



## Pupil premium strategy statement 2024 - 2025 E U L E R

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.

At Euler Academy we want all of our pupils to have the best possible opportunities within school and beyond to be the best they can be. Pupil Premium funding is used to enable this to happen and is targeted, based on current research and school assessment of need.

To ensure this happens we will:

- Adopt a whole school approach in which all staff, leaders and subject leaders take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Raise the profile of Pupil Premium children in school, and consider them in all we do, from curriculum design to wider opportunities including clubs.
- Act to intervene at the point need is identified.
- Support families to make sure children are in school every day.
- Make sure all children leave Euler fluent readers and mathematicians.

### School overview

| Metric                                      | Data   |
|---|--|
| School name                                 | Euler Academy                                  |
| Pupils in school                            | 59   |
| Proportion of disadvantaged pupils          | 71%  |
| Pupil premium allocation this academic year | £50,937 (estimated waiting for October census) |
| Academic year or years covered by statement | 2024-2025                                      |
| Publish date                                | September 2024                                 |
| Review date                                 | July 2025                                      |
| Statement authorised by                     | Nicola Witham - Executive headteacher          |
| Pupil premium lead                          | Laura Harkin                                   |
| Governor lead                               | Lynn Brattan                                   |

## Euler context of Pupil Premium

Pupil Premium make up



| Year group                | 1  | 2   | 3   | 4   | 5   | 6   |
|---------------------------|----|-----|-----|-----|-----|-----|
| Number of eligible pupils | 0  | 5   | 9   | 8   | 12  | 8   |
| %                         | 0% | 56% | 81% | 67% | 80% | 72% |

All of our pupils are on the SEN register.

Euler Academy is the 3rd (4<sup>th</sup> or 5<sup>th</sup>) setting for over half of our children.

### Strategy aims for disadvantaged pupils

| Measure                                       | Activity                                      |
|---|---|
| Priority 1                                    | To improve outcomes in phonics                |
| Priority 2                                    | To improve speed and accuracy of times tables |
| Priority 3                                    | To raise attendance                           |
| Barriers to learning these priorities address | Baseline is lower<br>SEMH and SEN needs       |

## Intended Outcomes

These are the outcomes we are aiming for by the end of our current strategy plan and how we will measure if they have been achieved.

| Intended Outcome   | Success Criteria  |
|--|---|
| <p>To improve the early reading outcomes of the most disadvantaged learners in order to allow them to access learning in all subjects.</p> | <ul style="list-style-type: none"> <li>• Fidelity to Bug Club</li> <li>• Engagement in Trust subject leads and Reading Hubs</li> <li>• All teachers to have had full Bug Club Phonics training (with new staff accessing within their first term of appointment)</li> <li>• Over teaching of daily phonics lessons (2 lessons per day)</li> <li>• Phonics interventions in place for those identified as needing it</li> <li>• Monitoring supports pupils embedding of phonics knowledge throughout the curriculum</li> <li>• Pupil progress meetings demonstrates improvement of phonics ability of pupils across the school</li> </ul>                    |
| <p>To improve the mathematical attainment of the most disadvantaged pupils.</p>  | <ul style="list-style-type: none"> <li>• Implementation of White Rose maths scheme in all National Curriculum classes</li> <li>• All staff will have attended training on CPA model</li> <li>• All staff will have attended training on I Do, You Do</li> <li>• All new staff will have had training within their first term</li> <li>• Target setting will identify pupils who need to narrow the gap</li> <li>• Interventions are in place as soon as the need is identified</li> <li>• Pupil progress meetings will demonstrate improvement of maths ability</li> </ul>  |
| <p>The attendance of Pupil Premium pupils has been supported and improved.</p>   | <ul style="list-style-type: none"> <li>• There is a clear attendance policy attuned to the attend framework, which supports our most disadvantaged pupils and their families</li> <li>• There is a designated attendance officer who works closely with partners to understand the barriers to attendance and puts plans and support in place to improve this</li> <li>• Attendance is a whole school priority and all partners are invested</li> <li>• There is a clear and systematic approach to attendance analysis which is used to inform next steps</li> <li>• Involvement with the local Attendance Hub</li> <li>• Success is celebrated</li> </ul> |

## Teaching priorities for current academic year

This shows how we intend to spend our Pupil Premium this academic year to address our challenges.

Budgeted cost: £25,000

| Activity   | Evidence (to be completed end of year) |
|--|--|
| <p>Strategic additional senior leadership with a focus on teaching, learning and assessment (LT)</p> <p>Particular focus and accountability for:</p> <ul style="list-style-type: none"> <li>• Whole school CPD development working 1:1 with all teaching staff</li> <li>• Supporting new assistant heads of school with leading their core subjects</li> </ul> <p>Appointment of two assistant heads of school to drive outcomes in English and maths</p>  |  |
| <p>Investment in Early Reading</p> <ul style="list-style-type: none"> <li>• Lead by Assistant Head of School</li> <li>• Trust support from Director of Phonics and Early Reading</li> <li>• Continuous CPD for all staff from Bug Club, Principal, Assistant Head of School and Trust Director</li> <li>• Purchasing further phonics resources</li> <li>• Parent workshops</li> <li>• Online licences for all pupils to access at home as well as school</li> <li>• Virtual bookbags with incentives for home reading</li> <li>• Homework clubs in school</li> </ul> |  |
| <p>Investment in White Rose Maths</p> <ul style="list-style-type: none"> <li>• Lead by Assistant Head of School</li> <li>• Leader supported by Director of Teaching and Learning</li> <li>• Continuous CPD for all staff on CPA, times tables delivery, WRM, Fluency Bee</li> <li>• Purchasing of WRM workbooks and resources</li> <li>• Purchasing Fluency Bee workbooks and resources</li> <li>• Purchasing resources to support delivery</li> <li>• Auditing and purchasing of classroom mathematics resources</li> <li>•</li> </ul>                              |  |

## Targeted academic support for current academic year

Budget £15,000

| Activity   | Evidence (to be completed end of year) |
|--|--|
| Pupil Champion to deliver 1:1 and small group interventions for reading, writing and maths                             |  |
| ASAs to deliver daily phonics interventions for identified pupils  |  |
| Pupil Champion to deliver speech and language sessions, whole class, small groups and 1:1 according to identified need |  |
| Additional KS2 phonics lessons taught daily where needed   |  |
| Extra daily 1:1 reading sessions   |  |
| Pastoral staff to support delivery of maths lessons where identified as needed   |  |
| ASAs to deliver maths interventions for identified pupils  |  |

## Wider strategies for current academic year

Budgeted cost £10,000

| Activity  | Evidence (to be completed end of year) |
|---|--|
| <p>Improve attendance of the most disadvantaged learners through the appointment of attendance officer who will:</p> <ul style="list-style-type: none"> <li>• Make first day absence telephone calls</li> <li>• Make third day absence home visits</li> <li>• Liaise with partner agencies to support families to raise attendance</li> <li>• Undertake home visits to help remove barriers to attendance</li> <li>• Make raising attendance action plans with families and partner agencies</li> <li>• Analyse attendance data to identify any patterns and to improve attendance</li> <li>• Personalise incentives to improve attendance</li> <li>• Undertake 1:1 interventions with pupils with low attendance to identify any other barriers to attendance</li> </ul> |  |
| <p>Enhancement of extra-curricular lunch time opportunities - the school council to identify the pupils ideas for lunch time clubs and to work with SLT to purchase any equipment needed. Clubs at least 3 days a week throughout the school year.</p>  |  |