

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 Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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	Jo Sloper
Governor / Trustee lead	Sarah Rosenberg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,935
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£43,270

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 achieve success in school. 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 and Recovery Premium will enable us to meet the needs of all our disadvantaged children.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

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 Junior school. Targeted support is being provided through one-to-one and small group tuition. These interventions support children in knowing where they are and what are their next steps in learning.

By using the interventions 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 or one to one tuition to close the gaps in maths and English.

To ensure our interventions 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?

At Elmlea, our continuous cycle of data collection and tracking attainment will be used to inform pupil progress and enable the early identification of need and therefore appropriate support and intervention.

Pupil Progress Review meetings take place 3 times a year and where possible 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 but would benefit from involvement in the intervention groups. These children will be included within these groups and their needs be met alongside pupil premium children.

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.
6	Attendance and punctuality – poor attendance affects progress and attainment and attitudes to learning.

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, data tracking, pupil observations in lessons plus meetings with pupils and parents will be used to assess engagement.	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 and therefore increased opportunities for learning.
Pupils' attainment will increase and progress will be in line with or above peers – formative and summative assessment methods and data tracking will be used to assess attainment and progress.	Pupils' age standardised scores will improve in reading and maths. Pupils' will either make age-related expectations in all subject areas or will make good progress to be closer to attaining these standards. Some pupils will make greater depth in some subjects and expectation for attainment will always be high.
Pupils have deeper knowledge of subjects and world around them – enjoyment and participation in learning activities will increase, children will develop positive learning behaviours.	Pupils attend all trips, have opportunities to participate in enrichment activities and have opportunities for 1:1 support and small group support (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 to themselves and others and adopt 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: **£1,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum Team to have release time to plan opportunities to review</i>	Quality First Teaching 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	1,3,4

<p><i>curriculum content and ensure subject leads develop CPD for staff in order to meet the needs of all disadvantaged children.</i></p>	<p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,170**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions will improve pupil engagement and progress for those children most impacted academically by school closure or who may experience other barriers to learning, including Adverse Childhood Experiences.</i></p> <p><i>Recruitment of support teachers/LSAs to support specific learning needs through small group activities and 1:1 support.</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

<p><i>Support given for development in phonics, reading writing and maths, including personalised learning programmes to support specific needs.</i></p>	<p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme to provide learning support for pupils whose education has been most impacted by the pandemic.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>

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

Budgeted cost: **£12,100**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><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></p> <p><i>Additional playtime supervision to support specific children with social</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>5</p>

<p><i>and emotional issues.</i></p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p><i>Play therapist to work with identified children to develop social and emotional skills.</i></p> <p><i>Learning Together Groups to support social development and learning behaviours.</i></p> <p><i>Internal mentoring to support emotional and social behavior.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p><i>Additional funding for enrichment activities e.g. music lessons, singing lessons, priority given to after school clubs lead by outside agencies.</i></p>	<p>EEF believe that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p><i>Providing Education Welfare Support for those families in most need to help increase attendance and punctuality.</i></p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>6</p>
<p><i>Contingency fund for acute issues.</i></p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £

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 disadvantaged pupils in Key Stage 2 (24 pupils) was below that of non-disadvantaged pupils, especially in maths and writing.

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 of 9 disadvantaged children in 2020/21 was below 90%; the school average being 97%; average attendance for disadvantaged children was 88% again significantly below the school average. Disadvantaged children were invited into school as a priority during national lockdowns and regular check-ins were made to support with learning and provide social and emotional support. The school continues to require support from Education Welfare to improve attendance for those disadvantaged families where there is cause for concern.

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.

Children now have a more secure knowledge of meta-cognition and how to become better learners due to CPD training to teachers and then disseminated into classroom practice.

Steps towards adopting a revised Behaviour Policy have been taken. CPD enabled all staff to be informed about a relational approach to managing behaviour and a focus group began the process of revising the existing policy. This is to be continued in 2021-

22 when the whole school community (staff, children, parents and governors) will be consulted and a child friendly version published and shared with the community.

Externally provided programmes

Programme	Provider