

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	Ebor Gardens Primary Academy
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021 (Year 1 of 3)
Date on which it will be reviewed	October 2022
Statement authorised by	Mark Wilson/Sam Bailey
Pupil premium lead	Natalie Wathen
Governor / Trustee lead	Mark Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,720
Recovery premium funding allocation this academic year	£25,665
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	£262,385

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about our use of Pupil Premium and Recovery Premium funding, we have considered the context of the school following a global pandemic and the subsequent challenges faced by pupils at Ebor Gardens Primary Academy. Ebor Gardens Primary Academy is a two-form entry primary school in inner-east Leeds, an area of high social disadvantage. At Ebor, 54% of pupils are eligible for Pupil Premium funding and we use this funding to mindfully improve educational outcomes for this pupil group. Although all pupils benefit from many elements of our provision, we have a good understanding of the barriers to learning which can influence disadvantaged children, in particular, and have developed a curriculum offer that seeks to meet the needs of our pupils.

Principles

At Ebor Gardens Primary Academy, we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. We have a sharp focus on equality of opportunity for all pupils and are fully committed to providing our children with the knowledge, skills and experiences which they need to access the next stage of their educational journey, and beyond. We ensure that the quality of teaching is good and that lessons are carefully designed to meet the needs of all the pupils and accelerate progress towards age-related expectations. We ensure that we have good systems for the assessment of all pupils, and that our analysis and planning for future learning is detailed and precise. It is important to note, that in addition to using a range of initiatives to ensure the excellent academic achievement of our disadvantaged pupils, we also believe that we have a moral purpose to provide opportunities for pupils to grow emotionally and socially, as well as placing a high value on their well-being and happiness. We believe that it is extremely important to prepare our pupils to become valuable contributors to our society.

Practice

Strategies to enable all pupils to achieve well may include:

- Increasing the attendance and punctuality of all pupils
- Increasing adult:pupil ratios within Quality First Teaching, enabling small group work and a commitment to same day intervention for pupils at risk of underachievement.
- Investing in the range of curriculum, before and after school resources and experiences so that all pupils have the opportunity to learn an instrument, to learn a language and participate in sporting competitions.
- Ensuring accurate assessment methodologies support teachers in the identification of gaps in knowledge.
- Ensuring SEND partnerships enables the early identification of need, and that high quality advice and support is available to teaching, support staff and families.
- Contribution towards activities, educational visits and residential, ensuring children have first-hand experiences to use in their learning in the classroom.
- The funding of specialist learning software and devices.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote the Ebor Ethos and thus enhance learning.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment in Phonics, Reading, Writing, Maths and some elements of the wider curriculum.
2	Attendance, punctuality and persistent absenteeism
3	Positive behaviour / wellbeing support
4	Weak language and communication skills
5	High level of SEND needs

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
1.1 Improve attainment in phonics	Achieve above national average expected standard in PSC
1.2 Improve attainment in reading	Achieve above national average progress scores in KS2 Reading
1.3 Improve attainment in writing	Achieve above national average progress scores in KS2 Writing
1.4 Improve attainment in math	Achieve above national average progress scores in KS2 Maths
1.5 Improve attainment in the foundation curriculum	Increasing proportion of disadvantaged pupils demonstrate good progress and outcomes across the wider curriculum subjects.
2.1 Improve attendance	Ensure attendance of disadvantaged pupils is above 95%
2.2 Reduce persistent absenteeism	Reduce persistent absenteeism so that it is in line with national average (8.2%)
3.1 <i>Increase behaviours for learning</i>	Reduce low level disruption in lessons and secure high levels of pupil engagement and learning across the curriculum.
3.2 Reduce socially unacceptable behaviours during unstructured times	Reduce the number of incidents of socially unacceptable behaviour during play and lunchtime
3.3 Increase family support	Increase the range and uptake of support mechanisms available to our families
4.1 Improve SALT outcomes	Increase speaking and listening skills and close gaps
5.1 Ensure the needs of all pupils with SEND are identified, planned for and met	Increase the attainment and progress of pupils with SEND in Phonics, Reading, Writing and Maths

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: £134,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, group work/1:1 work and specialist support for interventions</p> <p>1) Intensive & high quality CPD for leadership, teaching and support staff:</p> <ul style="list-style-type: none"> ○ Leadership & teaching staff NPQs ○ Purchase of DFE validated Systematic Synthetics Phonics programme (resources & training for staff) Rocket Phonics training & resourcing (EYFS & KS1 - Y1) ○ Weekly PPA & team meeting time facilitated by Phase Leaders <p>2) Rigorous assessment and processes to support teaching staff in their identification of gaps</p> <ul style="list-style-type: none"> ○ PIRA/PUMA/GAPS materials ○ Raising Attainment Planning processes led by Assessment Lead & SENCO <p>3) Non class-based leadership layer drive academy development plan and offer intensive support and training for teaching staff within the phase, and within identified</p>	<p>EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4 months– EEF)</p> <p>EEF: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils (EEF)</p> <p>EEF: 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>EEF: 'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and</p>	<p>Challenge: 1 & 4</p>

<p>subject areas (phonics, reading and maths)</p> <p>4) Intensive & high quality CPD for teaching staff through team teaching alongside professionals in:</p> <ol style="list-style-type: none"> 1. <i>Spanish (Junior Jam)</i> 2. <i>Music (Artforms & subject specialists in school).</i> <p>5) To embed the use of Welcomm assessments in EYFS and to promote a focus on oral language intervention within the foundation stage.</p>	<p>increased well-being have also consistently been reported.</p> <p>EEF: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.'</p>	
<p>Intensive & high quality CPD for teaching staff:</p> <ul style="list-style-type: none"> → Support and enhance QFT → Refine and embed the wider curriculum → Team teaching in key curriculum areas. 	<p>EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>CPD programme is evident in staff meetings, network meetings, Trust wide training (Josie TV) and targeted specialist CPD opportunities.</p>	<p>Challenge: 1</p>

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

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional teacher per phase during 2021/22 to continue to develop effective interventions programs in phonics, reading, writing and maths.</i></p> <p><i>Additional support staff in EYFS to support targeted intervention for our youngest pupils.</i></p>	<p>EEF + 4 months:</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress</p>	<p>Challenge: 1</p>

<p><i>Develop reading decoding and comprehension skills via targeted group work and children accessing Lexia -by supported and trained members of staff.</i></p>	<p>EEF +6 months Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>EEF +2 months Children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. This result has a high security rating.</p>	<p>Challenge: 1 & 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Daily breakfast club with high quality social activity offered to all children free of charge.</i></p>	<p>1 EEF 2+ months: Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p>	<p>Challenge: 1 & 2</p>
<p><i>Strategic Safeguarding Lead works in close partnership with Learning & Family Support Mentor to target families in need of support and intervention.</i></p> <p><i>Leeds Local Authority Cluster Services provide a range of support to school and families – this is a key mechanism for improvement in attendance.</i></p> <p><i>Attendance awards raise the profile of good attendance at school.</i></p>	<p>1 The DfE (2015) say there is a clear link between poor attendance and lower academic success.</p> <p>2 CSJ research 'Kids can't catch up if they don't show up' A research paper into the impact of the pandemic and other absences such as PA, increasing numbers of EHE and risk of exclusions resulting in detrimental outcomes for children into their adult life.</p>	<p>Challenge: 2</p>
<p><i>While most pupils in most lessons are well-behaved, misbehaviour in class is a major cause of stress for teachers and can have a lasting impact on the</i></p>	<p>EEF Improving Behaviour in Schools Guidance (2019) recommends:</p> <p>1) Know and understand your pupils and influences (every pupil should have a</p>	<p>Challenge: 3</p>

<p><i>outcomes of the pupils in the class.</i></p> <ol style="list-style-type: none"> 1) <i>Intensive staff CPD creates good conditions for learning for all pupils.</i> 2) <i>Implement effective whole school PSHCE curriculum (Jigsaw)</i> 3) <i>Reward systems invest in establishing learning and socially acceptable behaviours as the norm</i> 4) <i>Targeted approaches for individuals in school, alongside training and support for staff.</i> 	<p>supportive relationship with someone in school)</p> <ol style="list-style-type: none"> 2) Teach learning behaviours alongside managing misbehaviour 3) Use classroom management strategies to support good classroom behaviour (inc. reward systems) 4) Use simple approaches as part of your regular routine (inc. breakfast club) 5) Use targeted approaches to meet the needs of individuals in your school (inc. specific training for staff) 6) Consistency is key 	
<p><i>A range of high quality afterschool clubs and holiday clubs.</i></p>	<p>Extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities.</p> <p>Barriers to taking part in extracurricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.</p>	<p>Challenge: 3</p>
<p><i>Senior Leaders provide lunchtime support to ensure high quality provision engages pupils and promotes positive relationships.</i></p> <p><i>Investment in play equipment.</i></p> <p><i>High level of staffing to support play and lunchtimes.</i></p>	<p>Pupils who experience positive play and lunchtimes are more ready to learn when they return to lessons. EPI research suggests that at least two in five young people have experienced bullying in some form in the previous year. Bullying has deeply negative and long-lasting consequences for those who experience it, including mental and physical health difficulties, lower attainment and lower income in adulthood. Young people who bully others are also more likely to have mental health difficulties.</p>	<p>Challenge: 3</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Challenge: 3</p>

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Leeds Local Authority Cluster Services provide a range of support to school and families – this is a key mechanism for early intervention to prevent social care involvement.</p> <p>Development of parent workshops, baby/toddler groups and encouraging parental involvement in school life is a priority focus of the school, post pandemic.</p>	<p>EEF +4 months: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	
<p>Non-class based Strategic SENCO alongside a school based SENCO offers double the capacity for SEND support at the school. This strategic decision has been driven by a higher than usual level of complex SEND needs arriving within the pandemic period, especially amongst our EYFS and KS1 pupils.</p> <p>Other strategies include:</p> <ol style="list-style-type: none"> 1) Staff training and development 2) Specialist external support 3) Diagnostic tools 	<p>EEF - 5 recommendations for SEND in mainstream schools:</p> <ol style="list-style-type: none"> 1) Create a positive and supportive environment for all pupils, without exception 2) Build ongoing, holistic understanding of your pupils and their needs 3) Ensure all pupils have access to high quality teaching 4) Complement high quality teaching with carefully selected small-group and one-to-one interventions 5) Work effectively with teaching assistants 	<p>Challenge Number 5: High level of SEND needs</p>

Total budgeted cost: £314,600

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.

Our internal assessments for 2020/21 have continued to show a rise in pupil outcomes across most year groups. However, progress against our school improvement agenda was severely disrupted by the global pandemic and the impact of improvements is not, therefore, discernible in pupil progress and outcomes.

Pupil Outcome Data from Internal Assessments:

	JULY 2021				%AGE OF PUPILS SECURING ARE		
	GLD	PHONICS	READING	WRITING	GAPS	MATHS	RWM
FS2	63%						
Y1		63%	51%	47%	40%	70%	40%
Y2		81%	67%	48%	69%	70%	35%
Y3			78%	46%	70%	74%	44%
Y4			76%	57%	70%	82%	55%
Y5			67%	39%	66%	58%	29%
Y6			35%	47%	44%	35%	25%

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources facilitated by teaching staff.

During the second national lockdown, we identified 40% of pupils to remain in school due to their increasing vulnerabilities in relation to their attainment. The remaining 60% engaged well with live lessons and Google classroom, with a significant increase in virtual attendance during this period and a significantly higher number of pupils attending face-to-face throughout that period than during the first lockdown. Our device strategy has allowed us to procure additional Chromebooks (1 device per pupil for KS1 and 1 device between 2 pupils for KS1/FS). In addition, FS pupils have access to 20 iPads. This has supported our blended learning strategy and digital strategy and continues to support

disadvantaged pupils who may not have had access to devices in the home during periods of National Lockdown / Isolation.

Overall attendance in 2020/21 was lower than in the preceding years at 94.7%, and below national average. Attendance amongst Nursery pupils was especially low, with a low uptake of the provision available to all pupils during the lockdown periods. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence during 2020/21 was also a concern (19.8%). These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils, and as the year wore on, so that whilst pupils returned from the first national lockdown relatively well, the same could not be said for those returning from the second national lockdown into the summer term. Supporting pupils in this area remains a focus for our work, as detailed in this plan.

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
Times Table Rockstars	TT Rockstars
Lexia Core5 - reading intervention	Lexia Core5
Purple Mash	Purple Mash
Frog Play	Frog Community
Reading Rockets Phonics and Planets online books and learning	Rising Stars