

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	Epping Upland C.of E. Primary
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Hurwood Headteacher
Pupil premium lead	Lisa Baker (SLT)
Governor / Trustee lead	Emma O' Brian

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,970
Recovery premium funding allocation this academic year	£ 2,175
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	£ 17,145

Part A: Pupil premium strategy plan

Statement of intent

Epping Upland's vision is for all our pupils to become confident, independent young people who have dreams and aspirations for their future. We want all our children to be provided with equal opportunities and experiences that will empower them, give them the incentive to thrive and flourish in an ever changing and increasingly challenging world. At Epping Upland, we believe that we have a responsibility to nurture and support the social, emotional and academic development of our children and provide an environment and ethos that is safe and positive so that children feel that they belong. We want our children to want to come to school and to feel happy here. The freer they are from worry and anxiety, the more able they are to engage in their learning, which leads to better progress and more secure attainment. We want to meet each individual child's needs. We do not want any child to feel disadvantaged and want all our children to feel valued, cared for and supported.

The focus of our Pupil Premium Strategy is to uphold our school vision and ethos. The strategy is not exclusive to our disadvantaged and vulnerable pupils but is designed to be supportive and empowering for all our children.

The Pandemic has undoubtedly impacted upon our pupils and their families, academically, socially and emotionally and our strategy reflects our need to support every aspect, including the recovery of resilience. It is important to us that our strategy supports sustainability by instilling our vision and values in our children so that they are embedded in who they are and will help support them in their life transitions.

Quality First Teaching and Pastoral Support are at the core of our strategy and are essential to improving outcomes and lifelong ambition.

The success of the strategy lies not only in implementation but in the monitoring and evaluation of its impact upon our pupils so that we ensure we are meeting their needs in a timely and effective way, whilst also ensuring early intervention.

Challenges

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

Challenge number	Detail of challenge
1	Covid 19, the impact of this and school closure

	The impact of partial school closures, absence and trauma have negatively impacted upon behaviour and attitudes to learning and have, in many cases, increased gaps in knowledge and learning more considerably for our disadvantaged pupils.
2	Mental Health and Wellbeing Even prior to Covid, the number of pupils who were experiencing mental health and wellbeing issues was increasing. Covid has only exacerbated the need for support and help. As we know, negative mental health and wellbeing issues cause disadvantage by their very nature. Anxiety, Attachment, Trauma, Bereavement, Home Displacement and Financial Hardship are just a few of the issues impacting upon the ability to learn and thrive.
3	Underdeveloped communication and language skills Underdeveloped oral language skills and gaps in vocabulary are more prevalent amongst our disadvantaged pupils. Disadvantaged pupils at Epping Upland mostly have a more limited vocabulary and have fewer skills with regard to conversation, both of which impact upon their ability to effectively communicate.
4	Phonics and Early Reading Skills Assessments and observations indicate that early reading skills are mostly lower for our disadvantaged pupils, particularly in EYFS, Y1 and Y2. Language structures, vocabulary and phonological awareness are often considerably less secure which then hinders progress and the ability to become confident, independent readers.
5	Support for Families Chaotic lifestyles, financial hardship, parenting, impact of Covid 19 are a few examples of how families are needing support
6	Accessible Opportunity Financial challenge means that often our disadvantaged pupils do not have the same opportunities and experiences available to them as non disadvantaged pupils.

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
Covid 19, the impact of this and school closure Teaching, adjustments, interventions and support meet individual need and work to restore and repair and close gaps in learning and development.	The impact of Covid, socially, emotionally and academically are minimised and pupils do not remain disadvantaged by what has happened. Pupils make good progress academically and developmentally and can achieve and attain well.
Mental Health and Wellbeing Individual needs are responded to in a timely and effective way that is appropriate to the needs of the pupil.	Pupils mental health and wellbeing is improved in order that they can thrive socially, emotionally and academically.

	Appropriate support is delivered to pupils in a timely fashion.
<p>Underdeveloped communication and language skills</p> <p>Language and communication skills develop to become age appropriate in order that good or better progress and attainment can be made</p>	Language and communication skills are effective and efficient and are not a barrier to good progress and attainment being achieved.
<p>Phonics and Early Reading Skills</p> <p>Phonic knowledge and skills and early reading skills enable good or better progress and attainment to be made</p>	No of disadvantaged pupils meet the Phonics standard in Y1 and national standards in Y2 and subsequently reflect national attainment in KS2.
<p>Support for Families</p> <p>Families are supported according to their need so that family disadvantage has little or no detrimental impact upon their child's ability to thrive.</p>	Family support is acknowledged as having improved family life, parenting, circumstance and situation and as such had a positive impact upon the children.
<p>Accessible Opportunity</p> <p>Disadvantaged pupils are able to access the same opportunities and experiences as other pupils</p>	Disadvantaged pupils consider that they have equal opportunities in every aspect of school life.

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: £3,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist and LSA support working across EFSPT Using existing resources, including Talk Boost and Black Sheep	Early oracy education: children's language is linked to their cognitive development The Development of Oracy Skills in School Aged Learners Oral Language Interventions EEF Talk Boost Black Sheep	1,3,4
Purchase of a validated synthetic phonics programme to secure stronger and more effective teaching of phonics.	Strong evidence to support positive impact of effective phonics teaching. Bug Club Phonics purchase The Reading Framework - DfE 2021 EEF Phonics	1,3,4
Maths Mastery Work Group Membership. 3 Year Teacher Development programme in KS1 and KS2 Teacher Release	Developing teaching mastery so that pupils' acquire a deep, long term and secure knowledge in maths. NCTEM - Mastery Research and Evidence	1
Developing Teachers through Leading Teacher Development training to ensure Teaching is Quality First Teacher Release	Teachers are the foundation that enable high quality teaching. Great teaching inspires and enables learning. NPQ Leading Teacher Development DfE October 2020	1,2,3

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

Budgeted cost: £7,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led KS2 tuition – both 1:1 and small groups in English and Mathematics	Small Groups and 1:1 teaching allows for increased flexibility, more individualised feedback and support and more focussed interactions allowing for greater intensity in addressing gaps in knowledge and understanding. EEF Small Group Tuition	1,2
School Led EYFS and KS1 Tuition (Phonics and Reading and Mathematics)	Supporting EYFS and KS1 pupils by addressing gaps in reading and phonics. EEF Small Group Tuition	1,2,3
Early identification and intervention for poor oracy and language skills.	Children’s language and experience is linked to cognitive development. Oral Language Interventions EEF Development of Oracy Skills in School Aged Children - Cambridge University Press 2018	1,2,3
Reading resources	Reading resources are well matched to children’s phonic knowledge The Reading Framework - DfE 2021 Phonics EEF Toolkit	1,2,3
Reading Recovery KS2 reading fluency project to expediate progress	Herts - Reading Recover Programme Strategies of modelled expressive reading, echo reading, repeated re-reading, skilled questioning, challenging text selection and modelling comprehension skills, to improve the trajectory of Year 5/6 pupils towards the expected standard in reading at the end of KS2.	1,3

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

Budgeted cost: £6,195

Activity	Evidence that supports this approach	Challenge number(s) addressed
TPP whole staff training to ensure common language, principles and approach to behaviour. Pastoral	TPP - the Essex approach to understanding behaviour The principles of understanding behaviour and the reasons behind it.	1,4

Team to also share principles with parents		
Equality of access for extra curricular activities and educational visits	Educational visits fund for families of disadvantaged pupils who are unable to pay for trips, visits and experiences that are part of the wider curriculum.	5,6
1:1 Mentoring with Wellbeing Mentor for both parents and pupils	Building of positive relationships with pupils/parents and carers in order that specific issues pertinent to their family can be shared and supported in order to reduce anxieties and worries and encourage readiness for children to learn. For disadvantaged pupils children particularly to feel safe, know they are important, valued and know that they belong.	5,6
Therapeutic support and Family Support provided by EFSPT Wellbeing Services.	The most disadvantaged are at most risk of developing poor mental health. Early intervention support, advice and guidance is the most effective.	5,6
Breakfast Club and Quiet Club	Disadvantaged pupils are supported in a calm start to the day, with food guaranteed and have a quiet, safe place at lunchtime to talk, reflect and have 'downtime'.	5,6
Contingency fund for acute issues	Based upon our experiences and those of similar schools to ours, we have identified a set amount of funding in order that we can respond quickly to needs not yet identified.	All

Total budgeted cost: £17,145

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.

Covid-19 has impacted all of our pupils in not just their academic learning but their emotional resilience and their social interactions and development. Inevitably, the greatest disruption has been to our most disadvantaged pupils. Throughout lockdown we endeavoured to maintain high levels of engagement with these children and their families through regular contact made by the Headteacher, Wellbeing Mentor and Class Teachers, also providing the technology where required. Wherever possible, our disadvantaged pupils were encouraged to attend school, and mostly they did, but sometimes infection, self isolation, hospitalisation, bereavement meant this was not possible. Where these situations occurred we rigorously ensured we did everything possible to support our children and their families setting up regular and in some cases daily virtual/ telephone check ins, making sure they had the support needed and also for remote learning and in some instances including 1:1 sessions with Learning Support Staff.

Our internal assessments indicate that during 2020/21, the performance and progress of some of our disadvantaged pupils was lower than in previous years and as such the outcomes we would have aimed to have achieved were not fully realised.

Post lockdown, assessment and observation highlights the impact caused by the Pandemic academically, socially and emotionally. Pupil Premium has supported wellbeing support through our Trust Children and Families Service and there is a need for these services to be continued. Behaviours and attitudes have also required significant input from our Wellbeing Mentor in order to re-establish expected school behaviours and attitudes that encourage and support positive engagement in friendships, relationships, learning and participation.

Small Group and 1:1 tuition has enabled us to work more intensively with our disadvantaged pupils, with assessments, observations and their own pupil voice identifying the gaps needing to be closed.

Adjustments and interventions such as [Time to Talk](#), [Socially Speaking](#) [Snip Spelling](#), [No Nonsense Spelling](#), [Precision Monitoring](#) Reading Fluency, touch typing and bespoke nurture programmes that meet individual needs have successfully worked to support and help in the engagement and attitude that enables progress and attainment.

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
Active Maths Active English	Active Maths/Active English
Toe by Toe	Toe by Toe
Snip Spelling	Snip Spelling

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?	Talk/Art Therapy, 1:1 Wellbeing Mentor provision on a needs driven basis, Dyslexia support. 1:1 support for phonics, reading, writing, maths. Speech and Language Support.
What was the impact of that spending on service pupil premium eligible pupils?	Improved self esteem and confidence. Improved attention and listening. Greatly improved speech. Readiness to learn and as such making positive progress. Development of a Growth Mindset.