

# Pupil premium strategy statement

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
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	24/25 25/26 26/27
Date this statement was published	25 <sup>th</sup> November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sandra Brierley
Pupil premium lead	Sandra Brierley
Governor lead	Royer Vidal

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 190,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 190,920

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision for education is to ensure that every child is ready for the next stage of their development. We offer a broad, balanced and creative curriculum so that when they leave us at the end of Year 6, they will feel confident, responsible and competent members of society, ready for secondary school.

We recognise that supporting the well-being and mental health of our children is equally as important as raising attainment, therefore all our priorities are centred around meeting the needs of the whole child.

It is vital for children to have high self-esteem and confidence before they are ready to learn. As a school, we aim for all our children to leave the school as confident individuals, successful learners and responsible citizens.

Through our Mission Statement 'Living, Loving and Learning through Christ', we:

- provide a safe environment where children are inspired to achieve their true potential.
- learn how to love Jesus and each other. We follow His example by showing kindness and respect to everyone We see potential in all.
- educate and nurture all to meet the demands of the changing world with Love, Peace and Respect.

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

Challenge number	Detail of challenge
1	<b>Attendance Issues</b> - Higher rates of absenteeism, sometimes linked to unstable housing, illness, or cultural/ familial challenges, which disrupt learning.
2	<b>Special Educational Needs</b> - A high prevalence of SEN among pupils eligible for the Pupil Premium (27%), which may require additional support not always adequately funded or resourced.
3	<b>Lack of Parental Support or Engagement</b> - Parents are sometimes disengaged and do not always see the value of education. They often lack the confidence and skills to support learning at home.
4	<b>Gaps in Early Education</b> - High number of children entering Reception or Year 1 below the expected level in most areas of the curriculum due to fewer opportunities for early learning experiences and lack of exposure to high quality English language, both spoken and written.
5	<b>Food Insecurity</b> - Hunger or poor nutrition, which can affect concentration, energy levels, and overall academic performance. Our results from National Child Measurement Programme (NCMP) revealed we have higher than national average obesity levels.
6	<b>Limited Access to Enrichment Opportunities</b> - Reduced access to rich experiences outside of school that can build cultural capital of our pupil premium pupils. Limited access to resources such as books, educational tools, or internet connectivity at home. Inability to afford school trips, extracurricular activities, or

	proper school uniforms, potentially leading to exclusion from enriching experiences.
7	<b>Family and Housing Instability</b> - Frequent moves, overcrowding, or homelessness can create instability, affecting a child's sense of security and ability to focus on learning.
8	<b>English as an additional language</b> – see challenge 4.

## 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 the end of 2026/27, we wish to narrow the gap so that it is in-line with attainment and progress seen in 2022/23.	School data will show that progress and attainment of PPG pupils will be in line with that of their non-PPG peers. Where pupil data is not available (Reception, Year 1) data since joining the school will show at least good progress.
To ensure the percentage of PPG pupils meeting the expected standard in reading, writing and maths at the end of KS2 is in line with National expectations.	Data for Y6 PPG cohort will be at least in line, if not exceed, national average.
To ensure more PPG pupils achieve the greater depth standard in reading, writing and maths at the end of KS1 and KS2.	There will be an increase in number of PPG pupils achieving GDS at the end KS2
To improve the social and emotional skills of the children including Wellbeing, Mental Health and Resilience to support their learning.	Children and parents tell us they feel happy and safe within school Children and families have access to support for their mental health and well-being. School systems ensure that those needing additional support are identified quickly and support is delivered in a timely fashion.
Provide all children with a wide and varied curriculum to ensure each child's full potential is reached in all areas.	All children experience a curriculum linked trip or visit every term (at least).
Provide all EYFS children with a secure and good start to language acquisition and reading.	Children are screened on entry and those needing additional support are identified quickly. Research based language acquisition and intervention strategies to reach as many children as possible Phonics Screening Check scores reflect that almost all children can decode text effectively by the end of KS1. The % of children needing to repeat the PSC in Y2 will reduce
To improve attendance and punctuality of disadvantaged pupils	Persistent absentees are supported to improve their attendance and the rate of persistent absentees consistently drops. Attendance school-wide is promoted and continues to steadily rise.

## 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: £ 53, 591

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with The EEF Guide to the Pupil Premium	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314</a>	All challenges
High quality CPD for all teachers	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	2, 3, 4 and 8
Further development of lesson studies including focus on marking, feedback and assessment to ensure Quality First Teaching	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="https://lessonstudy.co.uk/wp-content/uploads/2011/05/Improving-Practice-and-Progression-through-Lesson-Study1.pdf">https://lessonstudy.co.uk/wp-content/uploads/2011/05/Improving-Practice-and-Progression-through-Lesson-Study1.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	2, 3, 4 and 8
Effective teaching of phonics in KS1 and EYFS	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2, 3, 4 and 8
Developing reading comprehension and reading for meaning skills	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	2, 3, 4 and 8
Mastery Approach for the teaching of mathematics Teaching for Mathematics	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	2, 3, 4 and 8
Cognitive science approaches in the classroom: a review of the evidence	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf?v=1629124457</a>	4 and 8
Adaptive Teaching	<a href="https://padlet.com/elrs2/east-london-research-school-hackney-adaptive-teaching-2qb6bxgugb624f6b">https://padlet.com/elrs2/east-london-research-school-hackney-adaptive-teaching-2qb6bxgugb624f6b</a>	2, 4 and 8

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

Budgeted cost: £ 98,705.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tutoring	<a href="https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp">https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2, 3, 4 and 8
Lexia Reading Intervention	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	2, 3, 4 and 8
Mastering Number at Reception and KS1 (NCTEM)	<a href="https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/">https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/</a>	2, 3, 4 and 8
NELI	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	2, 3, 4 and 8
Kinetic Letters	<a href="https://kineticletters.co.uk/rapid-results/">https://kineticletters.co.uk/rapid-results/</a>	2, 3, 4 and 8

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

Budgeted cost: £ 38,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Speech and Language Therapist and Educational Psychology time	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	2, 3, 4 and 8
Attendance Welfare Officer support	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1
Wellbeing and Mental Health in Schools (WAMHS)	<a href="https://cityandhackneycamhs.org.uk/services/wellbeing-and-mental-health-in-schools-wamhs/">https://cityandhackneycamhs.org.uk/services/wellbeing-and-mental-health-in-schools-wamhs/</a>	3, 5, 6, 7 and 8

Working with parents to support children's learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	1, 4
Increasing Parental Engagement	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  <a href="https://www.gypsy-traveller.org/wp-content/uploads/2024/11/Curriculum-Call-for-Evidence-branded.pdf">https://www.gypsy-traveller.org/wp-content/uploads/2024/11/Curriculum-Call-for-Evidence-branded.pdf</a>	1, 3, 6, 7,
Addressing food insecurity within the school community	<a href="https://family-action.org.uk/self-help/breakfast-at-home-what-the-research-says/">https://family-action.org.uk/self-help/breakfast-at-home-what-the-research-says/</a>	5

**Total budgeted cost: £ 190,920**

# 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrates that there is a gap between disadvantaged and non-disadvantaged children when they leave our school in year 6 in 2024. This was not the case in 2023 when Disadvantaged children achieved equally as well as those non disadvantaged nationally. However, we have ensured that there is no disparity between our disadvantaged and non-disadvantaged when they leave our EYFS.

### EYFS

Group	% achieved GLD school	% achieved GLD Hackney
Reception All	74%	75%
Disadvantaged (13)	77%	65%
Not Disadvantaged (13)	77%	80%

In EYFS, the children achieving a good level of development is in line with the Hackney and National averages for all children and children who are disadvantaged. The cohort entered well below Age Expected levels. Quality first teaching and the additional targeted support has had a positive impact on the progress children have made in all areas of learning and this will continue into year 1. The percentage of children who have achieved GLD this year has remained consistent from the previous year.

### Year 1 Phonics

Group	% Achieved threshold School	% Achieved threshold Hackney
Year 1 ALL	85%	85%
Disadvantaged (15)	80%	81%
Not Disadvantaged (5)	100%	88%

Phonics screen check is in line with Hackney for all children and those who are disadvantaged. Targeted small group and 1:1 phonics has ensured that more children from disadvantaged backgrounds pass the phonics screening check.

### Key Stage 2

Group	Reading EXS+	Writing EXS+	Maths EXS+	RWM EXS+	Reading GDS	Writing GDS	Maths GDS	RWM GDS
Year 6	72%	69%	72%	69%	41%	24%	31%	14%



ALL								
Hackney	81%	81%	81%	73%	37%	26%	29%	14%
Disadvantaged (21)	67%	62%	67%	62%	38%	14%	29%	5%
Not Disadvantaged (8)	88%	88%	88%	88%	50%	50%	38%	38%

In Key Stage 2, the gap between Disadvantaged and non-disadvantaged children has widened in comparison to the previous year. Targeted support for children who are disadvantaged will be implemented to ensure that the gap is closed again next year. Disadvantaged children outperformed their national and local counterparts in Greater depth in all three subjects.

## 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
Read Write Inc	Ruth Miskin
Daily Supported Reading	Hackney Education
Destination Reader	Hackney Education
Kinetic Letters	Kinetic Letters
Nuffield Early Language Intervention	NELI
Lexia Core 5 Reading	Lexia
Mastering Number	NCTEM