

Elton Church of England Primary School

Pupil Premium Strategy Statement



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	139
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Governing Board
Pupil premium lead	Claire Arnold
Governor lead	Jacqueline McCamphill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28, 223 (based on the previous year's census)
Recovery premium funding allocation this academic year	£ 2610
Pupil premium (and recovery premium) funding carried forward from previous years	£ 0
Total budget for this academic year	£ 30,833

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is that every child will flourish in an environment that promotes equality of opportunity. We believe that with the correct support all pupils can achieve their full potential as long as the provision meets their needs and is tailored to individual circumstances. The principles of Maslow's Hierarchy of Needs therefore are embedded into our school culture and always form part of our agenda on our very first meeting in September. We know that for a child to achieve their full potential: they need to feel physically and emotionally safe; they need to feel that they "fit" within the school community; and they need to have positive relationships both with their peers and with the adults around them. Only then, when these conditions are satisfied, can the very best learning begin.

Summary of Objectives

We therefore seek to remove any barriers to learning created by poverty, family circumstance and background by:

- Creating equity of opportunity across all subjects and learning experiences
- Narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts whilst considering the challenges faced by vulnerable pupils, (such as those who have a social worker, are young carers, or who are looked after or previously looked after) whether they are considered disadvantaged or not.
- Developing confidence and resilience, enabling pupils to develop strategies to safeguard their social and emotional wellbeing and to develop resilience.

Achieving our Objectives

We will achieve this by:

- Giving all staff the opportunity to access high quality CPD including specific training courses, conferences, release time to observe others, whole school development projects etc This will create a culture of high-quality teaching and learning experiences and a self-sufficient school culture.
- Providing targeted intervention and support (staff and resources) to quickly address identified gaps in learning including the use of small group work and tuition
- Targeting funding to ensure that all pupils have access to extra-curricular learning experiences to create cultural equity, and hopefully find a child's "hook" or talent through which they can grow in confidence and self-esteem.
- Providing appropriate nurture support for pupils' emotional and social development and resilience.
- Being responsive to both common challenges and individual needs, rooted in robust diagnostic assessment.

Challenges

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

Challenge number	Detail of challenge
1	Specific children in danger of not achieving age related expectations/ their full potential.
2	Sometimes a lack of involvement at home re supporting learning due to parents' own bad experiences of education, or not feeling confident enough/good enough to approach a teacher/ask for support – this can also impact on attendance – becomes a spiral.
3	Lower uptake in enrichment opportunities for disadvantaged pupils
4	Mental health and wellbeing, including readiness to learn, and learning behaviours/mind-set

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
1	Children from similar starting points making at least good progress as evidenced by summative data including end of Key Stage data and phonics/MTTC check. To be at least in line with local/national equivalent data (ELGs, R,W,M, phonics MTTC)	Assessment data at least in line with local/national equivalent data (ELGs, R,W,M, phonics MTTC) and corresponds to school data with non-disadvantaged pupils. (ie no gaps in attainment)
2	Parental involvement with school (attending workshops, responding to requests for support eg volunteering – active role within school) open dialogue and home-school communication to support home-learning opportunities/targeted extra-curricular events.	Parent Voice (questionnaire responses) Attendance at workshops, open lessons etc HW completion Improvement in attendance where any barriers are identified.
3	Disadvantaged pupils take part in a range of extra-curricular opportunities. Attainment in foundation subjects and confidence/self-esteem all improve as a result	Pupil Voice (questionnaire results) Participation in ASC clubs (including take up of sports and musical instrument tuition and holiday clubs)
4	Staff trained to identify and support children in becoming independent and resilient learners.	Children demonstrating key behaviours for learning and social skills, allowing them to access and engage in a broad and balanced curriculum.

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: £16,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Membership of and access to the following planned pedagogical training, including but not restricted to:</p> <ul style="list-style-type: none"> NCSL (numerous) NSPCC (emotional/mental health) STEPS (emotional/mental health/support) Little Wandle (phonics and early reading) Maximus (Latin) EYFS offer (LA) LA local offer PLP School Bus Virtual School SEND offer 	<p>Access to professional development improves the performance of the most important factor to a child's development in the classroom – the teacher. (Rauch and Coe)</p> <p>It makes them more highly motivated, valued and increases their understanding of both the specific (eg learning difficulties, SEN, behavioural, subject knowledge etc) and the general (pedagogy and cognitive science being examples.)</p>	1,4
<p>Monitoring and CPD linked to areas of development, including release time for coaching and observing good practice</p> <p>Whole school assessment and feedback project – staff PDM, release time and resources</p>	<p>EEF- Sims et al 2021 "<i>What are the characteristics of teacher professional development that increase pupil achievement?</i>"</p> <p>Long held as a low cost, high impact approach to improving outcomes for all (EEF strategy impact report) and Newman et al 2021 – feedback approaches in the classroom.</p>	1,4
<p>Staff deployment where the need is high re lack of learning resilience/positive mind-set to ensure children are "talked through" the learning steps in order to foster good habits and independent learning skills.</p> <p>Circuits, self-esteem groups plus extra staff member working within a class.</p>	<p>STEPS training and research into ensuring children are within their "green"/safe zone, not feeling anxious or threatened about what is to come.</p>	1,4

Release time given to teachers to run homework “cafes” and drop-ins	Extensive research (from Parentkind to name but one organisation) confirms that parental involvement in school life has a high positive impact on a child’s emotional health and supports parents in supporting their child. This results in higher pupil outcomes.	2,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and TAs used to deliver additional focused interventions (R,W,M) following pupil progress meetings</p>	<p>The EEF states that when TAs are used to support small groups there is a moderate positive impact.</p> <p>The current staff member deployed in this role has had a higher positive impact on pupil outcomes than “moderate” in previous years – this is good reason to continue with this approach.</p>	<p>1.</p>
<p>Teaching Assistants used to deliver additional focused interventions to support the development of social skills and behaviours for learning, e.g. social skills groups, self-esteem and Lego therapy.</p>	<p>combines the evidenced-based research above and psychological research to suggest that the skills of learning to learn are what makes a successful learner</p>	<p>4.</p>

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

Budgeted cost: £3580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Equal access to uniform and resources (including IT) for families requiring support. Some pre-teaching of foundation subjects where children may not have read/visited places/experienced the same opportunities</p>	<p>Maslow Hierarchy of Needs Psychology studies based on the theory of belonging. Eg Baumeister and Leary 1995, Allen and Gray 2018)</p>	<p>2, 3</p>
<p>Encouraging children and parents to take up enrichment opportunities in order to access the full curriculum and further life experiences by providing subsidies for trips and residential. Payment towards learning a musical instrument and/or taking part in sports clubs run by a professional coach. Transport to and from these if there is a problem.</p>	<p>Maslow Hierarchy of Needs Psychology studies based on the theory of belonging. Eg Baumeister and Leary 1995, Allen and Gray 2018)</p>	<p>2, 3 and then by consequence 1</p>
<p>Release time given to teachers to run “cafes” and drop-in</p>	<p>Extensive research (from Parentkind to name one organisation) confirms that parental involvement in school life has a high positive impact on a child’s emotional health and supports parents in supporting their child. This results in higher pupil outcomes.</p>	<p>2,4</p>

Total budgeted cost: £30,833

Review of the Previous Academic Year

This details the outcomes and impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Teaching (for example, CPD, recruitment and retention)

Total Cost: £10,500

Activity	Estimated impact	Moving forwards...
Improved understanding and accountability for PP pupils. Staff CPD and Pupil Progress Meetings to have PP focus.	Termly pupil progress meetings took place across the year. This was a good opportunity to look at pupil premium funded children individually, to make sure their needs were accommodated and ensure that they were on track to meet aspirational targets. End of Key Stage 2 data from 2022 is that 75% of PP children achieved ARE+ combined at the end of Y. A further PP child achieved PP ARE in Reading and writing, and was 1 mark off ARE in maths. Only one PP child did not attain ARE.	More frequent checks needed for children at the lower end of the school who have a wider range of needs post-covid, and whose needs change more rapidly due to their stage of development. Parental involvement key – look to involving parents next year
Staff released each term to allow rigorous monitoring of provision and impact on PP children – “a day in the life of”	Positive relationships between children and staff (and home) and a better understanding of a child’s needs. Positive feedback from pupils.	Research shows that positive relationships have the greatest impact on a child’s learning.
Training in Clicker 7 – disseminating this targeted groups to improve willingness to write and “have a go”. Time given for staff to prepare resources/word banks.	Improved staff confidence and freed up staff to work with other children and encourage independence. Targeted groups to improve willingness to write and “have a go	Positive impact – perhaps more time needs to be given for pre-teaching or preparing resources before the writing part of a series of lessons

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

Total Cost: £ 3950

Activity	Estimated Impact	Moving forwards...
<p>TAs and teachers delivered additional focused interventions including SALT, Clicker 7 and Little Wandle catch-ups to selected children over the course of the day.</p>	<p>Targeted interventions improved independence and confidence. Working in smaller groups helped some children to take risks and “have a go”,</p>	<p>Ensure that interventions are not person-dependent – training to be given to more staff in different areas (LA, Toe by Toe,)</p>
<p>Teaching assistant trained in interventions deployed in each class during core subjects to facilitate additional guided groups, providing structured learning opportunities</p>	<p>100% pass rate in phonics All formal assessment above LA and national averages</p>	<p>Whilst the cost is high this significantly improves the provision available to the children. This must continue into the next academic year.</p>

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

Total Cost: £2210

Activity	Estimated impact	Lessons learned
Uniform and equipment provided for families requiring support.	Essential re self-esteem and belonging	Successful and needs to continue especially re new rules on uniform.
Uptake of enrichment opportunities in order to access the full curriculum and further life experiences by providing subsidies for trips and residential along with music lessons and instruments, membership of sports clubs etc. Transport funded to access these where appropriate.	Fantastic impact – children are able to access opportunities and life experiences that have a positive impact on all-round achievement through developing confidence and self-esteem. Children are able to discover a skill or talent and have it developed in the same way as other children. School provides skilled extra-curricular teachers in music and sport to support this	This provision meant that all children had equity of opportunity and access to a broad and balanced curriculum. Parents are extremely supportive of this and talk about it as the “little extras” that they aren’t in a financial position to otherwise give their child. Improves parents’ feelings of self-belief and self-esteem and encourages them to feel part of school life thereby improving their children’s outcomes. Will continue to be funded next year.
Member of staff trained and deployed to run nurture groups and lego-therapy.	Very positive response from children and parents	More children could be identified to join this group... those who we suspect to be masking at school but whose parents report that they struggle at home

Total Cost: £16,660 (slight overspend)

Externally provided programmes

None purchased in the previous academic year. Subscriptions continued to Purple Mash, Times-Table Rock Stars and we continued to use and purchase more resources from Little Wandle (DfE approved)

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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

We have recognised that one of the best ways of ensuring the best possible outcomes for pupils is to involve parents in school life as fully as possible. With this in mind, we are particularly targeting those who we feel would benefit from a closer relationship with school, whilst recognizing that their involvement would also greatly benefit us – a reciprocal arrangement. We have embarked on a plan of getting parents to come into lessons, observe, volunteer their time and are using their skills to improve links with the school.