

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	Ellwood Community Primary School
Number of pupils in school	140
Proportion (%) of pupil premium eligible pupils	15% (Sept 2021)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year detailed
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	D.Milford
Pupil premium lead	D.Milford/N.Marshall
Governor / Trustee lead	Mrs Ulyatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,100
Recovery premium funding allocation this academic year	£5,220 (approximately)

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 9,823.70
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	£ 52,523.70

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. Pupil Premium attainment varies yearly, due to smaller cohorts.*

Challenges

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

Challenge number	Detail of challenge
1	Speech, language, verbal comprehension and vocabulary needs
2	Maths and English (phonics, reading and maths) needs
3	SEND needs
4	SEMH needs
5	Limited experiences
6	Resilience/mindset
7	Parental engagement – 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 (please note – these are aspirational targets due to COVID school closures which may have had an impact on children's attainment)
<i>Improve spoken language, communication and vocabulary</i>	Increased interventions for speech and language development. Improvements from the baseline of the intervention to the end. Speech and language reports show progress. More children reaching GLD (75-80% on new EYFS curriculum) and particularly meeting the expected standard in CLL. Improved range of vocabulary being used and understood in reading and writing.
Improved number of children reaching the expected standard at the end of KS 1/KS 2.	More children reaching the expected level particularly in combined at the end of KS 2.

	Higher ability pupils reaching GDS at the end of the KS
Children to pass the phonics screening test	<p>Children to receive intervention</p> <p>Good progress made from starting point</p> <p>All children to pass the phonics screening check (80%)</p> <p>Children apply their phonics skills and knowledge in their in reading and writing</p>
SEND pupils making steady progress and reaching their My Plan targets	<p>My Plans in place</p> <p>Interventions in place</p> <p>Children reaching their My Plan targets</p> <p>More children reaching expected standards in reading, writing and maths (60-65% 1-6, 65-75% yr 6)</p>
Children to feel happy and safe.	<p>Children know who they can talk to if they need support</p> <p>Children feel happy</p> <p>Children demonstrating more resilience</p> <p>Signposting to external support in place</p> <p>ELSA up and running</p> <p>Questionnaires show progress and positive results</p>
Children take part in arrange of opportunities	<p>Participation in clubs increase</p> <p>Wide range of clubs on offer</p> <p>Visits</p> <p>Visitors</p> <p>New experiences</p> <p>Children enjoy school and the activities on offer</p> <p>Enhanced curriculum</p>
Children are demonstrating a growth mind set and resilience	<p>Behaviours for learning good</p> <p>Children enjoy a challenge</p> <p>Children can demonstrate and discuss strategies to use</p> <p>Children develop independence and persevere</p>

Improved outcomes for pupils and good relationships with parents	Afa project in place Shared conversations Increased parental engagement More homework/reading complete
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ [28,300 PP] approx.

Activity	Evidence that supports this approach (EEF - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit)	Challenge number(s) addressed
<i>Discrete year group teaching</i>	Strong focus on quality first - teachertoolkit.co.uk More 1 to 1 feedback opportunities for children - EEF – feedback More focussed high quality teacher support and guidance	2
<i>TAs for targeted support</i>	EEF - Small group tuition	1/2/3/4/6
<i>CPD Neli</i>	https://www.gov.uk/government/publications/neli-nuffield-early-language-intervention-programme	1
<i>CPD maths</i>	The National College – Importance of CPD	2
<i>CPD phonics</i>	The National College – Importance of CPD	2
<i>CPD Elsa</i>	The National College – Importance of CPD ELSA impact study https://www.elsanetwork.org/elsa-network/evaluation-reports/	6

<i>Purchase levelled reading books</i>	Oxford Uni Press - https://global.oup.com/education/content/primary/key-issues/independent-reading/?region=uk	2
<i>Phonics reading books</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2

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

Budgeted cost: £ [£5220] approx.

Activity	Evidence that supports this approach – supporting documents and research	Challenge number(s) addressed
<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	1
<i>Targeted phonics intervention</i>	EEF – phonics intervention	2/3
<i>Targeted intervention – Maths and Reading</i>	EEF - Small group tuition	2/3
<i>Fizzy intervention</i>	https://www.nhs.uk/ggc/childrens-healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/ https://www.nhs.uk/ggc/childrens-healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/	2/3
<i>Yr 2/6 Booster</i>	EEF - Small group tuition	1/2/3
<i>Third space - One to one maths tutoring – online</i>	EEF - Small group tuition	2

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

Budgeted cost: £ [11,500] approx

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	3/4/7
<i>Elsa training and delivery</i>	ELSA impact study https://www.elsanetwork.org/elsa-network/evaluation-reports/	3/4/6/7
<i>Afa parental engagement / shared conversations</i>	EEF – working with parents to support children's learning	7
<i>Trips/visitors/visits/new experiences/clubs</i>	Nuffield https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf	5
<i>Resilience/Mindset</i>	EEF – growth mindset	4/6

Total budgeted cost: £ [£52,523.70]

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

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.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2020-2021 Summary Pupil Premium Expenditure and Impact

Action	Cost (approx.)	Impact
Family Support Worker – 5 ½ hours per week	£4,500	<ul style="list-style-type: none"> • Early help support for parents leading to improved behaviours/SEMH/attendance • Intervention for pupils to support their well-being and social interactions • Children have a named person they can go to if they need support Lego therapy to help pupils with SEMH needs • Social skills group to build relationships between pupils • ELSA training started (x 2 TAs) and being implemented • The majority of children feel safe and happy (well-being questionnaire) • FSW made contact with children and families throughout lockdown – keeping relationships and lines of communication open • Safeguarding for pupils continued and meetings attended • Mental health support provided for pupils and signposting for families • Pupil conferencing helped to gain the views of children and this was positive and they knew who they could talk to • Referrals made to relevant agencies • TAF/CP meetings attended which helped to support families and the pupils
Targeted TA support for pupils – reading, phonics, maths and SEMH	£5,300	<ul style="list-style-type: none"> • Increased concentration, participation, progress and attainment of children through addressing individual needs and reducing the difference between non – pupil premium and pupil premium pupils – no national data but overall pupil premium children have continued to make progress and received targeted support • PP children are well supported and are receiving targeted support and additional intervention – see intervention plans • Ensure the Pupil Premium children attain well and make good progress based on their starting points and ensure intervention in place where needed, leading to improved attainment and progress – no national data this year • Talk boost carried out for EYFS and Year 1 – children making good progress – provision still continuing this term • Spelling and reading ages improved/children have made progress whilst being in school Sept- Dec and March – May data • Year 2 phonics- 95% pass rate – very good

Additional release time for SENco	£2,000	<ul style="list-style-type: none"> • My plans in place leading to targeted support for individuals and the vast majority of pupils reaching their targets. • Course - SEND network meetings taken place - enabling stronger leadership of SEND. SENco up to date with new initiatives. • Provision was set and monitored leading to improved outcomes for SEND and Pupil Premium. Ensuring any gaps in learning are addressed • SENco leads staff meetings to ensure staff are briefed on up to date information and feel confident in delivering SEND provision for their pupils. • SENco action plan in place and leading to increased standards and provision. • Early help offered updated and links with ECHO established giving support for families. • Referrals made to outside agencies which support teachers teaching in class and help in the planning and delivering of TA provision, to meet the individual needs of pupils. • Referrals made promptly to provide early help and professional advice • Identified ACES - work with ECHO where needed- staff are mindful and aware of barriers to learning
CPD courses linked to pupil premium/ safeguarding/SEMH/teaching and learning	£5,000	<ul style="list-style-type: none"> • CPD reduced this year due to COVID • CPD linked to safeguarding and safety to ensure our children are protected and safe. Staff up to date with current safeguarding training. • ELSA training been carried out and being delivered

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
Afa project (next year)	Afa
Maths online tutoring	Third space

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted small group intervention
What was the impact of that spending on service pupil premium eligible pupils?	The child received targeted support in year 6 which helped to close gaps in knowledge and skills.