

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	Elton Primary School
Number of pupils in school	173 (196 including nursery)
Proportion (%) of pupil premium eligible pupils	38 children 22% (19% including nursery)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it was reviewed	September 2022
Date on which it will next be reviewed	September 2023
Statement authorised by	Kevin Manning
Pupil premium lead	Kevin Manning
Governor / Trustee lead	Rev. John Hellewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 52,550
Recovery premium funding allocation this academic year	£6,235+ £6,277.50 grant
Recovery premium funding carried forward from previous years	N/A
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	£65,062.50

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy aims to meet the needs of all our disadvantaged children – not just those who are eligible on the pupil premium criteria. This can include children who have developed large gaps through high mobility or through issues around accessing remote education during the lockdowns. Our intention is to allow the best possible academic progress for the children through effective class support, interventions, pastoral guidance and attendance support.

We aim to support the children within lessons by having staff on hand to give the children feedback about their work at the point of learning. These staff members also model examples to the children at the point of learning.

The school has adopted a mastery approach within both its maths and English curriculum – aiming to ensure the vast majority of children are being supported to learn and apply the objectives for their year group. All staff receive training within mastery through staff meetings, INSETs and from outside trainers such as from the local Maths Hub.

Outside of lessons, we try to help children bridge any gaps in their learning through small group support. These sessions are often led by our staff as they deliver programmes such as Read Write Inc (RWI) phonics groups, Nuffield Early Language Intervention (NELI) and Pathways to Progress. The school has also worked with an outside tuition company starting from March 2021 as part of the National Tuition Programme. Tutors from “Teaching Personnel” have worked with many children from Yr1 to Year6 in small groups of 2 to 3 children in both English and maths.

The school also aims to support the children with their mental health and emotional issues. We employ a learning mentor who is trained in many programmes and works with our children both on regular timetabled interventions and on ad-hoc check-ins as and when needed. We also work with a local charity Passion for Learning (PFL) to offer 1-1 adult support for our children from 3 of their team. Our engagement with PFL also allows some of our children to engage in trips and extra-curricular activities that they may not otherwise have opportunities to do.

Challenges

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

Challenge number	Detail of challenge
1	The percentage of our pupil premium children who attain age related expectations (ARE) in reading, writing and maths is lower than their school peers in many classes and lower than their national peers at the end of KS2 in all areas too.
2	The progress that some of our pupil premium children make in core subjects is too slow to close the gaps with their peers and compared to expected good progress levels.
3	Social and emotional issues of a number of our pupil premium children have a detrimental effect on their progress and on rare occasions on that of their peers
4	Attendance rates for some of our pupil premium children are lower than their peers and too many are still persistently absent.
5	Mobility issues and travelling by some of our pupil premium children make sustained progress difficult to maintain.

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
In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school	By summer 2024 the progress (using school's assessment tracking) of all pupils who are eligible for pupil premium will be in line or better than their non-pupil premium peers within school for all curriculum areas. National progress measure in 2024 will show within the KS2 results analysis that no major progress gaps exist between the pupil premium cohort and their peers (NB – it is not clear what the progress analysis will look like nationally as the cohort didn't sit KS1 SATS.)
More pupil premium children will achieve ARE in reading, writing and maths across all year groups.	As evidenced on Target Tracker, the difference will be diminished in the levels of pupil premium children reaching age expected standards (ARE) compared to their peers across school. By summer 2024 the Yr2 and Yr6 pupil premium children will match national levels of attainment for reading and maths during their SATS tests.
The attendance rates of our pupil premium children will improve across the year (excluding those absences due to travelling).	To diminish the difference between disadvantaged pupils and their peers in attendance: improved attendance and punctuality of disadvantaged children. The number of children persistently absent will have dropped from 26% of the pupil premium children in 2020/21 to below 10% by 2023/24.

<p>Behavioural issues of those children with specific social and emotional needs will be addressed.</p>	<p>By summer 2024 pupil voice will show that all children agree that behaviour is well managed in all classes and that all children feel they have adults they can talk to when feeling anxious or upset. Parental views will echo this.</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: mastery / effective feedback during lessons

Budgeted cost: £ 10,884 + £11,597 + £3,157 = £25,638

Activity	Evidence that supports this approach	Challenge number(s) addressed		
<p>All teachers will continue to attend year specific 'Mastery Planning' training to ensure correct progression of skills across a unit of work for writing. Throughout the year they will work alongside an external SLE to moderate children's writing and to identify areas for development.</p>	<p>The EEF states:</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress.</p>	<p>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school.</p> <p>More PP children will achieve ARE in reading, writing and maths across all year groups.</p>		
<p>The school will participate in two Maths Hub mastery programmes with training delivered via the Hub.</p>			<p>HLTAs and TAs will support class groups during literacy and numeracy sessions given immediate – at the point of learning – support and feedback. Teachers, HLTAs and TAs prioritise their time and support during class in supporting pupil premium children. This includes ensuring that they have verbal assessment feedback during lessons to guide them at the point of learning; and ensuring that they have frequent small group modelled support in lessons.</p>	<p>The EEF states:</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement...when TAs support individual pupils or small groups, which on average show moderate positive benefits.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Feedback can be effective during, immediately and after learning.</p>
<p>HLTAs and TAs will support class groups during literacy and numeracy sessions given immediate – at the point of learning – support and feedback. Teachers, HLTAs and TAs prioritise their time and support during class in supporting pupil premium children. This includes ensuring that they have verbal assessment feedback during lessons to guide them at the point of learning; and ensuring that they have frequent small group modelled support in lessons.</p>	<p>The EEF states:</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement...when TAs support individual pupils or small groups, which on average show moderate positive benefits.</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Feedback can be effective during, immediately and after learning.</p>			
<p>HLTAs and TAs will support small groups during guided reading and guided Comprehension sessions.</p>				

Pupil Premium Lead will attend cluster group of Pupil Premium Leads to share/discuss updates and successes.		All challenges will be addressed at different stages.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,597 + £4,353 + £3,157 + £6,235 (tutors) + £6,277 (tutors) = £31,620
 – Tutors cost £342 per 15hrs 1:3 using NTP and £855 for school-led (641 from grant + 214 own)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of more subsidised tuition support for children in maths and English restarting in October 2022. The school will work with the same partners as last year: "Teaching Personnel" as part of the national tuition programme. Identified children will work in groups of 2:1 or 3:1.</p>	<p>The EEF states that small group support can add 4 months of progress.</p> <p>"Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness."</p>	<p>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school.</p> <p>More PP children will achieve ARE in reading, writing and maths across all year groups</p>
<p>A variety of intervention lessons and booster sessions outside of the English and maths lessons are carried out by TAs and HLTAs during the year including NELI, Wellcom, RWI, Pathways to Progress and those based on the action plans created by teachers.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	

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

Budgeted cost: £24,928 + £1,500 + £2,800 = £29,228

Activity	Evidence that supports this approach	Challenge addressed
<p>The school will continue to employ a learning mentor to help address the emotional needs and mental health requirements for a small group of identified children. The mentor has been trained in a wide range of interventions – some targeted specifically for expected issues following the post-closure return.</p>	<p>On average, SEL (social emotional learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.</p>	<p>Behavioural and mental well-being issues of those children with specific social and emotional needs will be addressed.</p>
<p>The school will work with the charity Passion For Learning – who can more than match fund our contributions for support sessions. These will be “club” sessions that will address health, sport, art and friendship areas. Three of their staff will also work with children for 1hr per week on a 1-1 basis to support the children.</p>		<p>The attendance rates of our PP children will improve across the year (excluding those absences due to travelling).</p>
<p>The school will continue to operate the longer office hours to ensure the office is open and manned from 8am – 4:30pm every day to help deal with attendance issues.</p> <p>Our learning mentor will work with families to overcome barriers in mornings – ensuring children with known issues regarding entering school in the morning are supported. This will help ensure they are in time for guided reading sessions to start.</p>		<p>The attendance rates of our PP children will improve across the year (excluding those absences due to travelling).</p>

Total budgeted cost: £86,487

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 2021 to 2022 academic year. Charts showing individual attainment and progress for PP and the tuition spend are kept with the headteacher.

- In reading – 33/41 (80%) children made at least the required good progress. That breaks down to 25/32 children in KS2, 8/8 for KS1 and 0/1 EYFS. 7 of the 8 who didn't make the required progress were persistently absent and the other was 91% showing that attendance was still a major barrier (3 were GRT)
- In writing – 31/41 (76%) children made at least the required good progress. That breaks down to 24/32 children in KS2, 7/8 for KS1 and 0/1 EYFS. Of the 10 who didn't make the required progress 5 children were persistently absent with attendance between 66-89%; another 2 children are on our SEN register.
- In maths – 31/41 (76%) children made at least the required good progress. That breaks down to 25/32 children in KS2, 6/8 for KS1 and 0/1 EYFS. Of the 10 who didn't make the required progress 6 were persistently absent and another 2 children are on our SEN register.

PPI v NON-PPI – attainment – % on track for age expectation

(pp/non)	Reading at-tainment		Reading progress		Writing at-tainment		Writing progress		Maths at-tainment		Maths Progress	
	PP	NOT	PP	NOT	PP	NOT	PP	NOT	PP	NOT	PP	NOT
Y6 (11/12)	36%	92%	6.5	6.0	46%	75%	6.5	6.4	64%	75%	6.0	5.7
Y5(6/12)	67%	67%	6.3	6.2	50%	58%	5.5	5.5	50%	58%	6.4	6.3
Y4 (9/16)	44%	80%	6.3	6.4	11%	63%	6.0	6.0	56%	63%	5.8	5.8
Y3 (7/23)	43%	73%	6.0	6.5	29%	59%	5.0	6.0	43%	83%	6.1	7.1
Y2 (4/17)	50%	82%	6.4	6.9	0%	65%	6.3	5.9	25%	77%	6.0	6.5
Y1 (4/20)	25%	80%	8.5	7.4	25%	85%	8.5	7.0	25%	75%	8.0	7.1

Our ELSA spent a lot of time supporting disadvantaged children including offering therapy sessions. She also set up and led TAFs for seven of our disadvantaged children. She offered therapies such as drawing and talking therapies and bereavement support throughout the year to many of our disadvantaged children. Emails and discussions with parents showed what a good impact these sessions had and they did result in fewer incidents of disruption.

Attendance for PP for academic year (up to July 15th)

	95+	90-94%	<90%
Yr6	1	7	3
Yr5	2	1	3
Yr4	3	2	4
Yr3	2	1	3
Yr2	2	0	2
Yr1	2	0	2
R	0	0	1

Attendance – children 95% or above= 12 (29%); between 90-95% = 11 (27%); were below 90%= 18(44%).

For the whole year September '21 - current

Group	% this week
Whole School	91.23
Whole School - GRT	93.56
Whole School – PP	91.31
GRT	79.57
PP	90.12
PP – GRT	91.84

Further information

The school operates a system of positive discrimination to ensure that disadvantaged children have the opportunities to access all types of trips, experiences, clubs etc.

The school works closely with the charity passion for learning to support our families with additional educational materials during the school closure. The school worked closely with the local foodbank and other local groups to ensure our disadvantaged families were well supported during the pandemic.