Pupil premium strategy statement 2024-2027

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	Endeavour Primary School
Number of pupils in school (Sept 2024)	701
Proportion (%) of pupil premium eligible pupils	29% (157 PPE + 46 Service)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027 Year 1 of 3
Date this statement was published	September 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Helen Palmer
Pupil premium lead	Joe Hill
Governor Lead	David Brook (PP) (LAC) Felix Oluwasona (Forces)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,393 PP £15,640 SPP £320,033 Total
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	£320,033

Part A: Pupil premium strategy plan

Statement of intent

At Endeavour Primary School, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. Our vision, *'Together, we give the children the skills, knowledge and self-belief to change their world'* encapsulates this.

We do this through an established culture of equity over equality that aims to understand the challenges that disadvantaged learners face, and that puts the right support in at the right time. Our knowledge of our community, gained from our relationships with children and families, has led us to focus on:

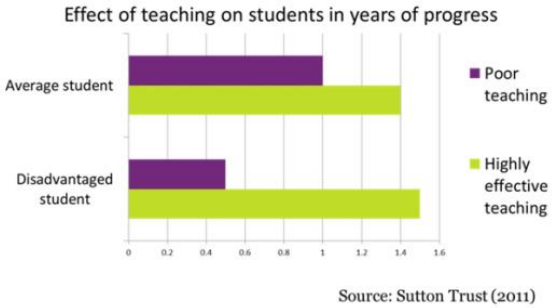
- Supporting Speech, Language and Communication from the Early Years.
- Immersing children in high quality literature and experiences to develop a love of reading.
- To support children with the emotional aspects of learning in order to become life long learners.

These identified needs form the foundation of our Pupil Premium Strategy.

For us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage over others. Our culture is based around four key principles:

• **Collective Teacher Efficacy** (the collective belief of teachers in their ability to positively affect students) is the described by John Hattie as the 'number one influence' with an effect size of 1.57 in relation to student achievement (10 Mind frames for Visible Learning, John Hattie 2018).

• **Quality first teaching** (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop High Quality Inclusive Practice (HQIP) that supports the progress and attainment of disadvantaged learners, we use a systemised approach to staff professional development built upon evidence-based research.



• We apply a **'Find the gap; plug the gap'** mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps to identify and target the right support at the right time.

• We have designed and teach a cumulatively sufficient, **knowledge and vocabulary rich curriculum**. This enables us to ensure that children are engaged and enthused with their learning as Hattie (2018) concluded that **boredom is not just problematic – it has**

serious detrimental effects on attainment. With an effect size of -0.49, boredom is more damaging to student learning than lack of sleep, low socio-economic status, corporal punishment and depression.

"Learning is a persistent change in knowledge…knowledge is information that exists in our mind, in our long-term memory," Peps McCrea 2016.

Challenges

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

Challenge number	Detail of challenge
1	**TEACHING AND LEARNING** The staffing challenges that the school has faced over recent years means that pupils have experienced inconsistent staffing and many inexperienced teachers. This has resulted in additional challenges for pupils both in terms of relationships and learning.
2	**CULTURAL CAPITAL** A key challenge many of our disadvantaged children face is a gap in background knowledge and experiences which in turn means accessing the curriculum can be more challenging.
3	**EMOTIONAL REGUALTION** Some children require support to regulate emotions to enable them to access learning. For example pupils can struggle to separate from care givers; children may find the classroom environment overwhelming; or may find that sensations such as hunger can cause emotional dysregulation.
4	**COMMUNICATION AND LAGUAGE SKILLS** Assessments, observations, and discussions with teachers indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils on entry to EYFS.
5	**SCHOOL AND PARENT PARTNERSHIPS** We have identified that our disadvantaged families can face more challenges in attending school events such as parents evenings, showcases, performances and attending extra-curricular activities. This can impact on school to parent communication and relationships.
6	**ATTENDANCE** Whole School Attendance 23/24: 94.4% Kirk Whole School: 95.2% King Whole School: 94.1% Pupil Premium Children Whole School Attendance – 92.7% Kirk Pupil Premium – 94.8%

	King Pupil Premium – 87.8% (Reduced Hours Provision impacted upon this) Non-Pupil Premium Children Whole School Attendance – 95.6% Kirk non-Pupil Premium: 95.1% King non-Pupil Premium: 95.4% **PUNCTUALITY** Academic Year 23/24 0.55% lateness of non-Pupil Premium children (194/560 children were late: 34%) 1.49% lateness of Pupil Premium children 129/266 children were late: 48%)
7	SEND NEEDS The multi layering of need can add additional challenges for pupils. 45% of PP pupils are also on the SEND register **September 2024 Statistics** 33% moderate learning difficulty 28% speech, language and communication needs 25% social, emotional and mental health 19.4 autistic spectrum disorder

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
Improved attainment for disadvantaged pupils including those with additional challenges such as SEND	End of KS2 attainment will continue to improve and the gap will continue to close between disadvantaged pupils and their non-disadvantaged peers Other statutory assessments will show improving attainment and a closing of the gap including Phonics and Times Tables Check Internal data will show a similar picture
Teaching and learning enables disadvantaged pupils to learn with greater success	Attainment will improve as above Observations by leaders, Teacher feedback, Pupil voice, Planning, and Evidence in books will show that disadvantaged pupils are having an increasingly consistent experience of Endeavour's 5 characteristics of HQIP.

Increase pupil's cultural capital and life experiences	Attendance of disadvantaged pupils to extra-curricular activities and residentials will increase and the gap will reduce as part of an improving picture for all. Lesson observations, pupil voice and work in books shows pupils developing their cultural knowledge through high quality texts enabling access to the wider curriculum
Pupil's are emotionally regulated, enabling them to consistently access learning	Fewer children are required to have CPOMS and lateness data will show that a reduction in pupils missing learning due to emotional challenges. Transition from lighthouse will show that children are returning to mainstream classrooms at an increasing rate with high levels of success. CPOMs will show a reduction in emotional related logged incidents. Teacher's observations, Key adult observations, Pupil Voice, Evidence from books will indicate that children engaging with learning with increasing success. Teachers' feedback shows they are increasingly confident and increasing skills in helping and managing pupils with emotional needs.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Data used will include Milestone data from aspirations • Tapestry observations • QLA of KS2 reading paper focussing on vocabulary • Teacher assessments of vocabulary teaching, especially in 4 reads, shows an increase in understanding

Increase parental attendance to school events such as parents evenings, showcases, performances and attending extra-curricular activities.	- Reduce the gap between non-PP and PP pupils attendance at school events and extra curricular in the context of an improving picture for all
Improved attendance and punctuality	Attendance and punctuality will improve and the gap will close between disadvantaged pupils and their non-disadvantaged peers

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: £ 160,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
QFT CPD HIAS Support: • English (planning and implementation) • Maths 5 Fundamentals- Effective School Leadership 5 Fundamentals - Developing Curriculum Impact EYFS Advisory Service	Sutton Trust found that, The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers. *High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review underpinning this guidance found that professional development, on average has a positive impact on pupil attainment across early years, primary and secondary contexts.* *EEF effective Professional Development Guidance Report*	1,4,7
High Quality Texts	Immersion in high quality texts to support reading and writing has a significant impact on a child's attainment. By ensuring children can read increasingly challenging texts, this then subsequently promotes a love of reading.	1,2,4
CPD – Coaching and Mentoring	*There is evidence that mentoring can have positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher/student interactions, and an improved classroom environment.* *National Institute of teaching, Mentoring and Coaching of teachers – July 2023*	1,6,7
Phonics programme- Essential letters and sounds	Rose Review in 2006 recommended the use of systematic phonics to teach reading. DfE recommended programme adopted to support the delivery of phonics across KS1. The EEF (July 2021) states, "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."	1,4

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive approach	An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress	6,3
Family Thrive	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015) Thrive helps to develop resilience in young people. (Hart and Heaver 2015)	3,5,6
Reading Catch up: Lightning Squad Comprehension interventions	Year on year reading results have fallen. Reading comprehension strategies being delivered from Y1-Y6 to support the development of reading skills. Third Space Learning suggest that children can make +5months progress. A small number of children who have had multiple phonics interventions and are still unable to read. Research into the intervention stated that "Substantial and significant gains in sentence reading and in phonics have been made by nearly all pupils over the two-three month period of the intervention." Dr Ros Fisher, Associate Professor, University of Exeter	1,2,4,7
Lego Therapy	An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress	3,7
TT Rock stars	Evidence from Shine Trust suggests that "… students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it."	2
Speech and language therapist and 2 Speech and Language LSAs	Children who need support will either require small group support or 1:1 support from the school speech and language therapist	1,7
Forest School	Research conducted by the New Economics Foundation (NEF) suggests that forest school supports children in the following ways: confidence, communication, motivation, physical development and social skills.	4,5,6,7

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School trips including residential	It is essential for their own wellbeing that they experience different settings and build cultural capital **Residential trips** **Y4-** Stubbington **Y6-** Avon Tryell **Day trips** **YR-** Farm trip **Y1-** Hillier Gardens **Y2-** Sea City Museum **Y3-** Buster Ancient Farm **Y4-** Fishbourne Roman Palace / Farm **Y5-** Winchester Science Museum **Y6-** Ashmolean Museum	2,5,6
Assemblies to promote the school values	The EEF have summarised the benefits of offering whole school based assemblies around aspiration building and other life skills, the research states that "Character and essential life skill programmes appear to be more effective when approaches are embedded into routine educational practices (i.e. assemblies), and supported by professional development and training for staff"	6
Family support workers	To ensure that families are support in a holistic capacity. By meeting their physiological, safety, belonging and self-esteem needs we can reduce the barriers. To ensure parents are given a platform in which to discuss issues that they are facing, and are given accurate advice / guidance to help eradicate barriers and provide early help.	6,5
Family Thrive	Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015) Thrive helps to develop resilience in young people. (Hart and Heaver 2015)	3,5,6
Lunchtime support	Social skills and behaviour issues have meant that some children find it difficult to engage at lunchtime and require additional support. We have two lunchtime opportunities for children: forest school and challenge club. These are run by specialist support staff.	3

Music	Every child has the right to learn to play an instrument. Subsidy for music lessons from Test Valley Brass	3
The Cabin nurture provision	The Queens University Belfast (QUB) was commissioned by the Department of Education to undertake an evaluation of nurture groups and examine the impact of the 30 groups then funded by the Department. The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class.	3,6
Extra-Curricular Activities	Extra-curricular activities enable children to interact with different pupils and adults so they develop interpersonal skills and how to learn from each other.	3,5,6

Total budgeted cost: £ £320,033

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attendance

	2022/2023	2023/2024	Change
Non PPG	94.6%	95.6%	+1%
PPG	91.9%	92.7%	+0.7%

Intended Outcome	Success Criteria	Review (Sept 2024)
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)	**Attainment** 43% ARE by end of KS2 2024 (28% ARE end of KS2 2023) **Significant Increase** (SS – 102.4)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)	31% ARE by end of KS2 2024 (28% ARE end of KS2 2023) **Marginal Increase**
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)	23% ARE by end of KS2 2024 (24% ARE end of KS2 2023) **Marginal Decrease** (SS 100.3)
Phonics	Achieve above national average expected standard in PSC	57% PP children achieved expected standard compared to 69% nationally
Increase attendance	- Reduce the gap between non-PP and PP pupils attendance - PP attendance to be above 96%	Although there has been an increase in PP pupil's attendance, the gap between PP and non-PP has remained a constant 2.9% PP attendance is still below the target of 96% but it its increasing. National data for PP children for academic year was 92.8% so broadly in line.

Increase parental engagement	- Reduce the gap between non-PP and PP pupils attendance at school events -Parents feel part of the school community - number of hard to reach parents is reduced	Showcases and parent meetings have been well attended however quantifiable data has not been collected to assess impact. Appoint of family support workers have target parents. Coffee mornings used to get parents in and support as well as signpost to external support such as School Nursing Team.
Increase pupil engagement in wider curriculum activities	At least 80% of PP children will attend an afterschool club -80% of PP children will go on a residential whilst at Endeavour -80% of PP children will attend day trips	Only a very few extra curricular activities took place during academic year 23/24. Clubs have been rolled out for current academic year with children attending across both campuses New equipment has been purchased for Cook and Eat
Maintain high levels of support for identified vulnerable families	-All families access to support from the pastoral team who are identified as benefitting support -Family Thrive sessions are embedded as part of school provision for families - Reduction of external agency support for identified families who have access family thrive	Families identified and supported by pastoral team Coffee mornings used to encourage parents into school and support as well as signpost however data has not been quantifiable

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

Service pupil premium funding

Detail	Data
School name	Endeavour Primary School
Number of pupils in school (Sept 2024)	701
Funding Received	£15,640
Proportion (%) of service premium eligible pupils	7%
Pupil premium lead	Joe Hill
Governor Lead	Felix Oluwasona