

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	Elloughton Primary School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	7.5% (26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	Autumn Term 2022
Statement authorised by	Headteacher
Pupil premium lead	Hannah Stillings
Governor / Trustee lead	Janet Hutson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27, 760
Recovery premium funding allocation this academic year	£2320
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	£27, 760

Part A: Pupil premium strategy plan

Statement of intent

At Elloughton Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all areas of the curriculum. Our pupil premium strategy is focussed to support our disadvantaged pupils, both in terms of supporting their educational goals as well as their mental health and wellbeing.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning, and we have made sure that all staff have received training to identify these barriers. There is no “one size fits all” as these barriers to learning are varied, and our aim is that our response will benefit all pupils at our school and not just our disadvantaged. Common barriers to learning may include less support at home, weak phonics and early reading fluency, lack of confidence or low self-esteem, social and emotional difficulties.

We also have many pupils who are achieving well however we are aware that with extra support they could be achieving more. High- quality teaching is at the core of our offer, and we ensure that by providing high quality CPD and coaching to all teaching staff that this is delivered across the school. Research tells us that this has the greatest impact on closing the disadvantage gap and benefits all pupils, not just the disadvantaged pupils.

We ensure that all teaching staff and subject leaders are involved in the collection and analysis of data, so that needs are identified early, and support put in place quickly across the curriculum. Staff are fully aware of who their disadvantaged pupils are, and take time to develop strong relationships with parents and families. This assists us to act early to intervene at the point that needs are identified. Termly meetings take place to support pupil support plans.

Our Pupil premium strategy also includes the wider school plans for educational recovery, both through targeted support for pupils whose education has been worse affected, and extra provision for tutoring planned and delivered by our own teaching staff in before and after school sessions. An offer has been made for disadvantaged pupils who require it, but includes provision for non disadvantaged pupils too. Our approach will be responsive to common challenges and individual needs, rooted in

robust diagnostic assessment, not assumptions about the impact of disadvantage. 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

Challenges

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

Challenge number	Detail of challenge
1	Consistency in provision of high-quality teaching
2	Social & emotional issues limit curriculum access
3	Lack of enrichment opportunities
4	Limited parental engagement

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
Raise the profile and awareness of individual pupils' barriers and develop effective teaching strategies to support these pupils. Provide CPD through coaching models to improve the	Staff have high expectations for all pupils. Disadvantage is not used as a proxy for low attainment. Attainment of D/Ad pupils will increase by 10%. Year 1 and 2 phonics screening checks and

<p>planning and delivery of high quality lessons, focusing on small stepped approaches to ensure key skills, knowledge and concepts are built upon.</p>	<p>end of Key Stage reading outcomes indicate that disadvantaged pupils' outcomes in reading are in line with all pupils from their individual starting points; KS2 Literacy outcomes in 2024/25 show the gap is diminishing between disadvantaged and non - disadvantaged pupils.</p>
<p>Achieve and sustain improved well being for all our pupils, particularly our disadvantaged pupils. Allow our children to develop greater emotional resilience both socially and through their learning behaviours.</p>	<p>Sustained high levels of pupil emotional wellbeing from 2024/5 will be demonstrated by quantitative data from pupil voice, pupil and parental surveys and teacher observations.</p> <p>Pupils will actively engage in ELSA sessions and Power Programme (if appropriate) and pupil scaling will show raised self esteem/image.</p>
<p>Improve the engagement in enrichment opportunities, particularly among disadvantaged pupils.</p>	<p>There will be an increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Achieve and sustain improved parental engagement.</p>	<p>Strengthened partnerships with parents will be demonstrated by:</p> <ul style="list-style-type: none"> ● 100% attendance at parent consultation evenings. ● Increased engagement in school curriculum workshops ● Parents/carers regularly support pupils with home learning tasks such as reading regularly and other home learning tasks.

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: £8,024 & £3,000 & £7, 380 = £18, 404

Leadership and Management time - 1 day per wk

CPD costs - Improving writing

Interventions & additional learning support for pupils linked to EHCP's and Individual support plans

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership capacity increased to allow for the development of teaching and learning across the school.	Leadership capacity will ensure dedicated time can be allocated to improve teaching and learning and development of the curriculum.	1
Adoption of a coaching model to implement a formative model to improve classroom practice.	EEF Pupil Premium spending identifies teaching as the most important factor to improve outcomes for disadvantaged children. LA Aspire Meta - study highlights the importance of holding high expectations for all children. Provisional aspirational targets can help.	
The continued implementation of the Reading and Writing curriculum processes with the focus on language acquisition and development and modelling reading and writing strategies to improve literacy outcomes.	EEF research outlines the importance of improving Literacy by improving pupils' language capabilities, developing fluent reading capabilities, teaching reading and writing strategies through modelled and supported practice.	

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

Budgeted cost: £6, 286 & £1, 467 = £ 7, 753 (2 days per wk ELSA + lunchtime interventions/support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of a full time Pastoral Lead in school to work with identified pupils and their families.</p> <p>Identify pupils and families who need ELSA/ Family Links provision, assess needs and plan programmes of work.</p>	<p>EEF research recommends planning and monitoring SEL support to improve Social and Emotional learning.</p> <p>The American child psychologist, Dr Stephen J Bavolek who developed the Nurturing Programme based on his research into family interactions identified four parental behaviour patterns. Self awareness, appropriate expectations, empathy and positive discipline are building blocks for emotionally healthy relationships.</p>	<p>2</p>
<p>ELSA programmes to be delivered to those identified children with priority to disadvantaged children.</p>	<p>EEF research into social and emotional learning establishes the importance of reinforcing behaviours into whole school initiatives which will be one main aim of the ELSA role.</p>	
<p>Jigsaw programme to be implemented and monitored across the whole school to support the teaching of PSHE and further improve the quality of the Social and Emotional Learning in conjunction with Restorative Practice approaches. Ongoing CPD to support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes in school and later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>The EEF evidence also recommends integrating and modelling SEL skills through everyday teaching and reinforcing through the whole school ethos.</p>	

professional development.		
---------------------------	--	--

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assist with funding wider curriculum opportunities and enriching curriculum opportunities.</p> <p>Specialist teachers deliver Sports and Music tuition.</p> <p>After school activities and sporting events to provide Disadvantaged pupils with additional opportunities.</p>	<p>Cost is a common barrier to accessing out of school activities, such as music tuition.</p> <p>Research states that children should have access to a wide range of activities within and beyond the curriculum to enhance their cultural capital.</p> <p>EEF teaching and learning toolkit - Arts participation / Physical activity</p>	3

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

Budgeted cost: £1, 650

Training staff costs for Family Links 4 days & planning and delivery of programme
Pastoral Support Assistant & Member of the Senior Leadership Team

B&AP funded CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Whole staff training on improving parental engagement including considering how to tailor school communications to encourage positive dialogue about learning. This includes the promotion of our SEND provision, so that parents feel more informed and able to support their child's learning. Identify areas where parents need more guidance.</p> <p>Dedicate Pastoral time to working with specific families each week. As well as delivering the Family links pilot Early Years project as part of the LA Parenting Strategy improving outcomes for Dis/advantaged families.</p> <p>Curriculum leaders to plan and deliver engaging parent workshops with opportunities for parents to learn with their child.</p>	<p>Parental engagement has a positive impact on average of 4 month's additional progress. It is crucial to consider how to engage all parents and avoid gaps widening.</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their child/ children's academic achievement.</p> <p>EEF evidence - Teaching and learning toolkit - parental engagement</p>	<p>4</p>
---	--	----------

Total budgeted cost: £ £28, 307

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.

Pupil premium priorities and outcomes for 2020- 21

- **Support pupils' emotional well - being.**
- **Support pupils returning to face to face education.**
- **Increase our capacity to manage pupils' emotional well being and support pupils/ families during the pandemic.**

Full time pastoral support assistant started in September 2020. PPG funding spent on ELSA CPD has helped to support pupils' emotional development and ensure that they develop key learning behaviours (resilience) and the ability to become independent. PPG ensured that the vast majority of pupils' emotional needs were met returning to school following the pandemic.

- **Improvement in reading to be in line with non D/Ad pupils**

Improvement seen in reading , however not as significant as targeted for non D/Ad pupil outcomes due to the pandemic and weaker reading fluency. PPG spent on teacher CPD to improve developing whole class reading across the school. CPD also spent on 1 to 1 phonics intervention and Lexia. D/ Ad improvement within the schools wider outcomes now needed.

- **Improvement in maths outcomes of D/Ad pupils to be more in line with non D/ad pupils in school.**

Introduction of mastery maths and TRGs to support staff CPD. PPG spent on developing staff's knowledge of mastery maths and planning lessons to address pupils' gaps in prior attainment.

- **Improvement in writing of D/ad pupils to be in line with non D/ad pupils**

Vocabulary acquisition and knowledge remains an area for improvement

Pupil sentence structure is poor due to their lack of understanding of word classes and reduced opportunities for modelled writing sequences due to blended learning. D/Ad improvement within the school's wider outcomes now needed.

- **Improve the quality of provision to meet the needs of dyslexic learners.**

Strategies embedded to improve first class teaching approaches to ensure they are dyslexic friendly. Growing independence of learners as they are able to access the curriculum through use of scaffolded and visual resources, along with the use of assisted technology in lessons.

Externally provided programmes

Programme	Provider
Clicker and Jigsaw (PHSE)	Crick Education and Jigsaw PSHE Ltd
Lexia and NELI	Lexia education and Nuffield Foundation Education Ltd
Doddlemaths lift off	Doddlemaths

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Pupils received pastoral and emotional support</p> <p>Catch up reading and phonics intervention</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pupils have been supported through the pandemic and through difficulties within their own home lives. Some pupils have become disengaged in remote education and needed to reconnect with their learning and strengthen their powers of resilience.</p> <p>100% achieved ARE in reading which is above non D/Ad pupils</p> <p>75% achieved ARE+ in writing and maths</p>