

# Pupil premium strategy statement –Elston Hall Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	694
Proportion (%) of pupil premium eligible pupils	35.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 2023 – 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Louise Dollery
Pupil premium lead	Kate Willis
Governor / Trustee lead	Gavin Hawkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,890 (from GIAS)
Recovery premium funding allocation this academic year	£31,610
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£350,500

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent for the use of the pupil premium strategy is underpinned by the moral purpose to change lives for the better. This is reflected in our high expectations throughout the school for all pupils, including those eligible for pupil premium funding. We strongly believe that all children should receive equally high-quality teaching which impacts effectively upon their learning. We recognise that high quality teaching approaches should be embedded for all pupils regardless of whether they are disadvantaged or not. Our aim is to ensure an increasing number of disadvantaged children are working in line with age-related expectations and above.

At Elston Hall, we recognise and understand the barriers facing our school community and aim to use our pupil premium funding effectively to support families. We aim to provide children with a wider range of strategies that not only focuses on their academic achievements, but their mental health, wellbeing and social / emotional needs. Achieving the potential of our children is our fundamental aim. We will be relentless in our drive to ensure that this is delivered. We will challenge the view that education alone cannot break the cycle of deprivation, low aspiration and underachievement. We want to ensure everyone in our Trust has the personal resolve and support to succeed, an ethos of 'yes we can'.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning meets the needs of all the pupils
- Ensuring that appropriate provision is made for vulnerable pupils; this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed

When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated to support those who school feel would most benefit from the intervention.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oral &amp; speaking skills of pupils in EYFS are below age-related expectations.</b></p> <p>Evidence from EYFS Baseline shows a higher number of disadvantaged pupils are below ARE in communication and language when they enter school. A higher proportion of Non-PP children also achieve a GLD by the end of the EYFS compared to those eligible for PP. Some pupils also require specialist speech &amp; language interventions.</p>
2	<p><b>Disadvantaged pupils are mostly outperformed by their peers in R/W/M by the end of KS2. The number of PP pupils achieving ARE in reading is below that of Non-PP pupils in KS1 and KS2. The number of PP pupils achieving combined reading / writing / maths ARE in KS2 is below that of non-PP pupils.</b></p> <p>This is evident from school data in KS1 and end of KS2 which shows PP recipients are outperformed by their peers who are not eligible for PP in reading.</p> <p>Combined school results for R/W/M show disadvantaged pupils are outperformed by non-disadvantaged pupils in achieving ARE and GD at the end of KS2.</p>
3	<p><b>An increasing number of pupils require additional social, emotional and behavioural support.</b></p> <p>Evident from school behavioural logs, observations, number of pupils with Emotional, Behavioural Support Plans. School supports an increasing number of families through Early Help. School also makes increasing referrals to 'Reflections', CAMHS and Base 25 to support pupil mental health and wellbeing.</p>
4	<p><b>Attendance and punctuality are not always seen as high priority.</b></p> <p>As a result of this, attendance of disadvantaged children is lower than that of non-disadvantaged pupils. The percentage of unauthorised absence is also higher for disadvantaged pupils and the persistent absence for PP children is higher than that of non-PP children. This negatively impacts upon disadvantaged pupils' progress.</p>
5	<p><b>Children receive limited opportunities outside of the school environment that will enhance their wider understanding and cultural capital.</b></p>

	Observations and pupil surveys suggest the PP children have limited experiences that enhance their cultural capital outside of their learning environment.
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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.

Intended outcome	Success criteria
Improve the oral language skills and vocabulary among disadvantaged pupils.	<p>Increased % of PP pupils achieve ARE in CLL by end of Reception.</p> <p>The % of PP pupils pass phonic screening is in line with national averages.</p> <p>Completion of Speech &amp; Language plans.</p> <p>'Wild Tribe' is well established and timetables effectively in EYFS to develop CLL.</p>
Improved reading attainment for disadvantaged pupils by the end of KS1 and KS2.	<p>Increased % of disadvantaged pupils achieve ARE.</p> <p>Gap between PP and Non-PP decreases.</p> <p>Floppy's phonics well established and well-resourced across school to improve early reading attainment.</p> <p>PP pupils pass phonic screening in line with national averages.</p> <p>Standardised reading tests show PP pupils improve their reading ages in line with their peers.</p>
Accelerate progress for disadvantaged pupils in reading.	<p>Increased % of disadvantaged pupils make accelerated progress in reading.</p> <p>Increased % of disadvantaged pupils achieve ARE in reading.</p> <p>Gap between PP and Non-PP pupils decreases.</p> <p>Standardised reading tests show PP pupils make accelerated progress.</p> <p>Accurate grouping for Floppy's phonics across school facilitated by well trained staff.</p> <p>Increased % of disadvantaged pupils achieving combined R/W/M by end of KS2.</p>

<p>Accelerate progress for disadvantaged pupils in writing.</p>	<p>Increased % of disadvantaged pupils make accelerated progress in writing.  Increased % of disadvantaged pupils achieve ARE in writing.  Gap between PP and Non-PP pupils decreases.  Increased % of disadvantaged pupils achieving combined R/W/M by end of KS2.</p>
<p>Accelerate progress for disadvantaged pupils in maths.</p>	<p>Increased % of disadvantaged pupils make accelerated progress in mathematics.  Increased % of disadvantaged pupils achieve ARE in mathematics.  Gap between PP and Non-PP pupils decreases.  Increased % of disadvantaged pupils achieve well at Y4 MTC.  Increased % of disadvantaged pupils achieving combined R/W/M by end of KS2.  Embedded mastery approach across school evident in lessons.</p>
<p>Increase provision for pupils to access support for social / emotional / behavioural needs.</p>	<p>Increased number of pupils receive intervention for social / emotional / behavioural needs.  Decreased number of behavioural incidents involving PP pupils.  Pupil speak confidently about their mental health &amp; wellbeing.  Pupil voice &amp; parent surveys shows pupils feel safe in school environment.  Parents are effectively supported through Early Help plans.</p>
<p>Improve attendance and reduce persistent absence for disadvantaged pupils.</p>	<p>Gap between attendance of PP and Non-PP pupils reduces.  % of persistent absence reduces for disadvantaged children.  Reduced number of unauthorised absences in disadvantaged pupils.  Overall school attendance increases.  Overall school attendance is above or in line with national averages.</p>

<p>All pupils, especially those who are in receipt of PP have opportunities to broaden their cultural capital through well planned curriculum experiences.</p>	<p>Curriculum planning shows clear plans for pupil engagement.</p> <p>Extra-curricular clubs are well established and attended.</p> <p>Educational visits are planned and effective in all year groups.</p> <p>Parental engagement increases through well planned parent workshops across school.</p> <p>Well established ambassador programme across school that involves disadvantaged pupils.</p>
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## 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: £ £118,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>NPQ</b> (subsequent cover / release time for completion) 1 x NPQ Leading learning 2x NPQ EY 1x NPQ Literacy 2x NPQH 1x NPQEL</p>	<p>DFE Delivering World Class teacher development document <a href="#">DfE Delivering World Class Teaching</a> DFE Emerging findings from the NPQ Evaluation <a href="#">DfE NPQ Evaluation</a></p>	<p>1, 2, 3, 4, 5</p>
<p><b>Pupil Premium leader</b> Half termly monitoring of PP pupils:</p> <ul style="list-style-type: none"> <li>• Attainment</li> <li>• Progress</li> <li>• Attendance</li> </ul>	<p>EEF Pupil premium guidance outline the importance of 'monitoring and evaluating the PP strategy' to ensure it is effective. <a href="#">EEF Pupil Premium Guidance</a></p>	<p>1, 2, 3, 4, 5</p>

<ul style="list-style-type: none"> <li>Barriers / emerging barriers</li> </ul>		
<p><b>Core subject leader release time</b>  <i>Opportunities for leaders to plan, monitor &amp; lead curriculum subjects</i></p>	<p>The EEF identify ‘Sustain’ as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. See ‘Schools guide to implementation’  <a href="#">EEF School's Guide to Implementation</a></p>	1, 2, 5
<p><b>Phase Leaders release time</b>  <i>Phase leaders monitor the effective teaching and learning across school and support curriculum delivery.</i></p>	<p>The EEF identify in ‘Deliver’ to use peer to peer collaboration with coaching and mentoring to ensure effective implementation.  <a href="#">EEF Effective Guide to Implementation</a></p>	3, 4, 5
<p><b>Embedding Floppy’s Phonics scheme across school</b>  <i>Purchase of resources for phonics books / CPD / phonics leader release time to ensure consistent high-quality delivery</i></p>	<p>EEF + 5 months for phonics delivery  <a href="#">EEF Phonics Delivery</a></p>	1, 2
<p><b>New Salford Reading standardised test</b>  <i>Standardised testing to monitor impact of reading strategies across school</i></p>	<p>EEF recommend use of standardised testing to monitor impact.</p>	2
<p><b>Trust Literacy Leader time</b>  <i>Implementation of the new reading framework to improve reading outcomes for all pupils (Staff CPD, Leader monitoring)</i></p>	<p>EEF + 6 months for reading comprehension strategies  <a href="#">EEF Comprehension Strategies</a>  The EEF identify ‘Sustain’ as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. See ‘Schools guide to implementation’  <a href="#">EEF School's Guide to Implementation</a></p>	2
<p><b>ECT programme &amp; mentor release time</b>  <i>All ECT’s to receive bespoke support from EHLT programme to ensure high quality delivery of curriculum across school.</i></p>	<p>EEF recommend high quality CPD, notably during the ECF.  <a href="#">EEF Professional Development Guide</a></p>	1, 2, 3, 5

<p><b>Dimensions Curriculum</b></p> <p><i>Purchase of high quality and engaging curriculum resources to support teaching and learning</i></p>	<p>DFE recommend using 'high quality resources' as a way to reduce teacher workload and bring about effective curriculum design.</p> <p><a href="#">DfE Reducing Teacher Workload</a></p>	2, 3, 5
<p><b>Implementation of Mastery Maths Curriculum</b></p> <p><i>Release time for staff to attend training, resources.</i></p> <p><i>Maths leader time to monitor and embed new approach to teaching to develop pupils' opportunities for speaking and listening. (Roll out approach over 3 year period.)</i></p>	<p>EEF Master Learning + 5 months</p> <p><a href="#">EEF Mastery Learning</a></p> <p>NCETM – evidence for mastery approach</p> <p><a href="#">NCETM Mastery Approach</a></p>	1, 5
<p><b>Resources for Wild Tribe (EYFS)</b></p> <p><i>Purchasing of appropriate resources to enable all pupils to access regular Wild Tribe sessions</i></p>	<p>'Council for Learning Outside of the Classroom' outline a substantial body of evidence between learning in natural environments and health &amp; wellbeing benefits.</p> <p><a href="#">LoTC Summary of Evidence</a></p>	1, 5

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

Budgeted cost: £ £146,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching Assistants</b></p> <p><i>(proportion funded by pupil premium funding)</i></p> <p><i>TAs deliver targeted interventions, small group &amp; individual support for reading, writing and maths</i></p>	<p>EEF + 5 months for TAs delivering small group interventions &amp; support.</p> <p><a href="#">EEF TA Interventions</a></p>	1, 2, 3



<i>(including phonics &amp; spelling).</i>		
<b>Employment of sports coaches</b> <i>Sports coaches provide cover for teacher led interventions. All pupils benefit from additional physical activity opportunities.</i>	Small group tuition + 4 months <a href="#">EEF Small Group Tutoring</a> Physical activity + 1 month <a href="#">EEF Physical Activity</a>	1, 2  3
<b>Employment of HLTA's</b> <i>Support to implement Speech &amp; Language interventions</i>	EEF + 6 months Oral language interventions <a href="#">EEF Oral Language Intervention</a>	1

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Toast provided daily to all pupils</b> <i>Available to all pupils across school</i>	EEF + 2 months providing free breakfast before reading, writing & maths. <a href="#">EEF Breakfast Club evidence</a>	1, 2, 3
<b>Educational Welfare Officer &amp; School Attendance Lead</b> <i>Funding for release time for attendance lead and also pay for Educational Welfare Officer time 1x week.</i>	DFE's 'Working together to improve attendance' document offers guidance for attendance that is implemented by the attendance lead alongside the EWO. <a href="#">Working together to improve attendance</a>	4
<b>Employment of non-class-based TAs</b> <i>Continued support for social / emotional learning and behaviour support.</i>	EEF + 4 months social emotional learning <a href="#">EEF Social / Emotional Learning</a>	3, 4
<b>Subsidise trips for PP pupils</b> <i>Support with funding cost of educational visits to ensure all pupils have equal access.</i>	'Council for Learning Outside of the Classroom' outline a substantial body of evidence between learning in natural environments and health & wellbeing benefits. <a href="#">LoTC Summary of Evidence</a>	3, 5

<p><b>Lunchtime Support Staff</b>  <i>Additional lunchtime support staff to promote physical activity and support with social / emotional matters.</i></p>	<p>Physical activity + 1 month  <a href="#">EEF Evidence for Physical Activity</a></p>	<p>3, 5</p>
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**Total budgeted cost: £350,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*In 2022- 2023, Elston Hall has continued to make progress against the Pupil Premium Strategy that was set. Progress was made against the identified challenges:*

#### **Improved Oral language skills and vocabulary among disadvantaged pupils.**

*Through the use of the pupil premium funding, school paid for staff to deliver speech and language interventions for a total of 11pupils (25 pupils the previous year). EYFS develop language rich environments with an emphasis on early reading and phonics. In EYFS reading, the gap from PP to Non-PP reduced by 2% from the previous year. There was a 13% gap between PP and Non-PP children achieving a GLD a slight increase from the 8% gap last year.*

*The introduction of high-quality phonics teaching and resources also supported the outcomes for pupils in KS1. At the end of Y1, the % of children meeting the ARE in phonics for PP was 93% which was above the 90% for Non-PP. This had increased from a 78% pass rate for PP pupils in 2022. This was supported by the pupil premium spending on Floppy's phonics training and resources, also the spending on Teaching Assistants to facilitate small groups for phonics contributed towards this positive outcome.*

#### **Improved reading attainment for disadvantaged pupils by the end of key stage 2**

*At the end of KS1, 67% of PP children achieved ARE in reading compared to 60% of Non-PP children (but only 3% of PP achieved GDS compared to 14% of Non-PP). This has increased from 48% achieving ARE in 2022. The % of PP children achieving combined RWM by the end of KS1 was 67% compared to 56% of Non-PP children. For PP children, this was an increase from 39% the previous year.*

*At the end of KS2 in 2023, the % of disadvantaged children achieving ARE in Reading, Writing and Maths (and combined) was above national in all areas. 77% of disadvantaged pupils achieved ARE in reading compared to 60% nationally.*

*The schools combined figure for disadvantaged pupils achieving reading, writing and maths was 67% compared to 44% nationally. This was supported by reading interventions, delivered in small groups by teachers and TAs that had been funded by the pupil premium strategy.*

#### **Improved writing attainment for disadvantaged pupils by the end of key stage 2**

*In 2023, 79% of disadvantaged pupils achieved ARE in writing (which is an increase from 62% the previous year). Nationally, only 58% pupils achieved ARE.*

*The % of disadvantaged pupils achieving GD also increased to 15% (from 8%). This had been supported by pupil premium spending on Teaching Assistant support and teacher interventions.*

#### **Improved maths attainment for disadvantaged pupils by the end of key stage 2**

*In maths in 2023, 79% disadvantaged pupils achieved ARE. Nationally, only 59% of disadvantaged pupils achieved this. The % of disadvantaged children achieving ARE in maths has increased from 72% the previous year.*

*This builds on the previous year's results where 72% of disadvantaged pupils achieved ARE compared to 56% nationally.*

**Accelerated progress in reading, writing and maths for disadvantaged pupils**

*In Summer term 2023, the Raising Achievement Plan shows that in Y6 34% pupils made accelerated progress in reading. 67% pupils made accelerated progress in summer term in writing. This was supported by PP focus for teacher intervention groups and TA support.*

*By the end of Y6, 87% PP pupils had made expected progress with 20% children making more than expected progress in reading. 93% PP pupils had made expected progress in writing with 16% making more than expected progress. 93% pupils had made expected progress in maths with 24% making more than expected progress.*

*Progress data for reading in 2023 was +1.5 compared to +1.1 in 2022. Progress data for writing also increased from +0.3 in 2022 to +0.5 in 2023. Maths showed a progress score of +1.1.*

**To achieve and sustain improved wellbeing and behaviour for all pupils in school, particularly our disadvantaged pupils.**

*During the 2022 – 2023 academic year, 29 PP children had intervention for behaviour, social emotional support. This increased from 16 pupils the previous year. Pupil premium spending had allowed these pupils to be targeted by support staff who were also overseen by the Trust Behaviour and Emotional Lead.*

**Improved parental engagement leading to improved outcomes in reading, writing and maths**

*A range of meeting took place during the 2022 – 2023 year to further engage parents. This included; Y6 SATs, Y4 MTC & Y1 phonics screening parent meetings were held to raise the profile of compulsory screening, tests and checks that were taking place. School also held parent meetings for mental health, Mother's Day, Father's Day, choir and transition to further engage parents and support the school community.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
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Floppy's Phonics	Oxford University Press
Project X books	Oxford University Press
TT Rockstars	TT Rockstars
Dimensions Curriculum	Learning Means the World
Purple Mash	2Simple
1Decision (PSHE)	1Decision Ltd

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

**Further information (optional)**

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