

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Elston Hall Primary School
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Louise Dollery
Pupil premium lead	Sunita Richards
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,865
Recovery premium funding allocation this academic year	£31,900
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	£323,765

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning meets the needs of all the pupils
- Ensuring that appropriate provision is made for vulnerable pupils; this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated to support those who school feel would most benefit from the intervention.

Achieving these objectives:

- Improving the quality of teaching - ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is effective.
- To ensure Teaching Assistant support is provided to each class – ensuring support for small groups and 1-1 where needed

- Provide teacher and HLTA-led intervention across school to the highest priority groups to ensure accelerated progress is made by disadvantaged pupils.
- Provide a part time behaviour and emotional support worker in order to ensure children's mental health is supported within school, in order to help them achieve.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- The pupil premium funding will be aimed at accelerating progress in order to ensure disadvantaged pupils achieve at least age-related expectations.

Challenges

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

Challenge number	Detail of challenge
1	Improving the Oral and Speech and Language skills of pupils in Nursery, reception and key stage 1 leading to a positive impact on reading progress in subsequent years.
2	Many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Narrowing the attainment gap across Reading, Writing and Maths in all year groups will lead to positive outcomes for all students by the end of Key Stage 2.
3	The proportions of pupils being referred for support due to emotional, social and behavioural difficulties are increasing. ?% of these pupils are Pupil premium and receive small group and 1:1 interventions.
4	Poor parental engagement in learning has been identified as a barrier to learning progress, particularly as a result of lock downs during COVID. Improving these links will have a positive impact on outcomes at the end of reception, Key stage 1 and Key stage 2.
5	Observations and pupil surveys suggest that pupils have limited experiences beyond the school environment. Improving these opportunities will ensure all pupils, particularly pupil premium students leave school with a wide range of experiences.

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
<i>Improved Oral language skills and vocabulary among disadvantaged pupils.</i>	Early year assessment outcomes and observations will indicate significantly

	<p>improved oral language skills and vocabulary of disadvantaged pupils.</p> <p>Proportions of pupils receiving early intervention through Speech and Language specialists will increase.</p> <p>Key stage 1 outcomes in reading and writing will show that more than 70% of disadvantaged pupils will achieve the expected standard.</p>
<i>Improved reading attainment for disadvantaged pupils by the end of key stage 2</i>	Key stage 2 reading outcomes in 2023/24 will show that more than 65% of disadvantaged pupils met the expected standards
<i>Improved writing attainment for disadvantaged pupils by the end of key stage 2</i>	Key stage 2 writing outcomes in 2023/24 will show that more than 65% of disadvantaged pupils met the expected standards
<i>Improved maths attainment for disadvantaged pupils by the end of key stage 2</i>	Key stage 2 maths outcomes in 2023/24 will show that more than 65% of disadvantaged pupils met the expected standards
Accelerated progress in reading, writing and maths for disadvantaged pupils	Progress scores for disadvantaged pupils will exceed progress scores for non-disadvantaged pupils by 2023/24
To achieve and sustain improved wellbeing and behaviour for all pupils in school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • Decrease in incidents of serious behaviour. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved parental engagement leading to improved outcomes in reading, writing and maths	<p>Increased numbers of adults attending parental events.</p> <p>Key stage 2 reading, writing and maths outcomes in 2023/24 will show increased proportions of pupils achieving the expected standard.</p>

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: £ 157,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional TA support in every year group, ensuring one per class</i> £144,754 <i>(proportion of cost of TA support in school)</i></p>	<p>EEF + 4</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. At Elston Hall Primary, teaching assistants are deployed to classrooms to support pupils both in small groups, 1:1 and to support interventions outside of the classroom.</p>	<p>1,2</p>
<p><i>TA CPD programme</i> (Headteacher to deliver CPD programme - £5,000)</p>	<p>Teaching assistants at Elston Hall Primary are undertaking a CPD programme to support teaching & learning. This includes observations of colleagues.</p>	<p>1,2</p>
<p><i>Purchase of additional phonics resources</i> (£6000)</p>	<p>EEF + 5</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>At Elston Hall Primary, investment in new 'Early Reading' books has been made to support the initial phonics phases. This has also ensured fidelity in phonics for both in-class teaching and home reading.</p>	<p>1,2</p>

<p>Purchase and development of diagnostic assessments (£2000)</p>	<p>Standardised test 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.</p> <p>Purchase and development of reading and maths assessment materials to support teacher judgements and to use as a diagnostic analysis to inform planning.</p> <p>CPD programme devised and delivered by Experienced English lead to ensure effective use of assessments.</p>	<p>1,2</p>
---	---	------------

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

Budgeted cost: £ £120,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of teacher, 2 x sports coaches to cover teaching staff who deliver small group interventions, with disadvantaged pupils being particularly identified. (Teacher - £29,568, 2 x Sports coaches - £10,000)</p>	<p>EEF + 4</p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p>	<p>1,2</p>

	<p>Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>At Elston Hall Primary School, class teachers are released to deliver interventions. This ensures interventions address gaps in learning effectively.</p>	
<p>Employment of 2 x HLTA to support inclusion and speech and language intervention (HLTA x 2 - £28,581)</p>	<p>EEF (+5)</p> <p>Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both.</p> <p>Approaches include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.</p> <p>Early identification of pupils in the Nursery and reception will ensure that pupils receive early interventions throughout the year by experienced, trained staff.</p> <p>In Key stage 2, pupils will continue to receive support addressing gaps which may have widen due to school closures during COVID.</p>	1,2
<p>Phonic intervention sessions to be delivered to disadvantage pupils who have relatively low spoken language skills (TAs in every class to support phonic intervention £45,000, employment of an experience key stage 1 practitioner, TA x 1, £7,362)</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 over a period up to 12 weeks.</p> <p>Additional phonic intervention to be delieved in Key stage 1 of identified pupils who require 'catch-up' intervention due to school closures as a result of COVID.</p>	1,2

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

Budgeted cost: £ 45,500

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Improve the quality of social and emotional learning (SEL) through the employment of a Social Emotional Learning Leader and a behaviour support mentor (3 days behaviour and emotional leader - £18,000 4 days behaviour support mentor - £10,000)</p> <p>CPD to all staff on behaviour management and developing a positive ethos for improving behaviour across school</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</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>EEF Social and Emotional Learning.pdf(education endowmentfoundation.org.uk)</p>	3
<p>To provide breakfast (toast) for all pupils (£5000)</p>	<p>EEF +4</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	1,2,3

<p>Subsidise off site trips, visits, visitors and residentials (£2500)</p>	<p>EEF +4 Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>5</p>
<p>Physical activity-based after school clubs (£10,000 – 2 x sports coaches)</p>	<p>EEF +1 Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. This might be through organised after school activities or a programme organised by a local sporting club or association. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons. Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics. At Elston Hall, a series of physical activity after school clubs are offered to parents either free of charge, or heavily subsidised delivered by teachers and Sport Coaches.</p>	<p>3,5</p>
<p>Contingency fund for acute issues</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils were heavily impacted by Covid-19 which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our face to face pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as My Maths, Purple Mash and Education City.

Overall attendance in 2020/21 was lower than in the preceding years at 95.9%, with disadvantaged pupils' attendance lower than their comparative non-PP group. At times of national lockdown, some disadvantaged pupils were invited to return to school but declined and continued learning remotely - this is partly why their attendance is lower.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
X Table Rockstars	TT Rockstars
Purple Mash	2Simple
My Maths	Oxford University Press
Oxford Owl	Oxford University Press
Education City	Edmentum/Education City
1decision (PSHEe)	1decision Ltd
Charanga	Charanga Ltd

