

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	344
Proportion (%) of pupil premium eligible pupils	7.5% (27)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	Headteacher
Pupil premium lead	Hannah Stillings
Governor / Trustee lead	Amanda Hall - Miel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,950.00
Recovery premium funding allocation this academic year	£2,900
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	£41,950.00

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 to achieve as well as their non-disadvantaged peers 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 planning and delivery of high quality lessons, focusing on small stepped	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 end of Key Stage reading outcomes indicate that disadvantaged pupils'

approaches to ensure key skills, knowledge and concepts are built upon.	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.
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.	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. Pupils will actively engage in ELSA sessions and Power Programme (if appropriate) and pupil scaling will show raised self esteem/image.
Improve the engagement in enrichment opportunities, particularly among disadvantaged pupils.	There will be an increase in participation in enrichment activities, particularly among disadvantaged pupils.
Achieve and sustain improved parental engagement.	Strengthened partnerships with parents will be demonstrated by: <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: £14,227 & £3,000, £4,425, £2,500 = £24,152

Leadership and Management time - 1 day per wk

CPD costs - Improving writing (mighty writer) and grammar (Grammarsaurus)

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

Speech and language therapy and CPD focusing on early identification and early language intervention with external professional services.

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: £8,365 & £6,283.60 = £ 14, 648 (2 days per wk ELSA + lunchtime interventions/support through Opal play initiative)

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>	2
<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</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</p>	

approaches. Ongoing CPD to support professional development.	modelling SEL skills through everyday teaching and reinforcing through the whole school ethos.
--	--

Budgeted cost: £1,500

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

Family Links 1 to 1 parenting sessions/ Talking Teens 3 days & planning and delivery of programme Pastoral Support Assistant & Member of the Senior Leadership Team

Pastoral Support Assistant parent drop in sessions - in person/ virtual

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: £ £41,950

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be treated with caution). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Due to the low numbers of disadvantaged pupils statistically comparisons are not significant.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 is varied. Our internal assessment data identifies and indicates that intervention is effective in continuing to support our pupils progressing from their individual starting points.

Strong identification of additional needs is now supporting pupils to access effective academic, social, emotional and speech and language intervention. Support is tailored accordingly to meet their needs and documented on pupils' individual support plans. The school has 29% of disadvantaged pupils with an EHCP and 38% identified as requiring SEN Support.

Specific strategies have been identified to support individual pupils.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and new approaches have been implemented to boost outcomes for disadvantaged pupils focusing on speech and language skills, early phonics and reading, writing and mathematical fluency. . These were areas significantly found to be impacted by school closures during the pandemic.

Absence among disadvantaged pupils was higher than our expected standard in 2021/22 and persistent absence was 3.5 % higher than non - disadvantaged pupils. We recognise this gap is too large. The focus on attendance in 2022 - 23 with the involvement of Education Welfare has led to a reduction in persistent absence for the majority of pupils.

Our observations highlighted that following the pandemic a huge emphasis has been required to focus on pupils' social interaction, emotional resilience and personal development. Across the school learning behaviours have continued to be promoted and expectations reinforced. As a result, behaviour remained good. An increasing number of pupils continue to require

wellbeing and mental health support to manage their anxieties and develop emotional resilience. This remains significantly higher than prior to the pandemic.

We have continued to promote the development of independent skills - through residential visits being established for years 3, 4, 5 and 6.

We have reviewed our strategy plan and made some necessary changes to how we intend to use some of our budget this academic year to continue to narrow the gap amongst our disadvantaged pupils.

Externally provided programmes

Programme	Provider
Jigsaw (PHSE)	Jigsaw PSHE Ltd
Lexia	Lexia education
NELI	Nuffield Foundation Education Ltd
Doddle maths	Doodlemaths
Maths Intervention	White Rose Maths Hub
Chatta app	Chatta learning
Mighty Writer	Mighty Writer Ltd
Busy things	Busy things.co.uk
Spelling Shed	Education Shed Ltd
Fluency Bee	White Rose Maths Hub
TT Rock Stars	Maths Circle Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils received pastoral and emotional support Catch up reading and phonics intervention
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have been supported through the pandemic and through difficulties within their own home lives. Some pupils have become disengaged in

	<p>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 (2021)</p> <p>No KS2 data for 2022 & 23 (due to cohorts)</p>
--	--