

Pupil premium strategy statement 2023-2024 (September 2023)

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	Ellwood Community Primary School
Number of pupils in school	133 (July 2023)
Proportion (%) of pupil premium eligible pupils	21% 28 pupils (not including new EYFS)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year detailed
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	D.Milford
Pupil premium lead	D.Milford
Governor / Trustee lead	Mr A Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,902
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery funding	£4,640

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

£51,542

Part A: Pupil premium strategy plan

Statement of intent

Intent

- *Our intent is to ensure that children who are receipt of Pupil Premium funding have their needs met, attain well and make good progress. We aim to do this by removing any barriers and therefore meeting the children's needs, whether: pastoral, social and/or academic. We strive to do this within a caring and nurturing environment. All staff and Governors accept responsibility and are committed to have high expectations for all individual pupils in school. We strive to ensure that all children reach their full potential regardless of any potential social disadvantage. We endeavour to make sure that each child develops a love for learning, builds resilience, acquire skills, knowledge and aptitudes to fulfil their potential and lead fulfilling lives, including; building healthy relationships, maintaining good mental health and find employment.*

Implementation

- *We have excellent working relationships with the children in school and their families. We have in-depth knowledge about our families, their needs and the barriers which the children may have and we set out to reduce or remove these as much as we can. We do this in a number of ways; targeted intervention, additional support and resources, signposting to other professionals, SEMH intervention and support through Early Help. We ensure that there is quality first teaching in every class and staff are trained to meet the needs of the pupils*

Impact

- *Staff are aware of the Pupil Premium children, their barriers, identify need and plan accordingly. We have good partnerships with parents and help them support their child's learning and SEMH needs. Overall the children feel safe, valued and enjoy school. The children have a love of learning and school life. Specific needs of individuals are supported such as; speech, language, vocabulary, communication needs and SEMH support is in place to ensure that pupils have the best opportunities to succeed. The vast majority of pupils take part in the full life of the school and take part in new experiences, opportunities and challenges. Overall the pupil premium children are well supported in school. Pupil Premium progress and attainment varies yearly, due to smaller cohorts.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. This does not necessarily apply to all of our children in receipt of pupil premium.

Challenge number	Detail of challenge
1	Speech, language, verbal comprehension and vocabulary needs.
2	SEND needs (46% PP have an SEND need).
3	Not always reaching the expected standards and/or Greater depth in reading, writing and maths, particularly at the end of KS 2.
4	The children in receipt of pupil premium may have a lower attendance rate and higher rates of persistent absenteeism.
5	Limited experiences beyond their own immediate environment – home and school and lack of opportunity to access to events, new experiences and different opportunities.
6	SEMH needs – due to their own needs or needs of their immediate family or circumstances.
7	Lack of resilience and a growth mind-set. Some pupils in receipt of pupil premium funding need support to demonstrate good learning behaviours and have a growth mind-set. They may lack self-belief, motivation, determination, resilience, confidence and readiness to learn. They can sometimes struggle to reflect and evaluate their own learning, retain knowledge and recall previous knowledge learnt.
8	Parental engagement – support with reading and homework.

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
<i>1. Improve spoken language, communication and vocabulary</i>	Interventions for speech and language development in place. Improvements from the baseline of the intervention to the end. Speech and language reports show progress. More children reaching GLD (and particularly meeting the expected standard in CLL). Progress demonstrated in NELI. Key questions evident in guided reading, lessons and enquiry based non core subjects. Improved range of vocabulary being used and understood in reading and writing. Vocabulary focus in planning and lessons. Improved reading comprehension, use of new vocabulary and improved spellings.

<p>2. Pupil premium pupils with an SEND need are making steady progress and reaching their My Plan targets. Children make good progress and improved attainment.</p>	<p>My Plans in place and staff, pupils and parents aware of the targets and how they can support at home.</p> <p>The vast majority of the pupils targets being met at each review.</p> <p>Evidence of the targets being applied in classwork.</p> <p>Structured conversations with parents help to engage the parents with their child's learning, keep them informed of progress and what they can do to support their child at home.</p> <p>Interventions in place for all Pupil Premium to help close any gaps or extend the children to ensure they are reaching their full potential.</p> <p>1 to 1 tuition for children who need it and this demonstrate progress.</p> <p>More children reaching the expected standard in reading, writing and maths (overall 6575%). PP attainment depends on individual cohorts.</p> <p>More pupil premium children meeting the expected standard for their year group.</p> <p>Increase in reading and spelling ages.</p>
<p>3. More Pupil Premium children reaching the expected and higher standards. Children to pass the phonics screening test. Good progress from KS 1 to KS 2 and improved standards at the end of KS 2. Continue to develop staff expertise, knowledge and skills.</p>	<p>Challenge for all pupils evident in lessons and books.</p> <p>Analysis of gaps and areas to develop addressed.</p> <p>Booster sessions in place.</p> <p>Small group work and targeted support.</p> <p>More pupils reaching GDS at the end of the KS.</p> <p>Children to receive intervention.</p> <p>Good progress made form starting point</p> <p>All children to pass the phonics screening check (80% or higher depending on cohort).</p> <p>Children apply their phonics skills and knowledge in their in reading and writing.</p> <p>Reading progress at the end of KS 2 to improve and be in line or above national.</p> <p>High quality staff and discrete year groups teaching for core subjects. More opportunities for feedback, small group work, targeted support, vocabulary, speaking and listening and questioning.</p> <p>CPD for staff to ensure quality first teaching in every class.</p> <p>Teaching assistants supporting learning and helping to close any gaps in pupils learning.</p>

<p>4. The children in receipt of pupil premium may have a lower attendance rate and higher rates of persistent absenteeism.</p>	<p>Increased attendance rates and reduction in persistent absence. Regular communication with parents. Reminders of the importance of attendance. Support in place to help reduce any barriers to attendance. Signposting pupils and parents to external support.</p>
<p>5. Children take part in a range of opportunities and events throughout the school.</p>	<p>Participation in clubs increase. Wide range of clubs on offer. Visits and Visitors attending school regularly. New experiences for all children. Children enjoy school and the activities on offer. Enhanced curriculum. Curriculum planned to plan opportunities to learn about their local area – heritage and the wider the world. Children can talk about what they have experienced.</p>
<p>6. Children to feel happy and SEMH needs are supported well. They enjoy school. Families are supported to seek help if required.</p>	<p>Children know who they can talk to if they need support. Children feel happy. Children demonstrating more resilience. Signposting to external support in place. ELSA having a positive impact. Questionnaires show progress and positive results. Families are supported leading to better outcomes and wellbeing for the children. Attendance for PP increases. Mental Health award</p>

<p>7. Children are demonstrating a growth mind set and resilience.</p>	<p>Behaviours for learning are good. Children can talk about a growth mind-set/metacognition and how this can help them. Children enjoy a challenge. Children can demonstrate and discuss strategies to use. Children develop independence and persevere. Children have aspirations and can talk about experiences and visitors. Mental Health award</p>
<p>8. Parents engaging and taking an active role in their child's education.</p>	<p>Shared conversations in place for staff to discuss children's progress and how they can support at home. Increased parental engagement – more parents attending events/meetings. More homework/reading completed. Workshops – phonics/reading. Parents in school weeks. Parent's evenings well attended. If parents are unable to some, a telephone appointment can be made.</p>

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: £30,000

Activity	Evidence that supports this approach (EEF - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit)	Challenge number(s) addressed
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<i>Discrete year group teaching</i>	Strong focus on quality first - teachertoolkit.co.uk More 1 to 1 feedback opportunities for children - EEF – The impact of Feedback on student attainment Guidance Report – Teacher Feedback to Improve Pupil Learning More focussed high quality teacher support and guidance	3
<i>TAs for targeted support</i>	EEF - Small group tuition EEF Guidance Report – Making Bet Use of Teaching Assistants	1/2/3/4/6
<i>Neli</i>	https://www.gov.uk/government/publications/neli-nuffield-early-language-interventionprogramme	1
<i>CPD maths</i>	The National College – Importance of CPD EEF Evidence Reviews – Early Years and Key Stage 1 Mathematics Teaching Improving Mathematics in Key Stage 2 and 3 EEF Teaching and Learning Toolkit	3
<i>CPD phonics</i>	The National College – Importance of CPD EEF Guidance Reports Effective Professional Development EEF Guidance Report – Improving Literacy in Key Stage 1 EEF Teaching and Learning Toolkit	1/3
<i>CPD Elsa</i>	The National College – Importance of CPD ELSA impact study https://www.elsanetwork.org/elsa-network/evaluation-reports/ EEF Guidance Reports – Improving Social and Emotional Learning in Primary Schools	6/7

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach – supporting documents and research	Challenge number(s) addressed
<i>Morning teachers</i>	Smaller groups	3

	Feedback	
<i>Targeted Language intervention</i>	EEF – early language interventions Early years toolkit communication and language DfE Neli programme EEF - Improving literacy – communication, language and literacy NFER - Early Years • Focus on oral language and deep learning in cognition. NFER - Support both high-attaining and low-attaining disadvantaged students	1
<i>Targeted phonics intervention</i>	EEF – phonics intervention NFER - Support both high-attaining and low-attaining disadvantaged students	1/2/3
<i>Targeted intervention – Maths and Reading</i>	EEF - Small group tuition NFER - Support both high-attaining and low-attaining disadvantaged students	1/2/3
<i>Fizzy intervention Fine and Gross motor control (support writing)</i>	https://www.nhs.uk/healthcare-professionals/paediatric-occupationaltherapy/fizzy-programme/ https://www.nhs.uk/healthcare-professionals/paediatric-occupationaltherapy/fizzy-programme/ NFER - physical development	2
Resources	Linked to Reading, writing, maths and SEMH EEF Teaching and Learning Toolkit	1/2/3/4/5
<i>Yr 2/6 Booster</i>	EEF - Small group tuition	1/2/3
<i>Trips/visitors/visits/new experiences/clubs</i>	Nuffield https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01FED0C672C21C6.pdf NFER = extra-curricular opportunities NFER - Help disadvantaged young people to build their experience, aspirations	5
<i>Parental engagement t/shared conversations</i>	NFER - Keep parents informed about how their child is developing (and how parents can help) EEF Guidance Report – Working with Parents to Support Children’s Learning	8

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

Budgeted cost: £ £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>FSW/SEMH TA</i>	ACES information and impact. Research from the Institute of health equity. Document - The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education settings EEF Guidance Reports – Improving Social and Emotional Learning in Primary Schools	4/6/7
<i>Elsa training and delivery</i>	ELSA impact study https://www.elsanetwork.org/elsa-network/evaluation-reports/ EEF Guidance Reports – Improving Social and Emotional Learning in Primary Schools	4/6/7
<i>Mental health award</i>	Mental health lead training. EEF – social and emotional learning. EEF Guidance Reports – Improving Social and Emotional Learning in Primary Schools	6/7
<i>Parental engagement / shared conversations</i>	EEF – working with parents to support children’s learning Linked to improved attendance. EEF Guidance Report – Working with Parents to Support Children’s Learning	8
<i>Resilience/Mindset</i>	EEF – growth mind-set NFER - Identify early signs of disengagement., Provide careers guidance/vocations/professions. EEF Metacognition and Self-Regulated Learning	4/6
<i>Support attendance</i>	NFER - Use effective attendance and behaviour strategies EEF Evidence Review – Attendance Interventions DfE Working Together to improve school attendance	2/3/4/8

Total budgeted cost: £ 51,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see more detailed Pupil Premium Review available on the school website in the 2023-2024 review. The number of PP children in each cohorts varies each year.

2023 Data – All pupils

KS 2

Subject						
Writing		Reading		Maths		SPAG
ARE	GD	ARE	GD	ARE	GD	ARE
74%	0%	79%	37%	84%	32%	89%
Combined - 63%						

KS 1

Writing		Reading		Maths	
ARE	GD	ARE	GD	ARE	GD
78%	6%	78%	22%	84%	28%

Phonics screening

Year 1 - 81% passed the screening check

Year 2 - resists – 2/3 children passed. 94% pass rate by the end of KS 1.

EYFS

60% Good Level of Development

MTC

	Below raw score of 22	Raw score of 22 or above	Mean average score (School)	Mean average score (National 2022)
Whole Class	21%	79%	21.7	19.8
Boys	17%	83%	22.6	20
Girls	23%	77%	21.4	19.6
SEND	38%	63%	19.8	15.5
PP	44%	56%	19.4	17.9

Pupil Premium provision and impact - 2019, 2022 and 2023 (No

national data available for 20 or 21)

Where are we now?			
EYFS GDS	<u>Pupil Premium GLD</u>		<u>Non Pupil Premium</u>
			<u>Overall</u>
	2019	100%	
2022	30%	83.3%	68%

2023	50% (2 pupils, 1 with SEND need)	83%	60%
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2019 Yr. 1 Phonics Screening - reaching the standard	<u>Pupil Premium</u>	<u>Non Pupil Premium</u>	<u>Overall</u>
	100%	65%	73%
2022 Yr. 1 Phonics Screening - reaching the standard	100%	83.3%	84%
2023 Yr. 1 Phonics Screening - reaching the standard	50% (6 pupils, 3 with SEND need)	93%	81%

KS 1 - SATS

2019 Expected standard	Pupil Premium Pupils who reached expected standard (2 pupils in receipt of PP)	Non Pupil Premium Pupils who reached expected (18 pupils)	Overall
Reading	100%	89%	90%
Writing	50%	83%	80%
Maths	50%	89%	80%
2022 Expected standard	Pupil Premium Pupils who reached expected standard (5 pupils - 1 SEND)	Non Pupil Premium Pupils who reached expected (16 pupils)	Overall
Reading	80%	56%	62%

Writing	80%	50%	57%
Maths	80 % (GDS 20%)	81%	71%
2023 Expected standard	Pupil Premium Pupils who reached expected standard (1 pupil)	Non Pupil Premium Pupils who reached expected (17 pupils)	Overall
Reading	100%	76%	78%
Writing	100%	70%	74%
Maths	100%	82%	84%

KS 1 - SATS

2019 Exceeding	Pupil Premium Pupils who reached exceeding standard (2 pupils)	Non Pupil Premium Pupils who reached exceeding (18 pupils)	Overall
Reading	0%	33%	30%
Writing	0%	17%	15%
Maths	0%	28%	25%
2022 Exceeding	Pupil Premium Pupils who reached exceeding standard (5 pupils)	Non Pupil Premium Pupils who reached exceeding (16 pupils)	Overall
Reading	0	25%	19%
Writing	0	6.25%	5%
Maths	20%	18.75%	19%
2023 Exceeding	Pupil Premium Pupils who reached exceeding standard (1 pupil)	Non Pupil Premium Pupils who reached exceeding (17 pupils)	Overall
Reading	0%	22%	22%
Writing	0%	6%	6%
Maths	0%	28%	28%

KS 2 - SATS

No national data available for 20/21

2019	Pupil Premium Pupils who reached expected Standard (5 pupil)	Non Pupil Premium Pupils who reached expected (10 pupils)	Overall
Reading	80%	90%	87%
Writing	60%	90%	80%
Maths	40%	100%	80%
SPAG	80%	80%	80%
Combined	40%	90%	73%
2022	Pupil Premium Pupils who reached expected Standard (5 - 3 send pupils)	Non Pupil Premium Pupils who reached expected (15 pupils)	Overall
Reading	20%	66%	55%
Writing	20%	73%	60%
Maths	20%	79%	65%
SPAG	40%	80%	70%
Combined	0%	59%	45%
2023	Pupil Premium Pupils who reached expected Standard (3 pupils)	Non Pupil Premium Pupils who reached expected (16 pupils)	Overall
Reading	66.7%	87.5%	79%
Writing	66.7%	75%	74%
Maths	66.7%	87.5%	84%
SPAG	100%	87.5%	89%
Combined	33%	88%	74%

2019 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (5 pupil)	Non Pupil Premium Pupils who exceeding expected (15 pupils)	Overall
Reading	40%	10%	20%
Writing	20%	20%	20%
Maths	0%	30%	20%
SPAG	40%	40%	40%
Combined	0%	0%	0%

2022 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (5 pupil)	Non Pupil Premium Pupils who exceeding expected (15 pupils)	Overall
Reading	0%	26%	20%
Writing	0%	20%	15%
Maths	0%	26%	20%
SPAG	0%	20%	15%
Combined	0%	13%	10%
2023 Exceeding the standard	Pupil Premium Pupils who reached exceeding Standard (3 pupils)	Non Pupil Premium Pupils who exceeding expected (16 pupils)	Overall
Reading	0%	43.75%	37.75%
Writing	0%	0%	0%
Maths	0%	37.5%	32%
SPAG	0%	18.75%	16%
Combined	0%	0%	0%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
In school led tutoring	School staff

