



Elworth CE Pupil premium strategy statement

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	Elworth CE Primary School
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	47 (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Sarah Buckley
Governor / Trustee lead	Bev Carron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53 455
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	£53 455

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide every child with the best education possible, irrespective of their background or the challenges they face.

We have high aspirations and ambitions for all our children and believe that all learners should make good progress and reach their full potential. The focus of our Pupil Premium Strategy is to ensure that all disadvantaged pupils achieve this goal regardless of their social, economic or cultural circumstances.

At Elworth CE Primary School, we are committed to supporting and guiding children to overcome their barriers to learning. We believe that quality first teaching is at the very heart of this approach where we use our best endeavours to meet the needs of all our pupils through a combination of whole class teaching as well as small groups and 1:1 tuition. In addition to this we recognise the social and emotional challenges our disadvantaged pupils may face and offer pastoral support for our vulnerable children and families through the employment of a highly trained learning mentor. The progress and strategies for support are monitored by our Pupil Premium Lead to ensure that we are diminishing the difference in progress and attainment for our disadvantaged pupils.

At Elworth CE Primary School, we want all children in our school community to become confident, secure and caring individuals who achieve personal success, develop a commitment to lifelong learning and have the potential to shape and direct their own futures.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions indicate an increasing percentage of pupils from disadvantaged backgrounds are starting school with communication and language difficulties which is impacting on their social and emotional needs as well as the acquisition of early literacy skills.
2	Assessments, observations and discussions indicate social and emotional difficulties are more evident amongst pupils from disadvantaged backgrounds and their families.
3.	Assessments, observations and discussions indicate that children from disadvantaged backgrounds are less fluent in their reading and the gap between those who read widely and those who don't is now increasingly wide.
4	Assessments indicate that in some classes there are gaps in learning and stalled sequencing of journeys in mathematics between disadvantaged pupils and their peers.
5	Assessments and discussions indicate that in some year groups the attainment gap between pupil premium pupils and their peers is lower in writing. Children across the school have lost essential writing skills including spellings and spelling patterns, leading to a lack of stamina and fluency in writing.

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
To improve the acquisition of oral language and vocabulary skills among all pupils, particularly those children from disadvantaged backgrounds.	Assessments and observations show significant improvements in the children's oral language and speaking skills, particularly our disadvantaged pupils. >85% pupils achieve the early learning goals for communication and language at the end of EYFS.
To improve reading attainment amongst our disadvantaged pupils and increase the number of disadvantaged pupils reading for pleasure..	Phonics screening results show that > 80% of disadvantaged pupils are achieving the expected standard in Years 1 and 2. End of summer data show 6 steps progress for >80% of our disadvantaged pupils. Reading for pleasure baseline to end of year progress will be measured using pupil voice.

To improve writing attainment amongst our disadvantaged pupils so that it is inline with their peers across the school.	<p>End of summer data shows more than 6 steps progress for >80% of our disadvantaged pupils.</p> <p>The proportion of pupil premium children working at the expected standard will be in line with their peers in writing.</p>
To improve attainment in mathematics, amongst our disadvantaged pupils so that it is inline with their peers across the school.	<p>End of summer data shows more than 6 steps progress for >80% of our disadvantaged pupils.</p> <p>The proportion of pupil premium children working at the expected standard will be in line with their peers in mathematics.</p>
Improve and sustain the wellbeing of all pupils, particularly those from disadvantaged backgrounds.	<p>Sustained high levels of well-being in 2024-25 are indicated by ELSA assessments, reduction in bullying and pupil voice.</p> <p>SENCo and Learning mentor identify and support families and children to alleviate barriers to learning.</p>
All disadvantaged pupils will meet the national expectation for attendance/ persistent absence.	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils.</p> <p>Monitoring of attendance by a learning mentor decreases persistent absence.</p>
All disadvantaged pupils will have access to quality devices including wifi in order to further embed key skills taught in the classroom at home.	<p>Children from disadvantaged backgrounds have less access to technological devices such as laptops and I Pads. This means that embedding learning at home does not take place.</p> <p>Children have loan agreements set up which enable them to take home devices so that they can complete further work to enhance learning.</p>

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: £ 17000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School will use Wellcomm, a screening tool to identify delayed language skills. All disadvantaged learners will be assessed in the Autumn Term of their reception year. This will ensure that children with language difficulties are identified and interventions and actions are put in place immediately.	<p>Delayed language skills lead to under-performance later in life, yet many children have unidentified speech and language difficulties. WellComm enables children to quickly be identified and action to be taken immediately.</p> <p>https://www.gl-assessment.co.uk/assessments/products/wellcomm/</p>	2,4,5
Read, Write Inc. phonics training for all staff across the school to enable all children to read accurately and fluently despite their background or needs.	<p>Phonics has an extensive impact overall with substantial evidence that it impacts the development of early reading skills. The teaching needs to be daily and systematic to support the sound patterns that they hear and the corresponding grapheme for reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://www.ruthmiskin.com/en/programmes/phonics/</p>	4,5
The new mathematics leader to be supported by an advisory lead teacher to ensure outcomes for all learners including those from disadvantaged backgrounds remain high.	<p>Use DfE Teaching Primary Mathematics document to support teachers with identifying the important objectives to focus on teaching from previous and current year.</p> <p>The new mathematics leader will work closely with the Advisory Lead Teacher to support the delivery of mathematics</p>	4,5

	<p>across the school including the use of visuals and manipulatives.</p> <p>Disadvantaged pupils who are 'falling behind' are identified and supported with additional mathematics tuition using Numbersense.</p> <p>Disadvantaged pupils who have been identified as currently expected or GDS will be supported through additional enhanced provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/</p>	
English leaders to support the planning process and implementation of Steps to Read and Read to Write across the school to ensure that learning is pitched to the needs of all children including those from disadvantaged backgrounds.	<p>Steps to Read and Read to Write are purchased and used to ensure engagement of all pupils in lessons.</p> <p>Children who have been identified as currently expected or GDS will be supported through enhanced provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	4,5
The Pastoral and Wellbeing Leader will provide social and emotional support for disadvantaged pupils and their families across the school.	<p>There is substantial evidence linking social and emotional support to improved outcomes in school and later life.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1,6
<p>Enhance the teaching of IT and curriculum planning in line with DfE guidance.</p> <p>All teachers will be supported using a lesson study/ coaching model with an Google Advisory Lead Teacher.</p>	<p>A majority of employment opportunities for children in the future will require a good level of computing knowledge.</p> <p>This plan intends to provide all children at Elworth, but especially those from a disadvantaged background who may not have access to technology at home with the knowledge and skills to be computer literate.</p>	3,4,5

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

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the communication and language skills of children in Reception from disadvantaged backgrounds.	Nessy purchased to provide early assessment and intervention for children with communication and language difficulties in the early years. https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	2,4,5
Phonics Fast Track sessions in EYFS, KS1 and LKS2 which are targeted at disadvantaged pupils and those who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/ Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
Mathematics Interventions targeted at disadvantaged pupils and those identified as falling behind/ not making progress to close the gaps in learning.	Children from disadvantaged backgrounds and those 'falling behind' are identified for additional support to close the gap in attainment. Children who have been identified as currently expected or GDS will be supported through additional enhanced provision. https://numbersensemaths.com	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
English Interventions targeted at disadvantaged pupils and those identified as falling behind/ not making progress to close the gaps in learning.	<p>Children from disadvantaged backgrounds and those 'falling behind' are identified for additional support to close the gap in attainment.</p> <p>Children who have been identified as currently expected or GDS will be supported through additional enhanced provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3,4,5
Pupil Progress meetings in the core subjects of English and Mathematics to impact on both the progress and attainment of disadvantaged learners and narrow the gap with peers.	Pupil progress meetings ensure that all staff are responsible for the teaching and learning in their classes. The process supports staff to identify gaps and next steps in learning to improve outcomes for all learners including those from disadvantaged backgrounds.	3,4,5

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Pastoral Lead, Learning Mentor and Chaplain are employed to support vulnerable families with attendance and acute needs within the school community.	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
Breakfast nurture provision	<p>Breakfast nurture provision for targeted pupils where SEMH needs impact on their learning at the start of the day and where disruptive behaviour impacts negatively on the learning of other pupils.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1
All teaching assistants to receive 'How to be an effective TA' training to improve outcomes for all learners including those from disadvantaged backgrounds.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3,4,5
Reading Leader to promote reading for pleasure both at home and at school.	<p>Leadership time to improve reading opportunities in school including an audit of the library and training of reading volunteers.</p> <p>Reading for pleasure is a key indicator of a child's future success. When children learn to read at an early age, they have greater general knowledge and a wider vocabulary.</p>	
Pastoral Lead to ensure that parents are made aware of expected attendance levels when they fall below 90%	<p>School supported by the 'Attendance and Children out of schools' enhanced package with Cheshire East.</p> <p>Learning mentor to monitor attendance and to make contact with parents where attendance falls below 90%</p> <p>DfE guidance Improving School Attendance</p>	1
Vulnerable children to be highlighted and supported through ELSA sessions.	Learning mentor to identify vulnerable children needing emotional literacy support intervention. Interventions are reviewed 6 weekly on provision map. Ad hoc nurture support is	1

	<p>available for our vulnerable and disadvantaged pupils</p> <p>https://www.elsanetwork.org/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Wellbeing sessions for small groups in UKS2 for disadvantaged pupils.</p>	
School to provide an offer of breakfast club for disadvantaged pupils within the school community	<p>Physiological needs to be met before learning can take place (Maslow)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1
<p>All pupils will be given the opportunity to participate in activities which enhance and broaden the curriculum and learning experiences.</p> <p>School to ensure the inclusion of disadvantaged pupils on educational visits and in extra-curricular activities providing a 50% discount on trips and music lessons.</p> <p>School to provide additional swimming lessons for disadvantaged pupils who are non-swimmers in Key Stage 2</p>	<p>School have a Pupil Premium Promise which includes:</p> <p>50% discount on trips</p> <p>Music lessons</p> <p>Swimming lessons for non-swimmers in Key Stage 2</p> <p>So that all children have opportunities to participate in activities which enhance and support their learning experiences.</p>	1, 2, 3. 4. 5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5
School to audit and resource the school library so that it contains a curated collection of resources to benefit	Primary school libraries are an important part of pupils' learning environments, providing access not only to a diverse range of	

pupils' learning and development and to bridge the gap between Read Write Inc and Accelerated Reader.	books and resources but also to a quiet and safe place to read. "The school library is key to education recovery" Literacy Trust literacytrust.org.uk	
School to provide Nurture provision for identified pupils in Key Stage 1 that provides support in relation to basic academic skills and 'catch up' in an inclusive and targeted way, and where applicable, it supports students' self-esteem and social, emotional and mental health needs	https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	

Total budgeted cost: £ 52000

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 2022-2023 academic year.

During the academic year 2022-23 the Pupil Premium Champion alongside senior leaders managed, led and monitored the impact of provision across the school. Pupil Progress Meetings with English and Mathematics leaders ensured that disadvantaged pupils were clearly identified and monitored to close the gap in progress and attainment. All staff were made aware of each child's individual needs and provision was targeted to support their academic progress, well being and physical development.

The social and emotional needs of our disadvantaged families are supported effectively by the Learning Mentor. The learning mentor has identified pupils at risk and alongside the Designated Safeguarding Lead has created a disadvantaged and vulnerable register. During the academic year 2022-23, 20 disadvantaged pupils in which we are in receipt of pupil premium funding (some families with multiple siblings) were supported by the pastoral lead. This support included pastoral support, attendance monitoring, check in sessions, communication with parents as well as safeguarding and welfare issues which required intervention.

Social, emotional and mental health CPD continues to be a priority for the school. During the academic year 2022-23, the SENCo and Pastoral Lead completed training as emotional literacy support assistants. The impact has meant that our most vulnerable children have been supported within a safe, secure and nurturing environment, improving resilience and promoting social relationships.

During the academic year 2022-23, the school employed a Teaching Assistant to provide in-class support for disadvantaged pupils and groups of children deemed as 'falling behind' in Key Stage 2. This support has been targeted in Year 3 and Year 4 following assessments, observation and discussion. Data from the academic year 2022-23 shows that in Year 3 80% of pupils in receipt of Pupil Premium without SEN made 6+ points progress in Reading, 60% in writing and 80% in mathematics. In Year 4 100% of pupils in receipt of pupil premium without SEN made 6+ points progress in Reading, Writing and mathematics.

The support timetable is reviewed regularly to ensure that targeted pupils are receiving the support they need in reading, writing and mathematics. Teaching Assistants across the school have received training in basic safeguarding, keeping children safe in education documentation, prevent, attachment and trauma informed teaching approaches as well as the

AET Good Autism Practice training. In addition to this all TAs have been coached and mentored by the phonics lead and have visited Lacey Green English Hub to observe the teaching of Read, Write, Inc. phonics. TAs receive termly performance management using a coaching and mentoring model to ensure that support is effective and reflected in outcomes. Targets this year have been linked to professional development, supporting teaching and learning in reading, writing and mathematics as well as pastoral support for pupils from disadvantaged backgrounds. This has impacted positively on their role in the classroom as well as their ability to deliver high quality one-to-one and small group interventions.

During the academic year 2022-23, the phonics lead ensured that effective phonics lessons were delivered to promote early reading. Observations and assessments show that the impact of this resource has been seen in supporting children making good levels of progress in reading. In Year 1, 80% of disadvantaged pupils without SEND, made 5 points progress in reading. 67% of disadvantaged pupils without SEND passed the phonics screening check.

Two teaching assistants in the Early Years Foundation Stage have received Nuffield Early Language Intervention training, an evidence-based intervention to support the communication and oral language development of the pupils in reception from disadvantaged backgrounds. In addition to this school purchased the WELLCOMM assessment kit to assess the speech and language of disadvantaged pupils in Reception and year 1. End of Year Foundation Stage profile data indicates that 80% of pupils in receipt of pupil premium without Special Educational Needs achieved the early learning goal for speaking. Early Years Data also shows that 90% of pupils in receipt of pupil premium made 6+ points progress during their reception year and 50% of disadvantaged pupils without SEN achieved the Good Level of Development. Improving outcomes for disadvantaged learners is a key focus detailed on the Early Years Action Plan.

During the academic year 2022-23, we worked closely with the Lacey Green English Hub to ensure the highest standards of phonics teaching in school. School have purchased phonics and reading resources and the phonics lead has monitored and maintained provision to ensure good progress in early reading. Observations and assessments show that the impact of this resource has been seen in supporting children making good levels of progress in reading. In Year 1, 100% of disadvantaged pupils made 5 points + progress in reading and mathematics and 80% made 5+ progress in mathematics. During the academic year 2023-24, we will be supported by Read, Write, Inc. to deliver phonics and intervention sessions. The attainment of disadvantaged learners in EYFS, Year 1, Year 2, Year 3 and 4 is a priority and is detailed on the phonics action plan.

As part of our wider strategies, school has provided all pupil premium children access to the breakfast club for free. This has been a very popular resource and has been used successfully by many families to help with social issues. In addition to this it has impacted positively on attendance and ensured a good start to the day for many pupils from disadvantaged backgrounds. Snacks, drinks, toast etc are available in our nurture provision

for children who are hungry at the start or throughout the school day. As part of ongoing nurture support, an additional soft nurture breakfast club is available for targeted disadvantaged pupils on arrival to school to support their emotional wellbeing and mental health.

The school continues to employ a school chaplain to support vulnerable children and their families.

During the academic year 2022-23, school bought additional services with the EWO to support children's attendance in school and the attendance of pupil premium pupils was 94.99% in comparison to the overall of 96.6%

Supporting disadvantaged pupils continues to be a School Development Priority at Elworth CE Primary School and across the Local Authority. The Headteacher and Pupil Premium Lead both attended a local authority conference 'Supporting Disadvantaged Pupils' during the Summer Term. The information delivered at the conference will inform the three year pupil premium strategy for 2023-24.

Pupil Premium Attendance by Year Group - 05 September 2022 to 29th June 2023

<u>Year Group</u>	<u>Possible</u>	<u>Present R/C Marks (%)</u>	<u>Present R/C Marks (number)</u>
<u>Year R</u>	3367	97.3	3276
<u>Year 1</u>	2034	96.8	1969
<u>Year 2</u>	1362	90.23	1229
<u>Year 3</u>	2799	92.75	2596
<u>Year 4</u>	1370	95.33	1306
<u>Year 5</u>	2401	95.13	2284
<u>Year 6</u>	1713	95.15	1630

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
Read, Write, Inc. Phonics	OUP
Read to Write	Literacy Counts
Steps to Read	Literacy Counts
Accelerated Reader	Renaissance Learning
NELI	Nuffield
Wellcomm	GL Assessment
Nessy Reading and Spelling	Net Educational Systems
Spelling Shed	Education Shed Ltd.
Numbersense	Numbersense maths Ltd.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)