

## 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	Elmlea Infant School
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	3.7
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	1.12.21
Date on which it will be reviewed	1.12.22
Statement authorised by	Lorraine Wright
Pupil premium lead	Lee Daubney
Governor / Trustee lead	Sarah Rosenberg

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,450
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,126
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£31,576

# Part A: Pupil premium strategy plan

## Statement of intent

At Elmlea, we have high aspirations and ambitions for all our children, and we believe that every child should have equal access to all opportunities. We believe strongly that every pupil, given the right support and expectations, can be motivated to have a passion and thirst for knowledge, and with dedication and commitment to learning can be successful. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding, along with allocations made from the schools' own budgets will help ensure this money is spent to maximum effect.

Our pupil premium money has been used to provide a range of additional support for our children and these interventions, along with quality first teaching have started to have a positive impact on children's attainment and self-belief.

Through targeted interventions we are working hard to eliminate barriers to learning and progress. One of the trusts aims is to ensure that ALL groups of pupils make good progress in order to reach age related expectations as they move through the Infant and Junior schools.

Targeted support is being provided through one-to-one and small group tuition. These interventions support children in knowing where they are and what they need to do to improve their work.

By using the pupil premium support we hope to eliminate any barriers to the child's learning. The support offered will be tailored to the needs of the child. For some it may be play therapy or a mentor to support the child's emotional well-being, while for other children it may be in the form of enrichment activities, while for others it may be one to one tuition to 'catch up' in maths and English.

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

### **How do we measure the Impact of Pupil Premium?**

To monitor progress on attainment, we use where appropriate performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Elmlea, our continuous termly cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil Progress Review meetings take place each term and include the Executive Headteacher (Lorraine Wright), the Deputy Headteachers,

the class teacher and the Inclusion Lead/SENDCo.

At each Pupil Progress Review meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the schools will look at all pupils across the school. There are some pupils who are not eligible for Pupil Premium who will benefit from involvement in these groups, if their needs are similar and we believe progress can be made towards individual targets.

## Challenges

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

Challenge number	Detail of challenge
1	Impact of school closures due to COVID on progress and attainment.
2	Engagement in learning/effective learning behaviours
3	Individual, specific difficulties with key skills in English and maths
4	Lack of subject knowledge and understanding of the world around them
5	Managing emotional/relationship challenges in behaviour.

## 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
Increased engagement in learning to result in accelerated progress - formative and summative assessment methods and data tracking plus observation in lessons plus meetings with pupils and parents	Pupils achieve learning objective in majority of lessons Pupils can talk about their learning and their success/areas of development with confidence/understanding Appropriate behaviour in lessons – CPOMS show fewer concerns for behaviour in class.
Pupils' attainment will increase and progress will be in line with or above peers – formative and summative assessment methods and data tracking	Pupils' age standardised scores will improve in reading and maths. Pupils' will make age-related expectations in all subject areas Where possible, pupils will make greater depth in some subjects
Pupils have deeper knowledge of subjects and world around them - formative and	Pupils attend all trips, enrichment activities and have opportunities for 1:1 support and small group support

summative assessment methods and data tracking plus observation in lessons	(including pre-teaching when necessary) to help narrow the knowledge gap.
Pupils' confidence and self-worth and engagement will improve.	Pupils will have positive attitudes to learning and show a growth mindset.

## 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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum Team to have release time to plan opportunities to review curriculum content and ensure subject leads develop CPD for staff in order to meet the needs of all disadvantaged children.</i>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,3,4

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

Budgeted cost: £ 27,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Recruitment of LSA's in each year group to offer targeted interventions to improve pupil engagement and progress for those children most impacted by school closure and other barriers to learning</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p><i>Use of school LSA's to provide targeted 1:1 interventions for Pupil Premium children. These include:</i></p> <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, writing support and math's basic number skills tutoring.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p><i>Play therapist to work with identified disadvantaged children to develop social and emotional skills.</i></p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p>	5

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</i>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 31,576**

## 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 2020 to 2021 academic year.

*Our internal assessments during 2020/21 suggested that the performance of Pupil Premium pupils in Key Stage 1 (5 pupils) was in line with year group attainment overall except in writing. In Reception (3 pupils) attainment was in line with year group attainment apart from reading and overall GLD (Good Level of Development)*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Microsoft Teams to deliver high quality interventions to our disadvantaged pupils.*

*Attendance (8 children) in 2020/21 was 13% lower than the previous 3 years at 84% and below the school average of 97%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 13% higher than their peers. This gap is higher than previous years due to the impact of Covid-19.*

*Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.*

### Externally provided programmes

Programme	Provider