

# Pupil premium strategy statement

East Markham Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	East Markham Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will next be reviewed	December 2024
Statement authorised by	Suzanne Johnstone/ Laura Duggin
Pupil premium lead	Suzanne Johnstone/ Laura Duggin
Governor / Trustee lead	Clare Godley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,530
Recovery premium funding allocation this academic year	£0
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	£42,530

# Part A: Pupil premium strategy plan

## Statement of intent

At East Markham Primary all members of staff and the governing body are committed to meeting the pastoral, social and academic needs of all of our pupils including those who have been identified as disadvantaged. We aim for every child to develop a love for learning and acquire skills and abilities to allow them to fulfil their full potential.

High-quality teaching is at the heart of our approach, with a bespoke focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The progress and attainment of all children is carefully tracked through the utilisation of standardised assessments. Learning gaps are identified through formative and summative assessment, and discussed in detail during termly "Pupil Progress Meetings". As a result, interventions are identified and planned for.

In addition to gaps in knowledge, other barriers are identified such as social and emotional needs and attendance. Interventions are identified in the form of ELSA, nurture provision, Health & Family Support, Springboard or the Bassetlaw Behaviour Partnership.

Providing a wider culture of opportunity which aims to balance inequalities in the experience of children from different backgrounds is fundamental. Examples of funding allocation for this purpose includes support with the cost of educational trips and residential, musical tuition, and, when needed, uniform purchase.

## Challenges

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

Challenge number	Detail of challenge
1	Identified Special Educational Needs (a higher percentage of our disadvantaged children have SEN).
2	Social, emotional & mental health difficulties.
3	A lack of parental engagement in learning at home affecting progress and attainment in reading in particular.
4	A lack of cultural capital through limited experiences, affecting comprehension skills.

## 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
By July 2026, disadvantaged children make at least expected progress in line with national averages.	KS1 and KS2 tests demonstrate that at least expected progress has been made.
By July 2026, disadvantaged children achieve the expected standard in Phonic Screening Check in line with national averages.	Disadvantaged pupils pass Year 1 Phonics Screening Check in-line with national averages.
By July 2026, disadvantaged children attain national expectations in Reading, Writing & Maths in line with national averages.	Children attain expected levels of attainment in the 2023 SATS in line with national averages.
By July 2026, attendance of disadvantaged children improves.	All pupils attend at least 95% of the time - the gap between attendance of disadvantaged and non-disadvantaged is closed.
By July 2026, children have the tools to self-regulate.	All children develop strategies to manage their emotions and have improved learning behaviour.

## 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

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants – to spend a large proportion of their time supporting and working with disadvantaged pupils. This may be as a focus in class, on a one-to-	The average impact of the deployment of teaching assistants is about an additional five months' progress over the course of a year when delivering high quality interventions (EEF).	1, 2, 3, 4

one basis, pairs or small groups.		
Phonics continued professional development for all staff.	The teaching of phonics has demonstrated an impact of an additional 5 months of progress (EEF).	1,2,3,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2

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

Budgeted cost: **£8,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-to-1 reading intervention	1-to-1 tuition has shown an additional 5 months progress (EFF) Reading interventions have also proven they add an additional 6 months of progress (EFF)	1,3,4
Extra cover (PP time) provided for class teachers to spend time with children. This could be on a 1-to-1 basis or small group work.	Small group tuition has shown an additional 4 months progress (EFF)	1,2,3,4

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

Budgeted cost: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school clubs, including a host of sports, academic (phonics, maths, reading), forest school, art	Physical activities have shown an additional 1 month progress (EFF). Arts participation has shown an additional 3 months of progress (EFF). Reading comprehension strategies have	1,2

	shown an additional 6 months of progress (EFF).	
OPAL (Outdoor Play & Learning) provision.	<ul style="list-style-type: none"> <li>• Health and wellbeing benefits: <ul style="list-style-type: none"> <li>– physical activity, greater energy, disease prevention;</li> <li>– stress reduction, pleasure;</li> <li>– social connectedness and a sense of belonging, friendships;</li> <li>– emotion regulation, healthy stress response systems;</li> <li>– reduction in onset of myopia, increased</li> </ul> </li> <li>-vitamin D levels, healthy development of vestibular and proprioception systems.</li> <li>• Cognitive and academic benefits: <ul style="list-style-type: none"> <li>– increased attention on return to classroom, especially for children with ADHD;</li> <li>– better classroom and on-task behaviour;</li> <li>– more concentration, less fidgeting.</li> </ul> </li> <li>• Social and emotional benefits: <ul style="list-style-type: none"> <li>– better negotiation and problem-solving skills;</li> <li>– learning how to deal with conflicts, falling out and teasing;</li> <li>– learning how to compromise;</li> <li>– dealing with fear and risk;</li> <li>– building friendships.</li> </ul> </li> <li>• Physical benefits: <ul style="list-style-type: none"> <li>– playtimes can contribute up to 40% of recommended daily moderate to vigorous physical activity (MVPA) for boys and 30% for girls;</li> </ul> </li> </ul>	1,2
Further development of our pastoral support offer.	EEF: Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to	1,2,4

	learning, and learning itself. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.	
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**Total budgeted cost: £43,400**

## 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 2022 to 2023 academic year.

Intended outcome	2022-2023 Progress Towards Outcome
By July 2026, disadvantaged children make at least expected progress in line with national averages.	Limited progress has been made towards this outcome and it continues to be a focus for the 23/24 academic year.
By July 2026, disadvantaged children achieve the expected standard in Phonic Screening Check in line with national averages.	In 2023, 100% of disadvantaged children met the expected standard.
By July 2026, disadvantaged children attain national expectations in Reading, Writing & Maths in line with national averages.	Limited progress has been made towards this outcome and it continues to be a focus for the 23/24 academic year.
By July 2026, attendance of disadvantaged children improves.	Some progress has been made towards this target. Although attendance remained comparatively stable over the course of the academic year, attendance systems have been overhauled are now more robust. This is having a positive impact on target families.
By July 2026, children have the tools to self-regulate.	Monitoring shows that good progress is being made towards this target with a higher percentage of disadvantaged children being able to self-regulate most of the time.

### Externally provided programmes

Programme	Provider
1-to-1 tuition in reading	Reading volunteers
Sports club	Tuxford Academy
OPAL Mentorship	OPAL

