

# Pupil premium strategy statement – Easton Royal Academy

## School overview

Detail	Data
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	6% (3 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 - 2026
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Beck Stubbs
Pupil premium lead	Beck Stubbs
Governor / Trustee lead	Rob Faure-Walker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4320
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£4320

## Part A: Pupil premium strategy plan

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high levels of 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. As a small school with a significantly lower than national proportion of children whose families qualify for Pupil Premium, we will consider the challenges faced by all vulnerable pupils and those facing challenges; academically, socially and emotionally. 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 first 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. Our approach will be responsive to common challenges and individual needs. Continued assessment identifies those children who are not achieving as well as they might be. The approaches we have adopted complement each other to help pupils excel. 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
- regularly review and evaluate the progress of all learners
- place a consistent focus on reading at all ages to ensure that all children develop an at least age appropriate reading level including a focus on developing fluency.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. *Due to low numbers (3 pupils), our strategy is based around individual, personalised practice rather than group decisions. Our strategy wording reflects this.*

Challenge number	Detail of challenge
1	<b>Pupils 1 and 3</b> need additional support in numeracy. Current projections suggest they will not achieve age-related expectations without additional adaptation/intervention.
2	<b>Pupil 1</b> has some MHW needs that can sometimes present a barrier to learning and attendance.
3	<b>Pupil 1</b> has special educational needs and needs support with social engagement with peers, especially outside a usual classroom setting.
	<i>NB: <b>Pupil 2</b> is currently meeting or exceeding all age-related expectations and has no additional SEND or wellbeing needs.</i>

## 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
Pupil 1 and 3 reach age-related expectations for maths by the end of academic year 2026	A standardised score of 100 or more in SATS or NFER assessments.
Pupil 1 is able to talk positively about their friendships and they feel included and liked by others. SMART target in ISP.	Pupil 1 can identify their friends and activities they like to do with them. Increased social resilience as measured by a reduction in parental concerns. Increased social resilience as measured by a decrease in the number of social misunderstandings.
Pupil 1 is able to use ELSA strategies to recognise and reduce anxiety	SMART target on pupil ISP Pupil is able to name own place in zones of regulation Pupil is able to name and use strategies to respond to own 'zone'.

## 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply cover for Staff Training through NCETM Maths Mastery Readiness	See NCETM website for evidence.	1

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release time for teacher for targeted 1:1 support for numeracy</i>	See NCETM – mastery Maths research evidence	1

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

Budgeted cost: £ 1320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of ELSA and forest school leader to support both 1:1 emotional support intervention and group social interaction support in forest school</i>	<p>Metacognition and self-regulation EEF high impact (toolkit strand) Social and emotional learning EEF moderate impact (toolkit strand)  <a href="https://www.elsanetwork.org/elsa-network/other">https://www.elsanetwork.org/elsa-network/other</a></p> <p>Developing cultural capital ‘Cultural capital comprises an individual’s social assets that “promote social mobility within a stratified society“.’ Pierre Bourdieu (1970s)</p>	2

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Our pupil premium pupil numbers are very low and we measure success at an individual pupil level rather than using percentages and other data which is not statistically valid. Due to confidentiality, it is not possible to publish this kind of information – we are able to talk in detail about progress for each pupil over time and the impact of the work we have done with them in 2023 – 2024





