekly. 6 students per term receive play therapy

intervention and interventions in hydro therapy, tac pac, Sensory Sam, rebound and Makaton intervention is accessed by 46 children per week.

Challenge 6

The MAKW attends the regular core and care team meetings whilst also supporting and signposting students, parents and carers to a wide range of external agencies to improve outcomes as follows:

- 25.4% of vulnerable students are being managed by CIN.
- 13.5% of vulnerable students are being managed by EH.
- 10.16% of students are involved in a single assessment.
- 22 incidents required a referral to CYPS/ ISIT /CADS/HEALTHY MINDS/ESCAPE/School nursing in the summer term 22.
- 0.5 % pupils were identified at the MARAC because of domestic violence within the families or extended families.
- 11.6% of students were referred to ISIT for a range of reasons.
- 5.9% referrals to healthy minds for anger management, emotions re: low mood and anxiety.
- 1.61% of the pupils were referred to health for a variety of reasons.
- 4.3% of students have a safety plan in place.
- 1.6% of our students received an Operation Encompass Report.

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
