

Pupil premium strategy statement –Elston Hall Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	699
Proportion (%) of pupil premium eligible pupils	37.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2023 – 2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Louise Dollery
Pupil premium lead	Kate Willis
Governor / Trustee lead	Gavin Hawkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,280(from GIAS)
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£314,280

Part A: Pupil premium strategy plan

Statement of intent

Our intent for the use of the pupil premium strategy is underpinned by the moral purpose to change lives for the better. This is reflected in our high expectations throughout the school for all pupils, including those eligible for pupil premium funding. We strongly believe that all children should receive equally high-quality teaching which impacts effectively upon their learning. We recognise that high quality teaching approaches should be embedded for all pupils regardless of whether they are disadvantaged or not. Our aim is to ensure an increasing number of disadvantaged children are working in line with age-related expectations and above.

At Elston Hall, we recognise and understand the barriers facing our school community and aim to use our pupil premium funding effectively to support families. We aim to provide children with a wider range of strategies that not only focuses on their academic achievements, but their mental health, wellbeing and social / emotional needs. Achieving the potential of our children is our fundamental aim. We will be relentless in our drive to ensure that this is delivered. We will challenge the view that education alone cannot break the cycle of deprivation, low aspiration and underachievement. We want to ensure everyone in our Trust has the personal resolve and support to succeed, an ethos of 'yes we can'.

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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral & speaking skills of pupils in EYFS are below age-related expectations.</p> <p>Evidence from EYFS Baseline shows a higher number of disadvantaged pupils are below ARE in communication and language when they enter school. A higher proportion of Non-PP children also achieve a GLD by the end of the EYFS compared to those eligible for PP. Some pupils also require specialist speech & language interventions.</p>
2	<p>Disadvantaged pupils are mostly outperformed by their peers in R/W/M by the end of KS2. The number of PP pupils achieving ARE in reading is below that of Non-PP pupils in KS1 and KS2. The number of PP pupils achieving combined reading / writing / maths ARE in KS2 is below that of non-PP pupils.</p> <p>This is evident from school data in KS1 and end of KS2 which shows PP recipients are outperformed by their peers who are not eligible for PP in reading.</p> <p>Combined school results for R/W/M show disadvantaged pupils are outperformed by non-disadvantaged pupils in achieving ARE and GD at the end of KS2.</p>
3	<p>An increasing number of pupils require additional social, emotional and behavioural support.</p> <p>Evident from school behavioural logs, observations, number of pupils with Emotional, Behavioural Support Plans. School supports an increasing number of families through Early Help. School also makes increasing referrals to 'Reflections', CAMHS and Base 25 to support pupil mental health and wellbeing.</p>
4	<p>Attendance and punctuality are not always seen as high priority.</p> <p>As a result of this, attendance of disadvantaged children is lower than that of non-disadvantaged pupils. The percentage of unauthorised absence is also higher for disadvantaged pupils and the persistent absence for PP children is higher than that of non-PP children. This negatively impacts upon disadvantaged pupils' progress.</p>
5	<p>Children receive limited opportunities outside of the school environment that will enhance their wider understanding and cultural capital.</p>

	Observations and pupil surveys suggest the PP children have limited experiences that enhance their cultural capital outside of their learning environment.
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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
Improve the oral language skills and vocabulary among disadvantaged pupils.	<p>Increased % of PP pupils achieve ARE in CLL by end of Reception.</p> <p>The % of PP pupils pass phonic screening is in line with national averages.</p> <p>Completion of Speech & Language plans.</p> <p>'Wild Tribe' is well established and timetables effectively in EYFS to develop CLL.</p>
Improved reading attainment for disadvantaged pupils by the end of KS1 and KS2.	<p>Increased % of disadvantaged pupils achieve ARE.</p> <p>Gap between PP and Non-PP decreases.</p> <p>Floppy's phonics well established and well-resourced across school to improve early reading attainment.</p> <p>PP pupils pass phonic screening in line with national averages.</p> <p>Standardised reading tests show PP pupils improve their reading ages in line with their peers.</p>
Accelerate progress for disadvantaged pupils in reading.	<p>Increased % of disadvantaged pupils make accelerated progress in reading.</p> <p>Increased % of disadvantaged pupils achieve ARE in reading.</p> <p>Gap between PP and Non-PP pupils decreases.</p> <p>Standardised reading tests show PP pupils make accelerated progress.</p> <p>Accurate grouping for Floppy's phonics across school facilitated by well trained staff.</p> <p>Increased % of disadvantaged pupils achieving combined R/W/M by end of KS2.</p>

<p>Accelerate progress for disadvantaged pupils in writing.</p>	<p>Increased % of disadvantaged pupils make accelerated progress in writing. Increased % of disadvantaged pupils achieve ARE in writing. Gap between PP and Non-PP pupils decreases. Increased % of disadvantaged pupils achieving combined R/W/M by end of KS2.</p>
<p>Accelerate progress for disadvantaged pupils in maths.</p>	<p>Increased % of disadvantaged pupils make accelerated progress in mathematics. Increased % of disadvantaged pupils achieve ARE in mathematics. Gap between PP and Non-PP pupils decreases. Increased % of disadvantaged pupils achieve well at Y4 MTC. Increased % of disadvantaged pupils achieving combined R/W/M by end of KS2. Embedded mastery approach across school evident in lessons.</p>
<p>Increase provision for pupils to access support for social / emotional / behavioural needs.</p>	<p>Increased number of pupils receive intervention for social / emotional / behavioural needs. Decreased number of behavioural incidents involving PP pupils. Pupil speak confidently about their mental health & wellbeing. Pupil voice & parent surveys shows pupils feel safe in school environment. Parents are effectively supported through Early Help plans.</p>
<p>Improve attendance and reduce persistent absence for disadvantaged pupils.</p>	<p>Gap between attendance of PP and Non-PP pupils reduces. % of persistent absence reduces for disadvantaged children. Reduced number of unauthorised absences in disadvantaged pupils. Overall school attendance increases. Overall school attendance is above or in line with national averages.</p>

<p>All pupils, especially those who are in receipt of PP have opportunities to broaden their cultural capital through well planned curriculum experiences.</p>	<p>Curriculum planning shows clear plans for pupil engagement.</p> <p>Extra-curricular clubs are well established and attended.</p> <p>Educational visits are planned and effective in all year groups.</p> <p>Parental engagement increases through well planned parent workshops across school.</p> <p>Well established ambassador programme across school that involves disadvantaged pupils.</p>
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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: £ £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NPQ (subsequent cover / release time for completion) 2 x NPQ Leading learning 1 x NPQ Behaviour & culture 2x NPQ EY 1x NPQ Literacy 1x NPQH 1x NPQEL</p>	<p>DFE Delivering World Class teacher development document DfE Delivering World Class Teaching DFE Emerging findings from the NPQ Evaluation DfE NPQ Evaluation</p>	<p>1, 2, 3, 4, 5</p>
<p>Pupil Premium leader Half termly monitoring of PP pupils:</p> <ul style="list-style-type: none"> • Attainment • Progress 	<p>EEF Pupil premium guidance outline the importance of 'monitoring and evaluating the PP strategy' to ensure it is effective. EEF Pupil Premium Guidance</p>	<p>1, 2, 3, 4, 5</p>

<ul style="list-style-type: none"> • Attendance • Barriers / emerging barriers 		
<p>Core subject leader release time</p> <p><i>Opportunities for leaders to plan, monitor & lead curriculum subjects</i></p>	<p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. See 'Schools guide to implementation'</p> <p>EEF School's Guide to Implementation</p>	1, 2, 5
<p>Phase Leaders release time</p> <p><i>Phase leaders monitor the effective teaching and learning across school and support curriculum delivery.</i></p>	<p>The EEF identify in 'Deliver' to use peer to peer collaboration with coaching and mentoring to ensure effective implementation.</p> <p>EEF Effective Guide to Implementation</p>	3, 4, 5
<p>Embedding Floppy's Phonics scheme across school</p> <p><i>Purchase of resources for phonics books / CPD / phonics leader release time to ensure consistent high-quality delivery</i></p>	<p>EEF + 5 months for phonics delivery</p> <p>EEF Phonics Delivery</p>	1, 2
<p>New Salford Reading standardised test</p> <p><i>Standardised testing to monitor impact of reading strategies across school</i></p>	<p>EEF recommend use of standardised testing to monitor impact.</p>	2
<p>Trust Literacy Leader time</p> <p><i>Implementation of the new reading framework to improve reading outcomes for all pupils (Staff CPD, Leader monitoring)</i></p> <p><i>Supporting new subject leads for reading / writing</i></p>	<p>EEF + 6 months for reading comprehension strategies</p> <p>EEF Comprehension Strategies</p> <p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. See 'Schools guide to implementation'</p> <p>EEF School's Guide to Implementation</p>	2
<p>ECT programme & mentor release time</p> <p><i>All ECT's to receive bespoke support from EHLT programme to ensure high quality</i></p>	<p>EEF recommend high quality CPD, notably during the ECF.</p> <p>EEF Professional Development Guide</p>	1, 2, 3, 5

<i>delivery of curriculum across school.</i>		
Dimensions Curriculum <i>Purchase of high quality and engaging curriculum resources to support teaching and learning</i>	DfE recommend using 'high quality resources' as a way to reduce teacher workload and bring about effective curriculum design. DfE Reducing Teacher Workload	2, 3, 5
Implementation of Mastery Maths Curriculum <i>Release time for staff to attend training, resources.</i> <i>Maths leader time to monitor and embed new approach to teaching to develop pupils' opportunities for speaking and listening. (Roll out approach over 3 year period.)</i> <i>Implementation of 'Mastering Number' (including staff CPD)</i>	EEF Master Learning + 5 months EEF Mastery Learning NCETM – evidence for mastery approach NCETM Mastery Approach	1, 5
Resources for Wild Tribe (EYFS) <i>Purchasing of appropriate resources to enable all pupils to access regular Wild Tribe sessions</i>	'Council for Learning Outside of the Classroom' outline a substantial body of evidence between learning in natural environments and health & wellbeing benefits. LoTC Summary of Evidence	1, 5

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

Budgeted cost: £ £136,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants <i>(proportion funded by pupil premium funding)</i>	EEF + 5 months for TAs delivering small group interventions & support. EEF TA Interventions	1, 2, 3

<i>TAs deliver targeted interventions, small group & individual support for reading, writing and maths (including phonics & spelling).</i>		
Employment of sports coaches <i>Sports coaches provide cover for teacher led interventions. All pupils benefit from additional physical activity opportunities.</i> <i>Sports coaches also provide cover for Year Group Leaders to be effective in their roles</i>	Small group tuition + 4 months EEF Small Group Tutoring Physical activity + 1 month EEF Physical Activity	1, 2 3
Employment of HLTA's <i>Support to implement Speech & Language interventions</i>	EEF + 6 months Oral language interventions EEF Oral Language Intervention	1

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Toast provided daily to all pupils <i>Available to all pupils across school</i>	EEF + 2 months providing free breakfast before reading, writing & maths. EEF Breakfast Club evidence	1, 2, 3
Educational Welfare Officer & School Attendance Lead <i>Funding for release time for attendance lead and also pay for Educational Welfare Officer time 1x week.</i>	DFE's 'Working together to improve attendance' document offers guidance for attendance that is implemented by the attendance lead alongside the EWO. Working together to improve attendance	4
Employment of non-class-based TAs <i>Continued support for social / emotional</i>	EEF + 4 months social emotional learning EEF Social / Emotional Learning	3, 4

<i>learning and behaviour support.</i>		
<p>Subsidise trips for PP pupils <i>Support with funding cost of educational visits to ensure all pupils have equal access.</i></p>	<p>'Council for Learning Outside of the Classroom' outline a substantial body of evidence between learning in natural environments and health & wellbeing benefits. LoTC Summary of Evidence</p>	3, 5
<p>Lunchtime Support Staff <i>Additional lunchtime support staff to promote physical activity and support with social / emotional matters.</i> <i>Increase physical activity to support at lunchtimes.</i></p>	<p>Physical activity + 1 month EEF Evidence for Physical Activity</p>	3, 5

Total budgeted cost: £314,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2023- 2024, Elston Hall has continued to make progress against the Pupil Premium Strategy that was set. Progress was made against the identified challenges:

Improved Oral language skills and vocabulary among disadvantaged pupils.

Through the use of pupil premium funding, 25 pupils eligible for PP were on caseload and given speech & language interventions (11 pupils were supported the previous year). 13 PP pupils were also given targeted speech and language support over the year from speech and language services alongside school interventions. EYFS focussed on pupil interactions to support language development. This included weekly 'Wild Tribe' sessions which supported pupils in their language development. All pupils accessed a weekly timetabled session including 24 PP pupils – of these 59% achieved their ELG in speaking (an increase from 39% at baseline). There remains a 21% gap in PP / Non-PP pupils but disadvantaged pupils did have significantly lower starting points than their peers. In EYFS, 61% of PP pupils achieved ARE in reading. The percentage of PP children achieving GLD has increased from 56% in 2023 to 61% in 2024.

Further embedding of the high-quality phonics teaching continued to support outcomes for pupils in KS1. 85% of pupils eligible for PP met the phonics screening pass rate (compared to 87% of non-PP children). Whilst this had slightly decreased from the previous year, it is reflective of the cohort of pupils where multiple barriers were evident.

Improved reading attainment for disadvantaged pupils by the end of key stage 2

At the end of KS2 in 2024, 66% of disadvantaged children achieved age related expectations (ARE) in reading compared to 62% of disadvantaged pupils nationally. 30% of disadvantaged pupils at Elston Hall achieved greater depth in reading. The percentage of children achieving combined reading / writing / maths by the end of Key Stage 2 in 2024 was 57% compared to 45% nationally with 16% achieving greater depth (compared to 3% nationally). Disadvantaged pupils at Elston Hall outperform their peers nationally by the end of key stage two supported by a number of strategies that have been put in place within the pupil premium strategy spending such as targeted interventions and support from the Trust Literacy Coordinator.

In KS1, pupils taking the phonic screening check who are disadvantaged also outperform their peers. 85% of disadvantaged pupils met the phonics screening pass mark compared to 68% nationally. There was only a marginal gap between PP and Non-PP achievement in school with 87% or non-disadvantaged pupils meeting the expectation compared to 85% of disadvantaged pupils. This gap in achievement for disadvantaged pupils has continually reduced over recent years with the gap being just 2% currently. This is attributed to high quality delivery of the schools' phonics scheme.

Improved writing attainment for disadvantaged pupils by the end of key stage 2

By the end of summer 2024, 84% of disadvantaged pupils achieved age related expectations (ARE) in writing at the end of KS2. This compared to just 58% of disadvantaged pupils who met the standard nationally. 9% of disadvantaged pupils at Elston Hall achieved greater depth.

Over the last three years, the gap between writing achievement of disadvantaged and non-disadvantaged has continued to decrease at Elston Hall and is now just a 3% gap. This has been supported by pupil premium spending outlined in the strategy to support high quality leadership of writing along with teacher interventions and staff CPD.

Improved maths attainment for disadvantaged pupils by the end of key stage 2

In maths, by the end of summer 2024, 66% of disadvantaged pupils achieved the age-related expectations at the end of KS2. Whilst this achievement overall was lower than previous years, it remained above disadvantaged counterparts nationally where only 59% achieve ARE. 20% of disadvantaged pupils achieved greater depth in mathematics.

In Year 4, disadvantaged children nationally achieved an average score of 18.9 out of 25. At Elston Hall disadvantaged children outperformed national disadvantaged children scoring an average of 22.6 out of 25. Successful implementation of Mastery Maths in Y4 along with targeted support for pupils supported these outcomes.

Increase provision for pupils to access support for social / emotional / behavioural needs.

During 2023- 2024, 18 disadvantaged pupils were identified for emotional / wellbeing / behaviour support within school. A further 13 pupils who are not disadvantaged were supported. Sessions were carried out by behaviour mentors in 1:1 sessions or small groups. 12 disadvantaged pupils are currently identified to be supported for their wellbeing / emotions by behaviour mentors during at the start of 2024 (plus an additional 3 non-disadvantaged pupils).

Further pupil premium spending on teaching assistants ensured the daily running of 'Sensory circuits' during assembly time for pupils who were unable to access assembly for wellbeing / sensory reasons.

A daily 'wellbeing room' provision was put in place, supported by behaviour mentors and senior leaders each day during lunchtime to support pupils who may find lunchtimes challenging for a number of reasons (social / emotional etc). The wellbeing room was well used by on average anywhere between 20 – 40 pupils across school each day.

A class teacher supported implementing effective 'wellbeing ambassadors' in school. These were represented by 9 pupils (6 of which are disadvantaged). These pupils received training from 'Reflections' and planned a whole school 'Hello Yellow' day to support mental health that involved all pupils across school.

Improve attendance and reduce persistent absence for disadvantaged pupils.

During 2023 – 2024, overall attendance for all pupils at Elston Hall was 94.21% (internal data from Arbor) in the previous year, this was 94.11%. For disadvantaged pupils, attendance overall was 93.11% (93.21% the previous year). Persistent absence for all pupil was 15.97% (down from 16.49% the previous year) compared to 21.7% for disadvantaged pupils (20.52% the previous year). Whilst the school acknowledge there is still a gap between the attendance of disadvantaged and non-disadvantaged pupils, the school attendance lead worked closely alongside the EWO to track and monitor pupil attendance during 2023 - 2024. As a result of this, parent attendance meetings and increased home visits were utilised to support attendance

causing concern through rigorous weekly monitoring. 1 disadvantaged pupil was supported through the EBSNA pathway to improve attendance during 2023 - 2024.

All pupils, especially those who are in receipt of PP have opportunities to broaden their cultural capital through well planned curriculum experiences.

Elston Hall hosted a range of parental engagement opportunities during 2023 – 2024 to support pupils across the curriculum. Meetings were well attended by parents for statutory assessment arrangements such as Y6 SATS, Y4 MTC and Y1 phonics screening. Further opportunities were hosted by EYFS and Y1 for parents to engage with early reading and phonics sessions. Reading and phonics leaders in school effectively planned parental engagement opportunities such as ‘reading rivers’ and phonic workshops. The Mathematics leader planned and delivered a maths parental meeting to support parent’s understanding of ‘Mastery Maths’ – a new approach that was introduced in Y1 and Y4 during 2023 – 2024.

The use of pupil premium funding supported educational visits for disadvantaged pupils across school to Stafford Barn Railway, Lower Drayton Farm (Reception), Wonderland, Think Tank (Y1), Beaudesert (Y2 residential), Tanglewood, Jurassic Creek, The Wild (Y3), Jamia Masjid Mosque, Conwy (Y4 residential), Cadbury World, Space Centre, (Y5) Grand Theatre, Drayton Manor and Laches Wood (Y6 residential). These opportunities were to support the cultural capital opportunities available for all children, particularly those who are disadvantaged. Overall, across all educational visits between 2023 – 2024, these were attended by 45.2% of disadvantaged pupils.

After school clubs continued to offer pupils wider curricular opportunities including sporting activities (multi-skills, archery, netball dodgeball, football), art activities (drawing / cross stitch / crafting), musical opportunities (choir) gardening and board games to name just a few. These were offered free of charge to all pupils. These were on average attended by 26% of disadvantaged pupils which we aim to see an uplift in during 2024 – 2025.

Elston Hall continued with a range of Ambassador roles including Sports Ambassadors, Reading Ambassadors, Eco Ambassadors, Digital Ambassadors, Maths Ambassadors, Behaviour Ambassadors, Wellbeing Ambassadors House Captains and School council. During 2023 – 2024, 35 disadvantaged pupils (out of 86) held these roles (29%). This provided pupils with regular meetings with their staff ambassador lead and additional opportunities across school such as Sports Ambassador training, organising whole school assemblies and leading events in school such as ‘odd socks day’, World Book Day, sports day and charity fundraisers such as bake sales.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Floppy’s Phonics	Oxford University Press
Project X books	Oxford University Press

TT Rockstars	TT Rockstars
Dimensions Curriculum	Learning Means the World
Purple Mash	2Simple
1Decision (PSHE)	1Decision Ltd
Digi-Maps	
Twinkl	
NCETM	
Oak Academy	
Nelson Handwriting	
Language Angles	
Wow (walk to school)	
Primary PE	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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