

Pupil premium strategy statement



This statement details our school's use of pupil premium 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 Tilbury Primary School |
| Number of pupils in school | 642 |
| Proportion (%) of pupil premium eligible pupils | 24.9% (160) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024/25 2025/26 2026/2027 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | C.Dawson, Headteacher |
| Pupil premium lead | K.Jarvis, PPG Lead |
| Governor / Trustee lead | S. Allen-Clarke, Chair of Governors |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £304,880 |
| 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 | £ 304,880 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (24.9%) is slightly higher than the national average (24.6%*) in primary schools. The 24.9% is a measure how many of our pupils are eligible for pupil premium at the start of the 24/25 academic year. This will rise significantly over the coming months. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF has helped us to shape this strategy. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. All members of staff and the governing body at East Tilbury Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed, and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

High-quality teaching is at the heart of our approach, with a focus on areas in which 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 approaches we have adopted complement each other to help our pupils succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through robust pupil progress meetings.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

At East Tilbury Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

*Figures from DfE (2023/24)

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development and their ability to learn and retain phonic sounds and blend to read. |
| 2 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers, especially in EYFS and KS1. |
| 3 | Our observations indicate that in general we have low parental engagement across the school which impacts on a range of aspects of pupils' school life, from reading development to access to extra-curricular clubs. |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic. Many of our pupils currently require additional support with social and emotional needs. |

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| 5 | <p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 1.2 – 3.8% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 6 | Assessments, observations, and discussions with pupils and parents suggests that disadvantaged pupils generally have poor access to technology of home learning and development of computing skills. |
| 7 | Discussions with pupils suggests that in general the aspirations of our pupils are low. |
| 8 | Assessments, observations, and discussions with pupils suggest that attainment on entry to the Early Years Foundation Stage in all areas is low, especially for 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 |
|---|---|
| Children eligible for PPG progress and achieve in line with their peers and meet national expectations in Reading | Achieve at least national average progress scores in KS2 Reading (0) by academic year 2026/2027. |
| | PPG children make at least expected progress from their starting point (6 steps progress each year is expected) |
| | The attainment gap is narrowed between PPG and non-PPG across all year groups |
| Children eligible for PPG progress and achieve in line with their peers and meet national expectations in Writing | Achieve at least national average progress scores in KS2 Writing (0) by academic year 2026/2027. |
| | PPG children make at least expected progress from their starting point (6 steps progress each year is expected) |
| | The attainment gap is narrowed between PPG and non-PPG across all year groups |
| Children eligible for PPG progress and achieve in line with their peers and meet national expectations in Maths | Achieve at least national average progress scores in KS2 Maths (0) by academic year 2026/2027. |
| | PPG children make at least expected progress from their starting point (6 steps progress each year is expected) |
| | The attainment gap is narrowed between PPG and non-PPG across all year groups |
| | Achieve 82% in Phonics screening by academic year 2026/2027. |

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| Children eligible for PPG progress and achieve in line with their peers and meet national expectations in Phonics | Year 1 phonics check data shows improvement in reducing the gap between PPG and Non-PPG |
| To continue to improve the attendance of PPG children | The attendance of PPG children continues to improve and move on a trajectory to be in line with national expectations (96%) by the end of 2026/27 |
| Improve emotional literacy of pupils | Sustained high levels of wellbeing from 2026/27 demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations A significant improvement in the Boxall profile scores, particularly among disadvantaged children a significant increase in participation in enrichment activities, particularly among disadvantaged children |
| Increase in parental engagement across the school | Greater % of parents participating in parent consultations |
| | Increase in the % of children reading at home |
| | Improved relationships between pastoral staff and parents using the uniform shop |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 75,000

Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning Mentoring and coaching Recruitment and retention of teaching staff Technology and other resources focussed on supporting high quality teaching and learning

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <u>Professional development on evidence-</u> | Evidence shows that excellent teaching and learning experiences lead to good | 1,2,7, and 8 |

| | | |
|--|--|-----------|
| <p><u>based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</u></p> <p>CPD for all staff including teachers and LSAs</p> | <p>progress. To provide these excellent experiences for our pupils we need to ensure our staff are highly trained professionals.</p> <p>We will continue to develop our staff team over the next 3 years by investing in several CPD opportunities for staff including the National College Online, NPQs, ECT mentor training, ITT specific training and Early Excellence training in addition to a range of 'in school' training that is used to share best practice to support the needs of the community the school serves.</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET to ensure key information and principles are disseminated effectively to staff. For staff to lead effectively they are released once a term to lead their subject/area of speciality.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> | |
| <p><u>Mentoring and coaching</u></p> <p>Qualified teacher to mentor and support trainee teachers and ECTs to ensure good or better teaching is delivered across the school.</p> | <p>Evidence has shown that over the last 9 years of supporting the TES Institute Teacher Training programme within our school that the 'grow your own' model that we have adopted is very successful. Our first trainees are now middle leaders within with our school, and we have retained 70% of our trainees at ETPS and 85% of our trainees within Trust schools over the last 8 years. Our ECT programmes have been successfully led by the ITT lead with all ECTs passing their induction year and the vast majority remaining at the school over the past 9 years.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> | 1,7 and 8 |
| <p><u>Technology and other resources focussed on supporting high quality teaching and learning</u></p> | <p>Every child should equal access to books, resources, uniform, and equipment. Every child has access to IT outside of lesson time as well as quality IT</p> | 1,5 and 6 |

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| <p>IT licences Pupils have regular access to 'My Maths', 'TT Rockstars' and 'BugClub' which will allow pupils to consolidate learning both at home and in school.</p> | <p>equipment to enable full access to the curriculum</p> <p>The online programmes we purchase licences for provide parents with the tools to support their children at home and feel more confident.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf</p> | |
|---|---|--|

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

Budgeted cost: £ 110,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><u>One to one and small group intervention</u></p> | <p>Before and after school interventions had an impact in the academic year 22/23 and will therefore be reinstated in the academic year 24/25 with year 6 pupils. This will be run by the tutors who had the EDT training for the School Led Tutoring Programme.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,2, and 7</p> |
| <p><u>Interventions to support language development, literacy and numeracy</u></p> <p>Learning support staff to deliver a purchased programme (C&D resources/Language Link) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have</p> | <p>On entry to Early Years, disadvantaged children have low Language and Communication skills. 23.4% of our disadvantaged children have SEN (an increase of 2% on 23/24) and require high levels of support. The additional staff sees progress accelerated in KS1 and KS2.</p> <p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>2</p> |

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| relatively low spoken language skills. | | |
| <p><u>Teaching assistant deployment and interventions</u></p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>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</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| <p><u>One to one and small group tuition</u></p> <p>Brilliant Club/Scholar's Programme completed for Year 5 Pupils</p> | <p>Historically within our school the opportunity to be a part of this programme has been well regarded by pupils and parents. It promotes high education and the value of scholarship amongst our pupils. We see very good engagement in the programme from all the children selected.</p> <p>https://thebrilliantclub.org/evaluation/programmes-evaluation/</p> | 7 |
| <p><u>Teaching assistant deployment and interventions</u></p> <p>HLTAs/LSAs to provide intervention groups for PPG pupils to ensure that the PPG and non-PPG gap begins to close across all year groups.</p> | <p>23.4% of our disadvantaged children have significant SEND/ learning difficulties requiring high levels of support. The additional staff sees progress accelerated in KS1 and KS2.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 and 8 |
| <p><u>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</u></p> <p>Speech and Language Therapist to support speech and language needs across the school with a significant focus on the speech and language needs in Reception.</p> <p>Middy assistants will be trained by a qualified speech and language therapist to deliver speech therapy</p> | <p>On entry to Early Years, disadvantaged children have low Language and Communication skills.</p> <p>23.4% of our disadvantaged children have significant SEND/ learning difficulties requiring high levels of support. The additional staff sees progress accelerated in KS1 and KS2.</p> <p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 2 |

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| interventions across the school. | | |
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 119,880

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><u>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</u></p> <p>Sports Teacher to enhance the skills of the teachers and to provide wider opportunities for PPG children, encouraging them to join school sports clubs or enter competitions outside of school.</p> | <p>Sports teacher coaches ECTs to develop their physical education teaching skills.</p> <p>Sports teacher organises inter house and across school competitions and supports disadvantaged pupils with participation in these events.</p> | 3,4 and 5 |
| <p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>Forest school teacher to lead outdoor learning with a focus on PPG pupils and young carers to address areas social, emotional and behavioural needs identified by the teaching staff/pastoral team.</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>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> | 3, 4 and 5 |
| <p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>Play Therapist is employed for 2 days a week and sees on average 8 pupils.</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>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> | 4 and 5 |

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|--|---|------------------|
| <p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>Improve the quality of social and emotional (SEL) learning. Pupil Counsellor and Nurture staff involved in support of pupils with emotional needs. Pupil counsellor available to support pupils each day. Nurture staff run 'The Hub' and a nurture group in the mornings to ensure the emotional needs of the pupils are met. These staff build strong relationships with the families to encourage parental engagement within the school.</p> | <p>Evidence shows that attendance is key. Our data shows that attendance for all children and those who are disadvantaged was improving year on year until the Covid-19 pandemic. Evidence shows that disadvantaged children are more likely to make poor choices around behaviour and our school data shows that our support and interventions have had an impact on our behaviour incidents with a reduction in incidents for PPG children. Any child that suffers social, emotional, or behavioural difficulties is supported such that they are then able to focus on learning.</p> <p>For pupils in our school, fitting in is important to them. They do not want to be different to their peers. The continuation of our pre-loved uniform shop will support all families (including PPG) in ensuring their children are suitably dressed for school in all weathers. Having the shop on site and run by our pastoral team will also allow us to build relationships with our vulnerable families. All pre-loved uniform will be free to parents who visit the shop as the continuing cost of living rise is having an impact on the families living in within our community. In addition to this we will also be supplying families with 'care packages' free of charge from the shop.</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>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> | <p>3,4 and 5</p> |
| <p><u>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</u></p> <p>Music Tuition payments supported through the Pupil Premium Fund to ensure that all children within the school have access to music tuition through</p> | <p>To broaden and widen children's experiences of the wider world. To develop children's understanding of the world around them and improve their motivation and outlook.</p> | <p>5 and 7</p> |

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| Thurrock Music Services if they wish to learn an instrument. | | |
| <u>Breakfast clubs and meal provision</u> All PPG pupils in KS1 and KS2 receive free cool milk each day. Pupils who access 'The Hub' also receive a free breakfast. | Pupils who access our 'Hub' often have poor social and emotional skills and giving them time to settle in the morning with familiar adult and children who having breakfast has proven to be a very successful method for setting their day off correctly. | 3,4 and 5 |
| <u>Schools may be justified in funding items not listed in the Menu of Approaches where it is necessary to overcome specific barriers to student attainment.</u> Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | |

Total budgeted cost: £ 304,880

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.

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| <p><u>2023-2024 Review</u></p> <p>Outcomes from teaching and targeted academic support</p> <p><u>Teaching</u></p> <p>Our internal assessments during 2023/24 suggested that the performance of our disadvantaged pupils was higher than in the previous academic year in key areas of the curriculum. As evidenced in schools across the country, school closures during the pandemic were most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted inter-</p> |
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ventions to the degree we had intended. The impact it had on Pupil Premium attainment was significant however through intervention and quality first teaching the percentages of pupils working at age related expectations or above is increasing however this remains a focus for our 25/26 strategy.

Year 1,2,3,4 and 5 internal data for diminishing the difference. Shows the gap closing over the last academic year.

| 477 pupils | | Missing Assessment No. (%) | On Track or Higher | |
|------------------------------------|-------------|-------------------------------|--------------------|-------------|
| Reading | No. (%) | | Sum2 22-23 | Sum2 23-24 |
| Pupil Premium | 158 (33.1%) | 9 (5.7%) | 61.1% | 67.8% |
| Not Pupil Premium | 319 (66.9%) | 24 (7.5%) | 75.3% | 79.0% |
| Difference (change in difference): | | | 14.2 | 11.2 (-3.0) |

| 477 pupils | | Missing Assessment No. (%) | On Track or Higher | |
|------------------------------------|-------------|-------------------------------|--------------------|-------------|
| Writing | No. (%) | | Sum2 22-23 | Sum2 23-24 |
| Pupil Premium | 158 (33.1%) | 10 (6.3%) | 44.6% | 53.4% |
| Not Pupil Premium | 319 (66.9%) | 24 (7.5%) | 63.1% | 71.5% |
| Difference (change in difference): | | | 18.5 | 18.1 (-0.4) |

| 477 pupils | | Missing Assessment No. (%) | On Track or Higher | |
|------------------------------------|-------------|-------------------------------|--------------------|-------------|
| Mathematics | No. (%) | | Sum2 22-23 | Sum2 23-24 |
| Pupil Premium | 158 (33.1%) | 9 (5.7%) | 57.0% | 63.1% |
| Not Pupil Premium | 319 (66.9%) | 23 (7.2%) | 78.4% | 82.1% |
| Difference (change in difference): | | | 21.4 | 19.0 (-2.4) |

Year 2,3,4 and 5 internal data for diminishing the difference. Shows the gap closing over the last 2 academic years.

The closing of the gap in reading is significant and follows a review of the reading curriculum by the reading lead.

| 376 pupils | | Missing Assessment | On Track or Higher | |
|------------------------------------|-------------|--------------------|--------------------|-------------|
| Reading | No. (%) | No. (%) | Sum2 21-22 | Sum2 23-24 |
| Pupil Premium | 132 (35.1%) | 18 (13.6%) | 52.6% | 74.6% |
| Not Pupil Premium | 244 (64.9%) | 30 (12.3%) | 71.5% | 82.2% |
| Difference (change in difference): | | | 18.9 | 7.6 (-11.3) |

| 376 pupils | | Missing Assessment | On Track or Higher | |
|------------------------------------|-------------|--------------------|--------------------|-------------|
| Writing | No. (%) | No. (%) | Sum2 21-22 | Sum2 23-24 |
| Pupil Premium | 132 (35.1%) | 19 (14.4%) | 40.7% | 59.3% |
| Not Pupil Premium | 244 (64.9%) | 30 (12.3%) | 58.9% | 76.6% |
| Difference (change in difference): | | | 18.2 | 17.3 (-0.9) |

| 376 pupils | | Missing Assessment | On Track or Higher | |
|------------------------------------|-------------|--------------------|--------------------|-------------|
| Mathematics | No. (%) | No. (%) | Sum2 21-22 | Sum2 23-24 |
| Pupil Premium | 132 (35.1%) | 17 (12.9%) | 51.3% | 68.7% |
| Not Pupil Premium | 244 (64.9%) | 30 (12.3%) | 70.1% | 85.5% |
| Difference (change in difference): | | | 18.8 | 16.8 (-2.0) |

Difference Key: Widening Narrowing Unchanged

Over the course of the academic year, high quality teaching has been supported through in school CPD, including English, maths and SEND. The school has continued to implement The Write Stuff to improve outcomes in writing. This has had a significant impact on the writing outcomes across KS2 and the impact is beginning to be seen in KS1.

All KS2 internal writing data has seen as increase in age related or higher attainment in writing

Year 2-5 internal data for writing (22/23-23/24)

| Year 3: 104 pupils | | Missing Assessment | On Track or Higher | |
|--------------------|------------|--------------------|--------------------|------------|
| Writing | No. (%) | No. (%) | Sum2 22-23 | Sum2 23-24 |
| All Pupils | 104 (100%) | 8 (7.7%) | 54.2% | 72.9% |
| Change: | | | 18.7 | |

| Year 4: 99 pupils | | Missing Assessment | On Track or Higher | |
|-------------------|-----------|--------------------|--------------------|------------|
| Writing | No. (%) | No. (%) | Sum2 22-23 | Sum2 23-24 |
| All Pupils | 99 (100%) | 13 (13.1%) | 55.8% | 73.3% |
| Change: | | | 17.5 | |

| Year 5: 88 pupils | | Missing Assessment | On Track or Higher | |
|-------------------|-----------|--------------------|--------------------|------------|
| Writing | No. (%) | No. (%) | Sum2 22-23 | Sum2 23-24 |
| All Pupils | 88 (100%) | 1 (1.1%) | 48.3% | 57.5% |
| Change: | | | 9.2 | |

| Year 6: 85 pupils | | Missing Assessment | On Track or Higher | |
|-------------------|-----------|--------------------|--------------------|------------|
| Writing | No. (%) | No. (%) | Sum2 22-23 | Sum2 23-24 |
| All Pupils | 85 (100%) | 2 (2.4%) | 53.0% | 67.5% |
| Change: | | | 14.5 | |

As a school we have continued to 'grow our own' staff through investing in teacher training. Another member of staff has been employed during the 23/24 academic year following the completion of his TES Institute teacher training programme at East Tilbury Primary School. Next academic year East Tilbury Primary School will continue to support trainee teachers.

Targeted Academic Support

Small-group interventions have been delivered throughout the year by both class teachers and LSAs withdrawing children identified through assessments in class and more formal testing. Individual pupils have also been given 1-1 sessions on a daily basis by LSAs to provide catch-up programmes to support basic English and maths development. The school used qualified teachers and LSAs that passed the EDT tutoring course to deliver School Led Tutoring in Year 6 during Easter School. Additional support was given to year 1 pupils in phonics by 2 qualified teachers. This support saw a 40% rise in internal tracking data of the number of children passing the phonics check and an **11% increase since 2022**.

End of Key Stage 2 Comparisons

In Year 6, the gap between PPG and non-PPG is narrowing significantly in 2 core subjects, however the gap has widened in Maths (this will be a focus for curriculum and

staff CPD in the 24/25 academic year with the introduction of Ark maths). In the academic year 22/23 the PPG gap in writing was widening, following the introduction of The Write Stuff we have seen an improvement in this data.

| Year 6 | | ARE or Higher | |
|-----------------------------------|-----|----------------------------|--------------------------------|
| Reading | No. | Autumn 23-24 (Baseline) | Spr 2 23-24 |
| PPG | 34 | 17(48.6%) | 20(58.8%) |
| Not PPG | 57 | 45(77.6%) | 46(80.7%) |
| Difference (change in difference) | | 29% | 21.9% (gap has closed by 7.1%) |

| Year 6 | | ARE or Higher | |
|-----------------------------------|-----|----------------------------|---------------------------------|
| Writing | No. | Autumn 23-24 (Baseline) | Spr 2 23-24 |
| PPG | 34 | 9(25.7%) | 15(44.1%) |
| Not PPG | 57 | 37(63.8%) | 39(68.4%) |
| Difference (change in difference) | | 38.1% | 24.3% (gap has closed by 13.8%) |

| Year 6 | | ARE or Higher | |
|-----------------------------------|-----|----------------------------|--------------------------------|
| Maths | No. | Autumn 23-24 (Baseline) | Spr 2 23-24 |
| PPG | 34 | 19(54.3%) | 14(41.2%) |
| Not PPG | 57 | 43(74.1%) | 41(71.9%) |
| Difference (change in difference) | | 19.8% | 30.7% (gap has grown by 10.9%) |

Wider strategies

Outdoor learning continued for PPG pupils, young carers and other vulnerable pupils. Outdoor learning tracking data showed that pupils that participated in sessions gain self-esteem and teamwork skills. We have continued to run our pre-loved uniform shop and made the uniform free to all parents. This was affected by the RAAC situation within the school and where we could not provide uniform for pupils due to stock shortages, they were directed to a local free uniform provider or new uniform was purchased from the PP budget. Our online support system continues to allow parents/carers to contact us online to request support with uniform, food, toiletries and wellbeing. 2 members of staff can issue food bank vouchers to families in need. Although the RAAC situation in school prevented us from having a central hub location to provide breakfast in, our breakfast provision has continued for all pupils that need it within class or via food

packages sent home and staff have reported a much more settled start to the day for these children.

Attendance outcomes

The school's EWO has been proactive in working with children who have been persistently absent, and a robust system is in place requiring all parents/carers to provide reasons and evidence for absence. Prior to the Covid-19 pandemic the attendance data for disadvantaged pupils was improving year on year. However, since the Covid-19 pandemic we have seen a significant decline in the attendance percentage within this group of pupils. Over the last 4 years we have seen a slight increase in this data however the gap between PPG and non-PPG attendance data has grown slightly (0.6%) and for this reason attendance and the social and emotional wellbeing of our disadvantaged pupils remains a focus for the 24/25 academic year.

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 |
|----------------------|-------------------|
| TimesTable Rockstars | TT Rockstars |
| MyMaths | OUP |
| BugClub | Pearson Education |
| | 3P Learning |

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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

This strategy will be reviewed Half Termly to ensure that the children receive highly effective support throughout the entire year. These reviews will be shared with the Governing Body.