

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	Elworth CE Primary School
Number of pupils in school	349
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	August 2024
Statement authorised by	Neil Garratt
Pupil premium lead	Sarah Buckley
Governor / Trustee lead	Bev Carron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36 315
Recovery premium funding allocation this academic year	£10 760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£47 075

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 group 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.

Children from vulnerable and disadvantaged backgrounds are amongst those hardest hit as a result of coronavirus (COVID-19). Our Pupil Premium strategy is integral to our wider school plans for education recovery. These plans include teaching and whole school strategies as well as targeted support which include small group and 1:1 tuition using evidence based intervention programmes.

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 increase in social and emotional difficulties amongst pupils from disadvantaged backgrounds and their families from Reception to Year 6.

2	Assessments and observations clearly indicate an increasing percentage of pupils from disadvantaged backgrounds in our Early Years who 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.
3.	Assessments, observation and discussions indicate that specific content has been missed in maths following COVID 19 leading to gaps in learning and stalled sequencing of journeys. This has impacted the whole school but mainly children in lower ability groups including those with SEN and from disadvantaged backgrounds.
4	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.
5	Assessments and discussions indicate that children across the school have lost essential writing skills including spellings and spelling patterns, leading to a lack of stamina and fluency in writing. Children in lower ability groups, including those with SEN and from disadvantaged backgrounds have been the worst affected following the pandemic.

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.	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. Analysis of interventions show that interventions have had a positive impact on the disadvantaged children's learning.
To improve writing attainment amongst our disadvantaged pupils; those pupils who have 'fallen behind' so that they make accelerated progress and 'catch up' or exceed prior attainment standards.	End of summer data shows more than 6 steps progress for >80% of our disadvantaged pupils.

	Analysis of interventions show that interventions have had a positive impact on the disadvantaged children's learning.
To improve attainment in mathematics, among all pupils from Reception to Year 6, particularly for our disadvantaged pupils.	<p>End of summer data shows more than 6 steps progress for >80% of our disadvantaged pupils.</p> <p>Analysis of interventions show that interventions have had a positive impact on the disadvantaged children's learning.</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>
Improve and sustain pupils' metacognitive knowledge, particularly those pupils from disadvantaged backgrounds.	<p>Pupils are self-regulated learners who are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. They understand how they learn and this will be measured through improved pupil outcomes. This will be indicated through observation, pupil progress meetings and pupil voice.</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 learning mentor decreases persistent absence.</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: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve communication, language and literacy approaches in Key Stage 1 through adopting a narrative immersion approach to learning.</p>	<p>The narrative immersion approach promotes purposeful learning which improves outcomes in speaking, listening, reading and writing.</p> <p>https://literacycounts.co.uk/training/73/in-spiring-communication-language-and-literacy-through-narrative-immersion-in-the-early-years-an-additional-and-different-narrative-immersion/</p>	<p>2,4,5</p>
<p>School will employ a learning mentor to enhance the social and emotional support for pupils across the school.</p> <p>School will engage with the Education Psychology team to train two members of staff as Emotional Literacy Support Assistants (ELSA)</p>	<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> <p>ELSAs are teaching assistants who have received additional training from educational psychologists whose role is to support young children in school to understand and regulate their emotions whilst respecting others.</p> <p>https://www.elsanetwork.org/</p>	<p>1,6</p>
<p>Develop the children's metacognitive knowledge of how they learn, so that they are aware of their strengths and weaknesses and are able to motivate themselves to engage and improve their learning.</p>	<p>School to work closely with Alisdair Wade at Thinking matters to provide whole school metacognition training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1,3,4,5,</p>
<p>Enhance maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Use DfE Teaching Primary Mathematics document to support teachers with identifying the important objectives to</p>	<p>4,5</p>

<p>All teachers will be supported using a lesson study/ coaching model with the Deputy Head teacher who is a teaching for mastery lead..</p>	<p>focus on teaching from previous and current year.</p> <p>Teachers work closely with the Deputy (Teaching for Mastery Lead) to support the delivery of mathematics including the use of visuals and manipulatives.</p> <p>Children ‘falling behind’ are identified and supported with additional mathematics tuition using Numbersense.</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/teaching-learning-toolkit/mastery-learning</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/</p>	
<p>Embed Read, Write Inc. phonics across the school to enable all children to read accurately and fluently despite their background or needs.</p>	<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
<p>Literacy Lead to support the planning process in lower key stage 2 to ensure that learning is pitched to the needs of all children including those from disadvantaged backgrounds.</p>	<p>Creative planning to ensure engagement of all pupils in lessons which leads to purposeful writing opportunities.</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>	

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
<p>Improve the communication and language skills of children in Reception from disadvantaged backgrounds using the Nuffield Early Language Intervention.</p>	<p>This is an evidence based oral language intervention for children in Reception who show weakness in their early literacy, language and communication skills and are consequently at risk of experiencing difficulties with reading</p> <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p>	<p>2,4,5</p>
<p>Additional phonics sessions in KS1 and LKS2 which are targeted at disadvantaged pupils and those who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4,5</p>
<p>Additional mathematics sessions targeted at disadvantaged pupils and those identified as falling behind/ not making progress to close the gaps in learning.</p>	<p>Children from disadvantaged backgrounds and those ‘falling behind’ are identified for additional support to close the gap in attainment.</p> <p>TAs delivering interventions are supported by Deputy.</p> <p>The impact of interventions is monitored on Provision Map.</p> <p>Children who have been identified as currently expected or GDS will be supported through additional enhanced provision.</p> <p>https://numbersensemaths.com</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>3</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to</p>	<p>3,4,5</p>

<p>mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A part time learning mentor and chaplain are employed to support vulnerable families with attendance and acute needs within the school community.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1
<p>Learning mentor to ensure that parents are made aware of expected attendance levels when they fall below 90%</p> <p>School to buy into additional services with the EWO to support children's attendance in school.</p>	<p>School to purchase EWO enhanced package with Cheshire East. Learning mentor to monitor attendance and to make contact with parents where attendance falls below 90% Motivational rewards for attendance including Attendance Ted and sweets in Key Stage 2. End of year attendance certificates. DfE guidance Improving School Attendance</p>	1
<p>Vulnerable children to be highlighted and supported through ELSA sessions.</p>	<p>Learning mentor to identify vulnerable children needing emotional literacy support intervention. Interventions are reviewed 6 weekly on provision</p>	1

	<p>map. Ad hoc nurture support is 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 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
School to provide additional swimming lessons for disadvantaged pupils who are non-swimmers in Key Stage 2		
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

Total budgeted cost: £ 47 000

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.

During the academic year 2020-21 a member of staff was appointed Pupil Premium Champion and was responsible for coordinating the provision across the school, providing additional support as well as the management/ accountability of the provision. This meant that the disadvantaged pupils were clearly identified; all staff were made of their needs and provision was targeted to support our most vulnerable pupils in terms of academic progress, well being and physical development.

The school employed a part-time learning mentor to support the social and emotional needs of our disadvantaged families through Early Help Assessments and supporting the process of family support. As a result, pupils were identified as being at risk and a disadvantaged and vulnerable register was created.

School employed a teaching assistant to provide in-class support for disadvantaged pupils and groups of children deemed as 'falling behind'. This support was targeted in Year 3 and Year 4 following assessments, observation and discussion. As a result children from disadvantaged backgrounds received targeted support in reading, writing and mathematics to maximise their progress and attainment.

All TAs have received EEF training 'How to be an effective TA' focused on how to effectively support the teacher through helping pupils to develop independent learning skills and manage their own learning. 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.

Additional reading, writing and mathematics sessions targeted at disadvantaged pupils and those identified as falling behind/ not making progress to close the gaps in learning were staffed and resourced during the Spring and Summer term. The Pupil Premium Lead/ SENCo worked closely with phase leaders to create an organised intervention plan based on school assessments to support children at risk of falling behind including children from disadvantaged backgrounds.

The school invested in Read, Write, Inc training for the phonics, Year 1 and EYFS lead. This training was disseminated across the school. School purchased Read, Write, Inc decodable reading books matched to the phonics scheme to support early reading. Observations and assessments have shown that the impact of this resource has seen an increasing number of children making good levels of progress which is an early

indicator of the quality of both teaching and resourcing. 85% of children made good or better progress in the year 2020/21 and the new reading scheme and interventions enabled this progress however time missed in school impacted upon attainment.

School have provided all pupil premium children to access 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.

All staff have engaged in social and emotional CPD led by Visyon focusing on trauma, attachment, emotion coaching and resilience. 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.

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
Charanga	Charanga Ltd.
Accelerated Reader	Renaissance Learning
IDL mathematics	IDLS group
IDL	IDLS group
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
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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