

Ellistown Community Primary School

Pupil Premium Strategy Statement 2022-2026



This statement details our school's use of pupil premium 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	Ellistown Community Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers	22-23 23-24 24-25 25-26
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Simone Fellows Headteacher
Pupil premium lead	Ellen Parker PP Lead
Governor lead	Clive Taylor Chair of Governors

Funding Overview 22-23

Detail	Amount
Pupil premium funding allocation this academic year	£54,690
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,690

Funding Overview 23-24

Detail	Amount
Pupil premium funding allocation this academic year	£51,839
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,839

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children in our school community are:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties and attendance and punctuality issues
- complex family situations that prevent children from flourishing – including financial hardship.

The challenges faced by socially disadvantaged children at Ellistown School are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

We ensure that teaching and learning opportunities meet the needs of all of our pupils

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions.

Challenges

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

Challenge number	Detail of challenge
1	Assessments on entry, as well as observations and discussions with pupils indicate, under developed oral language skills and vocabulary gaps among many pupils. These are evident from reception to KS1 and are more prevalent among some of our disadvantaged pupils than their peers.
2	Our observations indicate that the education of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
3	Teacher and parent referrals for support have markedly increased following the pandemic. Many of our pupils currently require additional support with social and emotional needs
4	Our attendance data 22-23 indicates that attendance amongst disadvantaged pupils has been lower than for non-disadvantaged pupils Disadvantaged 91.4% Non-Disadvantaged 94.6% Our assessments and observations indicate that absence from school is negatively impacting disadvantaged pupil's progress.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	Many of our pupil premium children do not have as rich and varied experiences as non-pupil premium children seem to have- meaning knowledge of the world and vocabulary acquisition is limited (see also 1)

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
Progress in reading	Achieve national average progress scores in KS2 Reading
Progress in writing	Achieve national average progress scores in KS2 Writing
Progress in maths	Achieve national average progress scores in KS2 Maths
Phonics	Achieve national average expected standard in the phonics screening at the end of year one
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	High levels of wellbeing demonstrated by: qualitative data from student voice, student and parent surveys and teacher observations
Other	Ensure attendance of disadvantaged pupils is in line with non-disadvantaged

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 23/24** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Walkthrus CPD programme to support quality first teaching	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff	2
		2
Release of key staff in school to provide coaching in key areas to ensure quality first teaching and consistency across school		2

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

Budgeted cost: £20,330.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants and teachers to provide precision teaching for children identified in internal data as falling behind age related expectations in W,R,M	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	2
Implement Nessy and spelling intervention to support PP children with gaps in English		1,2
Teaching assistant to provide Talk Boost language intervention for those children most in need across reception and year one		1,2
Introduction of 'Everyone Reading In School' daily to support the acquisition of reading miles for all children, but in particular disadvantaged children.		1,2,5
		1,2,5

Personal ipads for those children whose parents are unable to buy into the personal ipad project in KS2 – this means that disadvantaged students are able to access the same apps and learning tools as their peers, including those apps which provide precision teaching for key skills		1,2,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,329.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of family support worker to work alongside families, one to one with disadvantaged children, and in small groups	Children who are exposed to a variety of experiences they have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to participate both targeted interventions and universal approaches can have positive overall effects	3,2,4
ELSA training to ensure quality social and emotional interventions		3,4
		3,4
		3,4
Subsidising visits – including residential, day visits and clubs enabling all children to have access to a range of clubs and cultural activities		3,4,6
Additional school uniform purchased or nearly new uniform sourced to ensure PP children don't feel disadvantaged at		3.4

school compared to their peers	
Additional year 6 high school transition where needed.	
Free breakfast club for all children in the lowest 20% for reading attainment as well as all children in receipt of pupil premium funding.	1,2,3,4,5
Support from a pastoral worker to access benefits such as household support fund, fill out forms etc.	

Total budgeted cost £51,839

Part B: Review of outcomes in the previous academic year 22-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Aim	Actions	Impact
READING All children on the PP register to meet the expected standard by the time they leave in year 6	Targetted academic support – one to one and group (see PP statement above) Teaching (see PP statement above) Wider strategies (see PP statement above)	100% of children on the PP register et the expected standard in 22 23
WRITING All children on the PP register to meet the expected standard by the time they leave in year 6	Targetted academic support – one to one and group (see PP statement 21-24) Teaching (see PP statement 21-24) Wider strategies (see PP statement 21-24)	75% of children on the PP register et the expected standard in 22 -23
MATHS All children on the PP register to meet the expected standard by the time they leave in year 6	Targetted academic support – one to one and group (see PP statement 21-24) Teaching (see PP statement 21-24) Wider strategies (see PP statement 21-24)	75% of children on the PP register et the expected standard in 22 -23

<p>GPS</p> <p>All children on the PP register to meet the expected standard by the time they leave in year 6</p>	<p>Targetted academic support – one to one and group (see PP statement 21-24)</p> <p>Teaching (see PP statement 21-24)</p> <p>Wider strategies (see PP statement 21-24)</p>	<p>100% of children on the PP register met the expected standard 22-23</p> <p>25% of children on the PP register met the greater depth standard in 22-23</p>
<p>Phonics</p> <p>All children on the PP register to meet the expected standard by the end of year 2</p>	<p>Targetted academic support – one to one and group (see PP statement 21-24)</p> <p>Wider strategies (see PP statement 21-24)</p>	<p>83% of children on the PP register met the expected standard 22-23</p>
<p>Wellbeing</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Wider strategies (see PP statement 21-24)</p>	<p>A large investment of time and training in this area is having a marked improvement in our children's well being</p>
<p>Attendance</p> <p>Close the gap in attendance between disadvantaged students and non-disadvantaged students</p>	<p>Wider strategies (see PP statement 21-24)</p>	<p>Non-disadvantaged 22-23 95%</p> <p>Disadvantaged 22-23 90.49% (21-22 = 87%)</p> <p>A small closing of the gap in 22-23. This will remain a key driver in our PP strategy</p>