

Pupil Premium Strategy Statement

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	Ebor Gardens Primary Academy
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	49%
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 2023 (Year 3 of 3)
Date on which it will be reviewed	November 2024
Statement authorised by	Michael Sanderson
Pupil premium lead	Natalie Wathen
Governor / Trustee lead	Michael Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£260,445
Recovery premium funding allocation this academic year	£26,100
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	£286,545

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, 49% 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 Promise 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 maths	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 (2023-24)

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: £133,400

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> <ol style="list-style-type: none"> 1) Intensive & high quality CPD for leadership, teaching and support staff: <ul style="list-style-type: none"> ○ Leadership & teaching staff NPQs ○ Purchase of DFE validated Systematic Synthetic Phonics programme (resources & training for staff) Rocket Phonics training & resourcing (EYFS & KS1 - Y1) ○ Weekly PPA & team meeting time facilitated by Phase Leaders 2) Rigorous assessment processes to support teaching staff in their identification of gaps <ul style="list-style-type: none"> ○ PIRA/PUMA/GAPS materials ○ Raising Attainment Planning processes led by Assessment Lead & SENCO 3) Non class-based leadership layer to drive Academy Development Plan (ADP) and offer intensive support and training for teaching staff within the phase teams and within identified subject areas (phonics, reading and maths). 4) Specialist teachers in music and Spanish as part of the PPA model: <ol style="list-style-type: none"> 1. Spanish (Junior Jam) 2. Music (Artforms & subject specialists in school; whole class instruments from Year 3). 5) To embed the use of Welcomm assessments in EYFS and to promote a focus on oral language intervention within the foundation stage. 	<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>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 +5 months, 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 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>Challenge: 1 & 4</p>

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

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching capacity through Assistant Principal in 2023/24 to continue to develop effective intervention programs in reading, writing and maths.</p> <p>Additional support staff in EYFS to support targeted intervention for our youngest pupils.</p>	<p>EEF + 4 months: 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>Develop reading decoding and comprehension skills via targeted group work and children accessing Lexia -by supported and trained members of staff.</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>

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily breakfast club with high quality social activity offered to all children free of charge.	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.	Challenge: 1 & 2
<p>Strategic Safeguarding Lead will continue to work in close partnership with the Learning & Family Support Mentor and the Strategic Attendance Lead to target families in need of support and intervention.</p> <p>Leeds Local Authority Cluster Services provide a range of support to school and families – this is a key mechanism for improvement in attendance.</p> <p>Attendance awards raise the profile of good attendance at school.</p>	<p>The DfE (2015) says there is a clear link between poor attendance and lower academic success.</p> <p>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>	Challenge: 2
<p>While most pupils in most lessons are well-behaved, misbehaviour in class can be a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class.</p> <p>1) Intensive staff CPD creates good conditions for learning for all pupils. 2) Implement effective whole school PSHCE curriculum (Jigsaw)</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 supportive relationship with someone in school)</p> <p>2) Teach learning behaviours alongside managing misbehaviour</p> <p>3) Use classroom management strategies to support good classroom behaviour (inc. reward systems)</p>	Challenge: 3

<p>3) Reward systems invest in establishing learning and socially acceptable behaviours as the norm</p> <p>4) Targeted approaches for individuals in school, alongside training and support for staff.</p>	<p>4) Use simple approaches as part of your regular routine (inc. breakfast club)</p> <p>5) Use targeted approaches to meet the needs of individuals in your school (inc. specific training for staff)</p> <p>6) Consistency is key</p>	
<p>A range of high quality afterschool clubs.</p> <p>Additional subsidised sports clubs in 23/24 provided by external coaches to increase participation.</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>	Challenge: 3
<p>Senior Leaders provide lunchtime support to ensure high quality provision engages pupils and promotes positive relationships.</p> <p>Investment in play equipment.</p> <p>High level of staffing to support play and lunchtimes.</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>	Challenge: 3
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Leeds Local Authority Cluster Services provide a range of support to school and families – this</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</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>	Challenge: 3

<p>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>Non-class based school SENCO offers 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 - SALT and OT 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:</p>

Total budgeted cost: £300,400

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.

- 2021/22 % of PPG at Autumn 2022 Census point: 54%
- 2022/23 % of PPG at Autumn 2022 Census point: 56%
- 2023/24 % of PPG at Autumn 2023 Census point: 49%

Intended Outcomes:

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

The 2023/24 is the last year of the three year plan based on the intended outcomes. The below evaluations are identifying impact from the year 2 plan.

Data from tests and assessment has been used to analyse the performance of disadvantaged pupils against the whole cohort and non-disadvantaged groups. The data is shown below:

	Reading (All)	Reading (Non PPG)	Reading (PPG)		Phonics (All)	Phonics (Non PPG)	Phonics (PPG)
Year 1	61%	63%	54%	Year 1	53%	61%	43%
Year 2	60%	60%	43%	Year 2	72%	59%	78%
Year 3	74%	72%	80%				
Year 4	73%	63%	92%				
Year 5	69%	73%	61%				
Year 6	60%	46%	61%				

	Writing (All)	Writing (Non PPG)	Writing (PPG)		Maths (All)	Maths (Non PPG)	Maths (PPG)
Year 1	48%	55%	32%	Year 1	71%	70%	68%
Year 2	59%	66%	52%	Year 2	67%	60%	57%
Year 3	61%	66%	53%	Year 3	65%	69%	63%
Year 4	65%	57%	72%	Year 4	77%	77%	80%
Year 5	55%	58%	50%	Year 5	61%	78%	44%
Year 6	64%	48%	65%	Year 6	66%	62%	63%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that in KS1 disadvantaged pupils perform less well than their peers in reading, writing and maths. The exception to this is phonics in Year 2, where disadvantaged pupils have outperformed their non-disadvantaged peers. By the end of KS2, disadvantaged groups outperform non-disadvantaged pupils in reading, writing and maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Absence among disadvantaged pupils (94.3%) was broadly in line with their peers in 2022/23. However, persistent absence for this group was above national benchmarks. We are committed to improving attendance for our disadvantaged pupils and recognise this gap in persistent absence is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain higher than before the pandemic. The impact on disadvantaged and SEND pupils has been particularly acute. During last academic year, there has been further enhancements to the outdoor provision with more equipment and a wider range of sporting opportunities; this will continue this academic year. We have also increased the number of mental health first aiders and Thrive practitioners to support our nurture provision.

In the period of 2022/23, we have continued to further enhance our offer for families and the wider community. We have a community hub and through this space we have hosted parental workshops, stay and play sessions and parent drop-ins. We also run a community pantry and uniform exchange; these are also supported by local charities and donations.

Based on all the information above, the performance of our disadvantaged pupils did not meet our expectations by the end of KS1. However, by the end of KS2, the performance of our disadvantaged pupils met, and in some areas, exceeded expectations. At present, we are not on track to achieve all of the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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	TTRockstars
Lexia Core5 - reading intervention	Lexia Core5
Purple Mash	Purple Mash
Frog Play	Frog Community
Boost Learning Platform	Rising Stars
Learning Village Online	Learning Village
SNAP Maths and SPLD	Rising Stars
Thrive Approach	Thrive Approach
Charanga	Charanga Limited