

Ebbsfleet Green: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Ebbsfleet Green Primary School
Number of pupils in school	430
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023, 2023-2024, 2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Joshua Croucher
Pupil premium lead	Joshua Croucher
Governor / Trustee lead	Frederick Visser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,800
Recovery premium funding allocation this academic year	£0
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	£18,800

Part A: Pupil premium strategy plan

Statement of intent

At Ebbsfleet Green, our main aim is for all children to achieve equally: to do well academically and thrive socially. Our intention is that all children, irrespective of their background or the challenges they face, make strong progress, achieve high attainment across all subject areas and thrive socially. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers. We want our disadvantaged pupils to be motivated to learn, aspirational for their own futures and to have equity in progress and attainment to that of their non-disadvantaged peers. Our core values of growth, respect, enjoyment, aspiration and togetherness are at the heart of everything as we foster a growing community of lifelong learners.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children 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 children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children.
2	Our assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our observations and discussions with children and families suggest disadvantaged children have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
4	Our observations and discussions with children and families have identified social and emotional issues for many children, and a lack of enrichment opportunities as a result of Covid-19. These challenges particularly affect disadvantaged children, including their attainment.
5	Our attendance data indicates that attendance among disadvantaged children is lower than for non-disadvantaged children.

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
• To improve oral language skills and vocabulary among disadvantaged children.	• Systematic and intensive language support boosts children's language development and develops their listening comprehension skills.
• To raise the phonics attainment among disadvantaged children.	• The implementation of a SSP programme ensures consistency of language, approach and practice.
• To achieve and sustain improved attendance for all children, particularly our disadvantaged children.	• The attendance gap for disadvantage children will narrow year-on-year.
• To increase children's engagement in learning.	• Children are active learners and well supported in their emotion wellbeing.

To achieve and sustain improved wellbeing for all children, including greater opportunities for social, cultural or educational experiences.	High levels of wellbeing will be demonstrated by qualitative data from pupil engagement, pupil voice, parent and pupil surveys and teacher observations.
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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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3

and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.		
Embedding a reading approach that follows the SSP programme and beyond. Enhance our reading teaching in line with DfE and EEF guidance.	A systematic and consistent approach to reading based on strong theoretical research ensured the best outcomes for pupils. Reading Framework Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3, 4

Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost - to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

Lexia - an adaptive blended learning program that supports the development of literacy skills.	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that children undertake, both inside and outside of the classroom.	1,2,3,4
Online maths and English programs, including IXL, Spag.com and TT Rock Stars.	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that children undertake, both inside and outside of the classroom.	1,2,3,4
SALT	Early speech and language intervention supports children to develop the communication skills necessary for future success in their academic and personal lives. SALT I Toolkit	1,2,3,4
Booster Club	Based on prior data and targeted children, we have seen progress made with both reading and maths.	

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for SLT and office staff to develop and implement	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

procedures to improve attendance.		
Attendance rewards and celebrations.	Incentives to improve attendance.	3,4,5
Whole school training on Restorative Approach.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) 	3, 4

Total budgeted cost: £ 18,800

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.

As part of our internal assessment, we used the 2023 KS1 SATs paper for reading, maths and grammar, punctuation and spelling in Year 2 and the 2023 Phonics Screening Check in Year 1 to inform our judgements. In Year 1, we also used the NFER assessment for reading and maths. All papers were gap analysed and informed transition meetings. We used a range of teacher assessment combined with Little Wandle phonics assessments and Collins reading assessments to better understand reading levels. We also re-introduced weekly spelling and times table tests.

CPD was used to support the analysis of assessments and the identification of next steps as well as exploring known strategies to support learning such as modelling and repeated practice. We also used White Rose Maths to support staff CPD which was facilitated by our maths lead.

Covid continues to have an impact but we are seeing this more through our children's emotional wellbeing and resilience rather than on standards, particularly with Pupil Premium children. However, all children working below their expected standard were identified and interventions and targets put in place to ensure rapid progress.

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
IXL	IXL Learning
TT Rock Stars	Maths Circle
Lexia	Lexia Learning Systems Ltd.
Phonics Tracker	Phonics Tracker Ltd.
SPAG.com	SPAG.com