

# EST Pupil Premium Strategy Statement



## 1. Summary information

<b>School</b>		Elmlea Schools' Trust			
<b>Academic Year:</b>		2022-2023	<b>Date of most recent review:</b>		Sept. 2022
<b>Budget breakdown:</b>	Infant PP Fund: £16,565 Infant Recovery: £2,000 Junior PP Fund: £34,515 Junior Recovery: £2,755	<b>Total PP budget [incl.recovery]</b>		I: £18,565 J: £37,270 <b>T: £55,835</b>	
<b>Total no. of pupils:</b>	Inf. 271 Jun. 366 <b>Total: 637</b>	<b>No. of pupils eligible for PP:</b>	Inf. 12 Jun. 22 <b>Total: 34</b>	<b>Date to review strategy:</b>	Sept. 2023

## 2. Current Attainment [Autumn 2022]

<b>Year Group:</b> [No. of pupils]	<b>No. of PP:</b>	<b>READING</b> [% ARE PP/Non PP]	<b>WRITING</b> [% ARE PP/Non PP]	<b>MATHS</b> [% ARE PP/Non PP]
Reception [90]	5	60/67	100/66	80/72
Y1 [90]	3	33/57	33/75	67/80
Y2 [91]	4	25/52	0/71	0/62
Y3 [96]	9	44/84	22/64	55/83
Y4 [97]	3	67/85	67/78	100/88
Y5 [92]	6	17/81	17/62	33/88
Y6 [81]	4	50/83	50/76	25/72

## 3. Barriers to future attainment

<b>Challenge number</b>	<b>Detail of challenge</b>
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.

## Elmlea Junior School: Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>Elmlea Junior School</b>
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	[3 Years incl. 2021-24] Current strategy : <b>2022-2023</b>
Date this statement was published	31.10.22
Date on which it will be reviewed	01.09.23
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	£34,515
Recovery premium funding allocation this academic year	£ 2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£37,270

## 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 strongly believe 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 school's 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 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 their next steps are in learning.

By using the interventions and 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 individual 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. This enables the early identification of need and subsequent appropriate support and necessary 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 Trust. 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 will 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.

Ch.	Intended outcome	Success criteria
2	<p><b>Increased engagement in learning to result in accelerated progress</b></p> <p><b>How?</b> formative and summative assessment methods, data tracking, pupil observations in</p>	<p>-Pupils achieve learning objective in majority of lessons</p> <p>-Pupils can talk about their learning and their success/areas of development with</p>

	lessons plus meetings with pupils and parents will be used to assess engagement.	confidence/understanding. -Appropriate behaviour in lessons – CPOMS show fewer concerns for behaviour in class and therefore increased opportunities for learning.
1/3	<b>Pupils’ attainment will increase and progress will be in line with or above peers</b> <b>How?</b> 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.
4	<b>Pupils have deeper knowledge of subjects and world around them</b> <b>How?</b> 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.
5	<b>Pupils’ confidence and self-worth and engagement will improve</b> <b>How?</b> enjoyment	-Pupils will have positive attitudes to learning and to themselves and others and adopt a growth mindset.
6	<b>Pupils’ attendance and punctuality will be in line with school expectations</b> <b>How?</b> Attendance reports and termly meetings with DHTs and appointed Governor will track attendance	- Pupils will be in school promptly to start the school day -Pupils’ attendance records will be in line with school average.

## 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: **£1,290**

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

<p>to review curriculum content and ensure subject leads develop CPD for staff in order to meet the needs of all disadvantaged children.</p>	<p>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>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£25,574**

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><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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><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:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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>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:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>

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

Budgeted cost: **£10,406**

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</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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):  <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>

<i>support specific children with social and emotional issues.</i>		
<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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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 <a href="#">Improving School Attendance</a> advice.</p>	6
<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>	All

**Total budgeted cost: £ 34, 515**



## Part B: Review of outcomes in the previous academic year

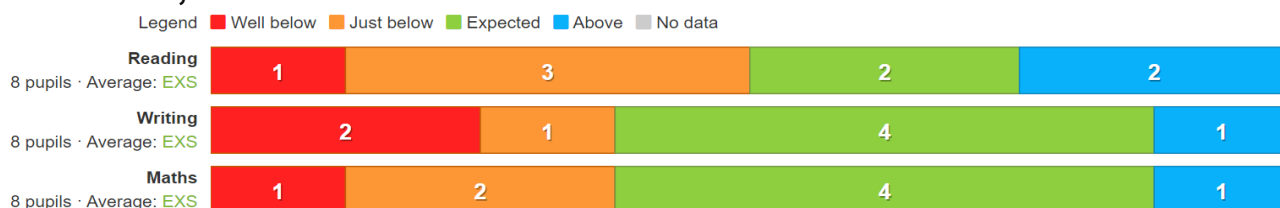
### Pupil premium strategy outcomes

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

*Our internal assessments during 2021-2022 suggested that whilst visible progress was made by all pupils, the performance of disadvantaged pupils in Key Stage 2 (19 pupils) was below that of non-disadvantaged pupils:*

#### **Summer 2022**

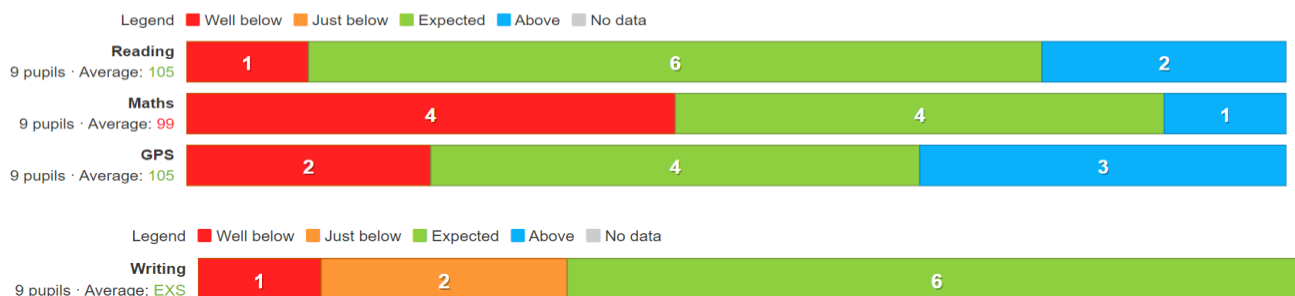
#### **Term 6 Data, Years 3-5**



#### **Summary:**

- 5 PP children working at ARE+ standard in writing and maths and 4 children working at ARE+ for reading.
- Progress made since Au 2021 data.

#### **KS2 SAT Results PP children**



#### **Summary:**

**Out of 9 pupils, 8 children achieving ARE+ in reading, 5 in maths, 6 in writing and 7 in GPS.**

*Our assessment of the reasons for these outcomes points primarily to the on-going impact of the Covid-19 school closures, 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. During the closures, they were not able to benefit from our pupil premium funded improvements to teaching or the targeted interventions to the degree we had intended. Whilst the school strategically allocated catch-up tutoring to these pupils, the school acknowledges that the long-term effects of the outbreak are an area for on-going support.*

*By the end of the year, attendance of disadvantaged pupils was at 92.7% in comparison to the school's average of 94.9%; slightly below the school average. Further, of the 19 disadvantaged pupils, 16.7% of them had attendance of below 90%. As part of our Pupil Premium strategy,*

*regular check-ins are made with our DHTs to support disadvantaged families and to 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, still primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We continued to use catch up funding and Recovery Premium to support disadvantaged pupils in the core subjects and used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build upon that approach with the activities detailed in this plan.*

*The school have continued to support pupils to secure their knowledge of meta-cognition and to understand how to become better learners, which is now reflected within our feedback policy.*

*The Behaviour Policy has been revised in order to ensure better support for our most vulnerable pupils. 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. The whole school community (staff, children, parents and governors) were consulted and a child-friendly version was published and shared with the community.*

#### **Impact within wider areas not shown in data:**

**Social and Emotional Support-** Learning Together group to develop social skills, play therapy and 1:1 mentor supported identified PP to develop social skills.

**Progress and Attainment across the Curriculum (6PP children are also SEN)** – 1:1 support for core subject learning either in classroom or in a specific learning space, small group learning, Homework club, Nesy spelling support, touch typing support, small reading group, teacher focus groups, personalised programmes of work to support individual needs. Catch-up/Recovery Premium funded additional learning support and small group tutoring funded by National Tutoring Programme. Rapid Reading/Phonics and TT Rockstar Interventions all showed positive PP attitudes to learning.

**Successful Lunchtimes and Playtimes** – playground 1:1 supervision, additional Shine coaches to support active play and additional resources purchased to support successful playtimes. Lunchtime club in the library to support children who find lunchtimes difficult, therefore reducing the number of recorded incidents on CPOMs.

**Enrichment Activities** – PE Bristol Bear initiative, music lessons, singing lessons, priority attendance at after school clubs including Shine led clubs, attendance on school camp and visits ensured PP pupils had access to wider range of activities to boost confidence and interests.

**Wider Strategies** – SALT, application for additional grant to purchase an individual ipad for a child to increase access, occupational therapy to support motor skills, physiotherapy to develop core strength and motor skills, wake and shake to develop motor skills and engagement in

learning, regular meetings with parents when necessary to develop positive relationships and identify emerging needs and Education Welfare helped to improve attendance and punctuality.

## Externally provided programmes

Programme	Provider

## Elmlea Infant School: Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	<b>Elmlea Infant School</b>
Number of pupils in school	271
Proportion (%) of pupil premium eligible pupils	4.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	[3 Years incl. 2021-24] Current strategy : <b>2022-2023</b>
Date this statement was published	31.10.22
Date on which it will be reviewed	01.09.23
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	£16,565
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£18,565

## 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 strongly believe 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 school's 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 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 their next steps are in learning.

By using the interventions and 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 individual 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

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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 Trust. 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 will 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
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2	Engagement in learning/effective learning behaviours
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## 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.

Ch.	Intended outcome	Success criteria
2	<p><b>Increased engagement in learning to result in accelerated progress</b></p> <p><b>How?</b> formative and summative assessment methods, data tracking, pupil observations in</p>	<p>-Pupils achieve learning objective in majority of lessons</p> <p>-Pupils can talk about their learning and their success/areas of development with</p>

	lessons plus meetings with pupils and parents will be used to assess engagement.	confidence/understanding. -Appropriate behaviour in lessons – CPOMS show fewer concerns for behaviour in class and therefore increased opportunities for learning.
1/3	<b>Pupils’ attainment will increase and progress will be in line with or above peers</b> <b>How?</b> 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.
4	<b>Pupils have deeper knowledge of subjects and world around them</b> <b>How?</b> 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.
5	<b>Pupils’ confidence and self-worth and engagement will improve</b> <b>How?</b> enjoyment	-Pupils will have positive attitudes to learning and to themselves and others and adopt a growth mindset.
6	<b>Pupils’ attendance and punctuality will be in line with school expectations</b> <b>How?</b> Attendance reports and termly meetings with DHTs and appointed Governor will track attendance	- Pupils will be in school promptly to start the school day -Pupils’ attendance records will be in line with school average.

## 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: **£1,180**

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

<p>to review curriculum content and ensure subject leads develop CPD for staff in order to meet the needs of all disadvantaged children.</p>	<p>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>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,215

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><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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><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:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>



<p><i>Support given for development in phonics [Little Wandle Scheme], reading writing and maths, including personalised learning programmes to support specific needs.</i></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:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>

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

Budgeted cost: **£1,180**

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</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></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>playtime supervision to support specific children with social and emotional issues.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Improving_School_Attendance.pdf">Improving School Attendance</a> 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 <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Improving_School_Attendance.pdf">Improving School Attendance</a> advice.</p>	6
<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>	All

**Total budgeted cost: £ 18, 565**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

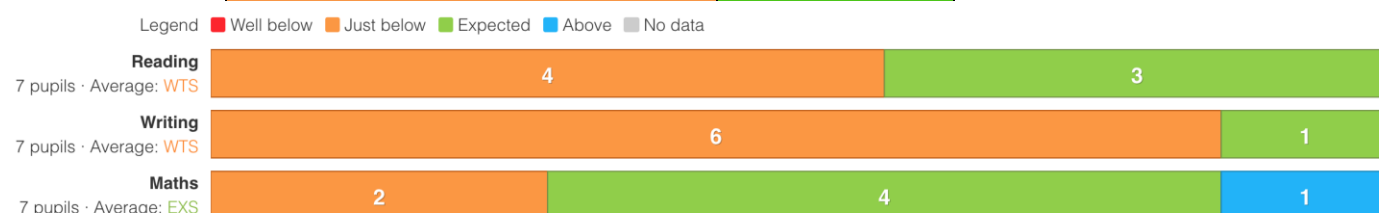
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Our internal assessments during 2021-2022 suggested that whilst visible progress was made by all pupils, particularly within phonics, the performance of disadvantaged pupils in Key Stage 1 (10 pupils) was below that of non-disadvantaged pupils:*

#### Summer 2022

##### Term 6 Data, EYFS [no. for GLD with EXS in key areas]

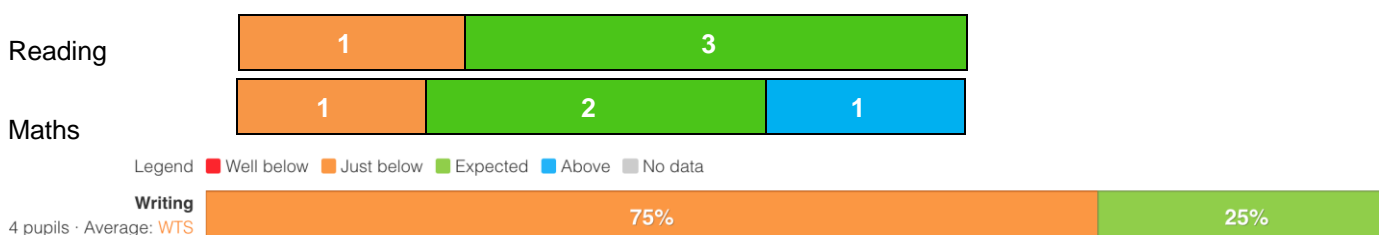
#### Term 6 Data, Years 1&2



#### Summary:

- PP data shows strength in Maths with 5 out of 7 pupils securing ARE+
- Although not ARE, most pupils are just off ARE in Writing and Reading
- Progress made since Au 2021 data.

#### KS1 SAT Results PP children



#### Summary:

Out of 4 pupils, 3 children achieving ARE+ in reading, 3 in maths, 1 in writing.

#### KS1 Phonics Screening Results PP children

Attainment Overview for Pupils (from 2021-2022) who are pupil premium, in Year 1 - 2021-2022 Summer 2 - Phonics Score



#### Summary:

Out of 3 pupils, 2 children passed the phonics screening

*Our assessment of the reasons for these outcomes points primarily to the on-going impact of the Covid-19 school closures, 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.*

*During the closures, they were not able to benefit from our pupil premium funded improvements to teaching or the targeted interventions to the degree we had intended. Whilst the school strategically allocated catch-up tutoring to these pupils, the school acknowledges that the long-term effects of the outbreak are an area for on-going support.*

*By the end of the year, attendance of disadvantaged pupils was at 90.5% in comparison to the school's average of 95.6%; again, significantly below the school average. Further, of the 10 disadvantaged pupils, 35.7% of them had attendance of below 90%. As part of our Pupil Premium strategy, regular check-ins are made with our DHTs to support disadvantaged families and to 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 continued to use catch up funding to support disadvantaged pupils in the core subjects and used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build upon that approach with the activities detailed in this plan.*

*The Behaviour Policy has been revised in order to ensure better support for our most vulnerable pupils. 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. The whole school community (staff, children, parents and governors) were consulted and a child-friendly version was published and shared with the community.*

#### **Impact within wider areas not shown in data:**

**Social and Emotional Support-** Learning Together group to develop social skills, play therapy and 1:1 mentor supported identified PP to develop social skills. Funding used to allow children to access Play Therapy weekly sessions to improve social and emotional skills. LSA used to offer nurture group to PP children to develop these skills also.

**Progress and Attainment across the Curriculum** – 1:1 support for core subject learning either in classroom or in a specific learning space as well as small group learning using personalised programmes of work to support individual needs. Catch-up/Recovery premium funded additional learning support and small group tutoring funded by National Tutoring Programme. Precision teaching phonics Interventions all showed positive PP attitudes to learning. Resources purchased to further engage children in the Elmlea Curriculum. EAL children have LSA intervention in order to develop language skills and purchase resources to support this.

**Successful Lunchtimes and Playtimes** – playground 1:1 supervision, additional Shine coaches to offer children interventions in order to develop social skills, such as teamwork and taking turns. Additional resources purchased to support successful playtimes.

**Enrichment Activities** –SHINE clubs, priority attendance at after school clubs including Shine led clubs, attendance on visits ensured PP pupils had access to wider range of activities to boost confidence and interests.

**Wider Strategies** Regular meetings with parents when necessary to develop positive relationships and identify emerging needs and Education Welfare helped to improve attendance and punctuality.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
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