



## Ermine Primary Academy

### Pupil Premium Strategy Statement

**2022/23**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ermine Primary Academy
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	52.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23
Date this statement was published	31 December 2022
Date on which it will be reviewed	30 September 2023
Statement authorised by	Andrea Norman
Pupil premium lead	Andrea Norman Jenna Richards
Governor / Trustee lead	TBC

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,380
Recovery premium funding allocation this academic year	£27,985

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	£288,365

## Part A: Pupil premium strategy plan

### Statement of intent

At Ermine Primary Academy, we believe that by having the highest expectations and aspirations for all of our learners, the highest possible standards will be achieved. We believe no child should be left behind and that excellence can be achieved for all through equity. The focus of our pupil premium strategy is to support disadvantaged pupils which in turn supports all pupils to achieve their goals no matter their starting point. Alongside disadvantaged pupils we recognise the challenges faced by children who are considered vulnerable, those with a social worker and who are young carers. These children are included in this plan alongside all pupils.

We seek to inspire greatness in every child and to equip them with the academic achievements, life skills and personal attributes to lead happy, safe, successful lives. We are inclusive. We believe that every child can be successful regardless of background or ability. We are child-centred. We make decisions based on what is right for our children and their life chances.

The school receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces.

From September 2014, pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

Our approaches are in response to common barriers and individual needs, identified from diagnostic testing, not assumptions of challenges due to being disadvantaged. In order to ensure all children can excel, we use the approaches of: ensuring work is challenging; acting early to intervene; ensuring performance is regularly reviewed and next steps identified.

The school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Policy. This policy should be read alongside the proposed spending document and impact document of previous spending found on the academy website.

### Challenges

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

Challenge number	Detail of challenge
1	Further periods of absence due to school closure or self-isolation.
2	Negative impact of COVID-19 on pupil social, emotional and mental health. The lack of additional enrichment opportunities during covid restrictions. Teachers have reported and referred more children to pastoral support.
3	Children with low self-esteem and confidence, which impacts on children's resilience to activities within the classroom. In the lower years, a large proportion of children have not had access to early settings.
4	Some children have limited enrichment and life experience outside of school, which impacts on the children's understanding of the world and the ability to apply this within the classroom.
5	Some children have historical or on-going safeguarding concerns surrounding them, which can have a negative impact on their academic progress and resilience to activities within the classroom.
6	Some LAC move placements, which can unsettle them educationally and emotionally and lead to difficulties engaging in class.
7	School receives a lack of educational support from some families (e.g with home learning, homework and home reading), which can affect progress and attainment in the classroom.
8	Assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
9	Low and persistent absence can have a negative impact on their academic progress and resilience to activities within the classroom. Our attendance data over the last two years has shown that attendance for disadvantaged pupils has been lower than that of non. 93.42% vs 91.01% and this is reflected in persistent absence data 20.09% vs 33.94%
10	Negative impact of challenging behaviours on pupil impact on academic progress.

## 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
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<p><i>A. Statutory assessment</i></p> <p>Percentage of <b>pupils achieving the expected standard in statutory assessments</b> (GLD, Y1 phonics, Y2 phonics resit, KS1 SATs, Y4 MTC, KS2 SATs) is in line with national averages. <b>Improved reading attainment among disadvantaged pupils.</b></p>	<p>Percentage of pupils (whole-school) achieving:</p> <ul style="list-style-type: none"> <li>● GLD by end of EYFS at least 65%</li> <li>● 32+ in Y1 Phonics Screening at least 75%</li> <li>● EXS by the end of KS1 65%</li> <li>● EXS by the end of KS2 is at least 59 % combined</li> </ul> <p>The main focus for a raise in attainment will be the end of KS1, we will target to be at least in line with national results in 2022.</p> <p>The attainment gap between disadvantaged and all pupils will be minimal and will not exceed the national average gaps in reading, writing and Maths.</p> <p>Reading attainment for disadvantaged pupils will be in line with national standards.</p>
<p><i>B. Non-statutory assessment</i></p> <p>combined <b>attainment</b> will be in line with national average data in all kS2 year groups.</p>	<p>There will be 59% of each cohort who achieve the expected standard in combined attainment, Reading, writing and maths.</p>
<p><i>C. Enhanced Provision</i></p> <p>All children will have access to <b>enrichment opportunities</b> including after school clubs and a rich variety of school visits</p>	<p>All pupils will attend all visits.</p> <p>All pupils will have the opportunity to attend an after school club.</p> <p>No child will 'miss out' due to financial constraints.</p>
<p><i>D. Attendance</i></p> <p><b>Attendance</b> is in line with the national average.</p>	<p>Whole school attendance is in line with national figures</p> <p>Persistent absence is in line with national figures.</p> <p>The gap between disadvantaged pupils and all will reduce in school.</p>
<p><i>E. Parental Engagement</i></p> <p>Improved parental engagement impacts on <b>improved outcomes for pupils.</b></p>	<p>Results of parent surveys show that an increased number of parents state they are more able to support their child's learning at home.</p>

<p><i>F. Uniform</i></p> <p>Children are <b>confident</b> to come to school and feel part of the school community</p> <p>A barrier to 'belonging' is uniform. Too many families are unable to maintain high levels of uniform as the year progresses.</p>	<p>All children will wear the school uniform all year round.</p> <p>Parents, who are struggling financially, will be able to access uniform via school</p>
<p><i>G. Pastoral support</i></p> <p>Children have access to high quality <b>pastoral support</b> based on individual needs to aid them in overcoming barriers to learning.</p>	<p>Children will demonstrate good behaviour for learning</p> <p>Targeted support for those children who find engagement difficult</p> <p>Leaders support class teachers in monitoring and evaluating behaviour</p>
<p><i>H. Broad and balanced curriculum</i></p> <p>All pupils will engage with the <b>wider curriculum</b> and will enjoy the learning experience.</p>	<p>The curriculum offer will include all subjects</p> <p>All subjects will be well resourced to enable a more practical and hands on approach to learning.</p> <p>Visits will enhance the curriculum</p> <p>Leaders support class teachers in monitoring and evaluating the quality of provision and levels of engagement of the pupils.</p>
<p><i>I. Praise</i></p> <p>All pupils will be <b>rewarded</b> for demonstrating school values and being the best they can be. This will support confidence and celebrate achievements in all areas of school.</p>	<p>All pupils have access to a variety of rewards.</p> <p>Rewards are regularly received.</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: £133,284

Activity	Evidence that supports this approach	Challenge number(s) addressed and intended outcome
<p>Purchasing of RWI CPD and resources £1500</p> <p>Alongside time by leader to monitor and track progress and attainment of pupils and to offer bespoke intervention for bottom 20% of readers.</p>	<p>EEF Guidance Report - Improving Literacy in KS1</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics I Toolkit Strand I Education Endowment Foundation I EEF EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress. EEF toolkit shows that phonics strategies can have up to +4 months of additional progress. This is based on extensive evidence and provides high impact for low cost.</p>	<p>7, 8</p> <p>A</p>
<p>Purchasing of White Rose CPD and resources £200</p> <p>Focus on small step teaching to ensure children's individual needs are supported and gaps addressed early.</p>	<p>EEF Guidance Report - Improving Mathematics in EYFS, KS1 and KS2 alongside the DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics.</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>7, 8</p> <p>A</p>
<p>Purchasing of TTRockstars £150</p> <p>To actively encourage regular practise of key</p>	<p>EEF Guidance Report - Improving Mathematics in EYFS, KS1 and KS2</p>	<p>7, 8</p> <p>A and E</p>

recall facts to support broader understanding in Maths and support parents in understanding how to support learning at home.		
<p>Purchasing of NFER Tests £5000</p> <p>Offer diagnosis summative assessment and promote the miscue analysis to identify gaps in understanding to enable targeted quality first teaching.</p>	<p>NFER, ASCL, SSAT - Refocusing Assessment</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>8</p> <p>B</p>
<p>Purchasing of Tapestry £180</p>	EEF Guidance Report -Working with Parents to Support Children's Learning	<p>7,</p> <p>A and E</p>
<p>Purchasing of resources to resource family learning £3,000</p>	EEF Guidance Report -Working with Parents to Support Children's Learning	<p>7</p> <p>E</p>
<p>2x BAWSL £50,000</p>	<p>EEF Guidance Report - Improving Behaviour in Schools</p> <p>EEF shows that behaviour interventions seeks to improve attainment by reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. (+4)</p>	<p>1, 8, 9, 10</p> <p>D, G and I</p>
<p>Phase leader Leadership release time £5000</p>	<p>EEF Guidance Report -Working with Parents to Support Children's Learning</p> <p>EEF Guidance Report - Putting Evidence to Work: A School's Guide to Implementation</p>	<p>8</p> <p>A and B</p>



Implement a Reading Culture at school £20,000	EEF Guidance Report - Improving Literacy in KS1 & KS2  EEF Toolkit - Reading Comprehension Strategies	4, 7, 8  A and E
Vice Principal adding capacity to Y6 teaching groups £23,254	Improving Mathematics in Key Stage 2  Improving Literacy in Key Stage 2  Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, in a separate classroom or working area. Intensive tuition in small groups is provided to support lower attaining learners and those who are falling behind, it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. (+4) Small group tuition   EEF (educationendowmentfoundation.org.uk)	8  A
Curriculum resources £25,000	EEF- collaborative learning approaches EEf - Guidance report, Special educational needs in Mainstream schools	3, 4, 8  A, B and H

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

Budgeted cost: £57,092

Activity	Evidence that supports this approach	Challenge number(s) addressed and intended outcome
Purchasing of RWI CPD and resources	EEF Guidance Report - Improving Literacy in KS1	1, 7, 8

Included above		A, B and E
John Murray CPD, resources and intervention programme £750	EEF Guidance Report - Improving Literacy in KS1 & KS2	4, 8  A and B
Music Tuition £2250	EEF Toolkit - Arts Participation Arts participation approaches can positively impact academic outcomes in other areas of the curriculum, with the average impact of arts participation on other areas of academic learning being an additional three months progress. Reports consistently show that wider benefits can be achieved such as increased positive attitudes to learning and well-being. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</a>	3, 4,  C and H
Teaching Assistants - 1:1 intervention, small group intervention, Enhanced Provision, including purchasing new interventions, including SEN £52,092	EEF Guidance Report - Making Best Use Of Teaching Assistants  EEF Guidance Report - Special Educational Needs in Mainstream Schools  EEF Toolkit - 1:1 Tuition  EEF Toolkit - TA Interventions	1, 2, 8, 10  A and B
Additional CPD Talk less teaching £2000	EEF Guidance Report - Putting Evidence to Work: A School's Guide to Implementation  EEF toolkit- collaborative learning  EEF Guidance Report - Effective Professional Development	1, 2, 3, 8  A and B

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

Budgeted cost: £81,999

Activity	Evidence that supports this approach	Challenge number(s) addressed and intended outcome
Breakfast Club £1869	EEF Guidance Report -Working with Parents to Support Children's Learning	2, 3, 4, 5, 9  C, D, and G
Pastoral interventions and training £10,000	<p>EEF Guidance Report - Improving Behaviour in Schools</p> <p>EEF Guidance Report -Working with Parents to Support Children's Learning</p> <p>EEF Guidance Report - Putting Evidence to Work: A School's Guide to Implementation</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(education endowmentfoundation.org.uk)</p>	2, 3, 6, 7, 10  G and I
Purchase and provide uniform where/when necessary £3000	EEF Guidance Report -Working with Parents to Support Children's Learning	3, 7  F
2x BAWSL included above	EEF Guidance Report -Working with Parents to Support Children's Learning	1, 2, 3, 5, 6, 7, 9  D, E, G and I

<p>2 TAs to run Enhanced Provision room</p> <p>£36,130</p>	<p>EEF Guidance Report - Special Educational Needs in Mainstream Schools</p> <p>EEF Guidance Report - Improving Social and Emotional Learning in Primary Schools</p> <p>EEF Guidance Report - Improving Behaviour in Schools</p>	<p>1, 2, 3, 5, 10</p> <p>D and G</p>
<p>Subsidised Trips</p> <p>£20,000</p>	<p>EEF Guidance Report -Working with Parents to Support Children's Learning</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. (+3) Arts participation   EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 7</p> <p>C</p>
<p>Establishing a school council</p> <p>£5,000</p>	<p>EEF Guidance Report - Improving Behaviour in Schools</p>	<p>1, 5, 7, 9</p> <p>C and I</p>
<p>Resourcing the year 1 outside area</p> <p>£6,000</p>	<p>Pupils spend more than 20% of their school day outdoors, thus a stimulating, creative learning environment will support the development of pupils' social interaction, independence and problem solving skills</p>	<p>3, 4, 10</p> <p>H</p>

**Total budgeted cost: £272,375**

Any additional funds will be used to support families in financial crisis which impacts on their ability safeguard their children, for example food and clothing (£15,990)

## 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.

#### *Target from 2021/2022 Plan*

**Percentage of pupils achieving the expected standard in statutory assessments (Y1 phonics, Y2 phonics resit, KS1 SATs, Y4 MTC, KS2 SATs) is in line with national averages. Improved reading attainment among disadvantaged pupils.**

In 2021/2022, GLD attainment was 62% broadly in line with national average of 65%. Statutory assessments for Y1 phonics achieving a pass mark of 32+ was 82%. 7% higher than the national average of 75%.

Y2 phonics resit 87% achieved the pass mark of 32+ in line with national standard of 87%.

KS1 SATS showed that 41% achieved the combined standard however standards were around 9% lower in reading, writing and maths than national. This area will remain a focus for improvement next year.

No national data for the Y4 MTC is available and no official pass mark was available. KS2 SATS 58% of children achieved combined which was in line with the national standard of 59%.

Reading attainment was 65% for all children and 69% for disadvantaged in comparison to 60% non-disadvantaged in school.

**Percentage of pupils achieving a standardised score of 98+ in non-statutory assessments (NFER Tests - Y1, Y3, Y4 & Y5) improves year on year.**

Percentage of pupils achieving 98+ in non-statutory tests in 2022 in Maths showed year 1 64%, Y3 60%, Y4 60%. In reading, Y3 35% and Y4 55%. Year 5 in summer term did not complete an NFER test. Data throughout the year was tracked to identify improvements and next steps. The approach to reading was reintroduced part way through the year. This data will then be compared to next year's data to track improvement.

**Enhanced provision ensures that all pupils (regardless of need, starting point and/or background) achieve well against their individual targets and starting points.**

All children who were deemed as vulnerable were screened through thrive tool to identify individual areas of need and a bespoke individual plan put into place.

Intervention and provisions were put into place to ensure that progress was checked and adaptations made to ensure the plan was enabling children to progress against their individual targets. A bespoke learning classroom enabled children to access a play based, nurture curriculum as required.

**Attendance is in line with the national average.**

Attendance in school during 2021/2022 was 92.15%

Persistent absence in school was 26.96% which is behind national percentage of 23.10% but in line with the average for Lincolnshire at 27.10%.

**Children isolating at home due to COVID-19 receive access to a broad and balanced curriculum.**

Children and parents had access to online platform if required. Reading books were provided at correct ability. Work was sent home in paper form if required.

**Improved parental engagement impacts on improved outcomes for pupils.**

Parents were provided with reading books matched to the child's ability as well as a reading record to record when children were reading at home. Parents were regularly informed regarding children's attendance and supported to ensure children attended school when they were able to. Parents engaged in parent learning conversations to discuss how to support their child at home.

## 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
Thrive	Fronting the Challenge Projects
TTRockstars	Maths Circle Ltd
RWI	Ruth Miskin Literacy Ltd
White Rose Maths	White Rose
Charanga	LCC

## 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.*