

# 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	Elliston Primary Academy
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Rebecca Clayton
Pupil premium lead	Dawn Coates Rebecca Morgan
Governor / Trustee lead	Academy Improvement Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,463
Recovery premium funding allocation this academic year	
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	£281,463

# Part A: Pupil premium strategy plan

## Statement of intent

At Elliston, we believe that, although Pupil Premium provides additional funding, it is the spotlight it puts on the achievement of disadvantaged children that is the priority. 48% of children who attend Elliston are eligible for the funding, compared to 20.8% nationally.

Educational attainment is the best predictor that we have of a young person's long-term outcomes and it is, therefore, important that we ensure all children achieve, whatever their background or level of social deprivation. It is important that this additional public funding is used effectively, with careful planning, in order that we close the gap between disadvantaged children and their peers.

Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers, nationally. Students eligible for the Pupil Premium are often more likely to be low-attaining than other children, however we are aware that we have some middle and high attainers who also attract Pupil Premium funding.

The belief that all eligible children should be positively impacted by this strategy has influenced our planning. We have considered the evidence from the Education Endowment Foundation (EEF) and their research into successful practice in other schools. We have also taken on board the impact of strategies used previously within our own school.

As recommended by the EEF, we have a tiered approach to Pupil Premium spending. Teaching takes priority and this includes professional development and training for all staff. This is reflected in the Pupil Premium spending, where teaching is the highest costed tier.

The Education Endowment Foundation states 'The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.' It is for this reason that our plan is specific and precise. We endorse the EEF's view that the use of Pupil Premium funding will 'benefit other groups' and that 'some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.'

## Challenges

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

Challenge number	Detail of challenge
1	Attainment is lower for disadvantaged learners than peers, both in school and nationally. We also have a higher proportion of disadvantaged learners with SEND compared to national, 63% of these are Pupil Premium.
2	Our disadvantaged children generally have poor language skills and limited vocabulary on entry to school.

3	Limited reading at home can be a barrier for disadvantaged children and this impacts on their access to the wider curriculum in school and beyond
4	Disadvantaged children at Elliston generally have more complex family backgrounds, 63% of Pupil Premium children have had social care involvement or an Adverse Childhood Experience. A further 9% require pastoral support.
5	Attendance for disadvantaged children is significantly below the rest of the school. 49% of the Persistent Absentees are Pupil Premium
6	Limited 'wider' experiences and opportunities in life to draw upon which can link to lack of aspiration for the future.

## 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
<p><i>Increase the percentage of disadvantaged pupils reaching standards</i></p> <p><i>Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year.</i></p>	<p>Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers.</p> <p>Outcomes will be in line with National Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing</p> <p>The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding.</p> <p>The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants.</p> <p>Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
<p><i>Develop the vocabulary of disadvantaged pupils, in general and across the curriculum</i></p>	<p>Enquiries into teaching and learning will identify an increased application of vocabulary</p> <p>Reading attainment will show disadvantaged pupils are in line with all pupils</p>
<p><i>Increase the opportunities for disadvantaged pupils to read</i></p>	<p>Reading outcomes will show disadvantaged pupils are at least in line with National</p> <p>Reading data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing</p>

<p><i>Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement</i></p>	<p>Welfare, emotional and safeguarding barriers are minimised. Enabling Pupil premium children to achieve in line with their peers.</p> <p>Attitudes to learning for all children is positive and learning behaviours are outstanding.</p> <p>Families are supported to reduce barriers to children's achievement</p>
<p><i>Improve the attendance of disadvantaged pupils</i></p>	<p>Attendance for disadvantaged pupils to be in line with others in school and nationally.</p> <p>Reduction in the percentage of Persistent Absentees across school</p> <p>Individual case studies will demonstrate the impact of improving attendance on pupil achievement</p>
<p><i>Increase opportunities and experiences for children – to ensure they have a wide range of experiences to draw upon in learning and develop a deeper understanding of the working world.</i></p>	<p>Curriculum Enrichment through the 'Elliston Experience' will have a positive impact on children's knowledge and understanding of the world around them – Cultural Capital</p> <p>Parental feedback is positive with regards to the Wider Curriculum</p> <p>Pupils will have increased encounters with employers and employees</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: **£208,408**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Release the Assistant Principal from class teaching to support vulnerable children and also support staff with teaching and learning, particularly ECTs</i> <b>Cost - £18,000 (25% of role)</b>	EEF – Mastery Learning EEF – Reading Comprehension Strategies EEF – one to one tuition EEF – small group tuition	1
<i>Continue to provide effective targeted support through Reading Plus for all children in KS2 and a similar reading programme in KS1</i> <i>Encourage the use of these at home</i> <b>Cost - £4,500</b>	EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area	1 3
<i>Continue to provide access to TT Rockstars and Numbots for all children in school – Encourage the use of these at home</i> <b>Cost - £200</b>		1
CPD for all staff on language development and vocabulary <b>Cost - none</b>	EEF SEN research – ‘build an ongoing holistic understanding of your pupils and their needs’	2
<i>Continue to provide a full time Learning Mentor to work with SLT on the identification of children who need early help or who are at risk of harm. This allows children with significant barriers to access their learning and make progress.</i> <i>This member of staff has a focus on attendance and emotional well-being in the classroom</i> <b>Cost - £30,000</b>	EEF - Social and emotional learning has a positive impact on achievement	4
<i>Continue to provide a full time Learning Mentor to work with SLT on the identification of children who need early help or who are at risk of harm. This allows children with significant barriers to access their learning and make progress.</i>	EEF - Social and emotional learning has a positive impact on achievement EEF – Parental engagement	4

<p><i>This member of staff has a focus on behaviour and supporting families</i></p> <p><b>Cost - £30,000</b></p>		
<p><i>RM and LL (phase leaders) – release time 0.5 day per week. This time is used to monitor standards, oversee interventions and support teaching and learning through mentoring</i></p> <p><b>Cost - £22,600</b></p>	<p>EEF – Mastery learning</p> <p>EEF – Teaching Assistant Interventions</p>	<p>1</p> <p>2</p> <p>3</p>
<p><i>Develop technology skills for all children as this is a key life skill beyond school</i></p> <p><b>Cost - £20,000 ((50% of IT technician role)</b></p>	<p>EEF – Mastery learning</p>	<p>6</p>
<p><i>Every class to have a full time TA to support with structured interventions, one to one mentoring and support</i></p> <p><b>Cost - £ 111,608 (50% of role)</b></p>	<p>EEF – one to one tuition</p> <p>EEF – small group tuition</p> <p>EEF - Teaching Assistant Interventions</p>	<p>1</p> <p>2</p> <p>3</p>

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

Budgeted cost: £56,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employ additional TA in FS2 – evidence shows the younger children have a bigger deficit due to Covid. The additional member of staff means that the children can have access to one-to-one support for reading, number and phonics as required.</i></p> <p><b>Cost - £22,000</b></p>	<p>EEF Teaching Assistant Interventions</p> <p>EEF – one to one tuition</p> <p>EEF – small group tuition</p>	<p>1</p> <p>2</p> <p>3</p>
<p><i>Employment of L4 TA to support the SENCo (part funded by SEN budget). This TA delivers intervention, including precision teaching but also delivers training for staff on interventions</i></p> <p><b>Cost –£6,655 (25% of role)</b></p>	<p>EEF SEND evidence review recommendations</p> <p>EEF – one to one tuition</p> <p>EEF – small group tuition</p>	<p>1</p> <p>2</p> <p>3</p>
<p><i>Booster for Y6 in Spring Term – one adult to one or 2 pupils. 10 staff x 1 hour per week</i></p> <p><b>Cost - £3000</b></p>	<p>EEF highlights one to one tuition as having significant impact</p>	<p>1</p> <p>2</p> <p>3</p>

Grimsby Town football Club reading support <b>Cost - £2,000</b>	EEF – one to one tuition	1
	EEF – small group tuition	2
		3

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

Budgeted cost: **£23,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ a Learning Mentor who is available to support and challenge parents around attendance as well as supporting children within the classroom</i> <b>Cost – £15,000 (50% of role)</b>	EEF – Parental engagement Children benefit from all strategies in this document if they are in school	5
<i>Continue to employ a member of the admin team to oversee attendance (including penalty notices) and admissions and leavers – part time role</i> <b>Cost - £7,400 (50% of role)</b>	EEF – Parental engagement Children benefit from all strategies in this document if they are in school	5
<i>Subsidise the provision of Elliston Experiences across the time the child is in school.</i> <b>£4,500 – annual whole school</b>	EEF - Social and emotional learning has a positive impact on achievement, Collaboration, Outdoor Learning	6
<i>Subsidise the provision ACE club</i> <b>Cost -£2,000</b>	EEF – Parental engagement and support	4
<i>Freebie Friday – once per month, each child gets an item like toothpaste to help with living costs</i>	EEF – Parental engagement and support	4
<i>Provision of breakfast –</i> <b>£2000 – staffing costs and supplies</b>	Positive impact on readiness for learning and concentration	1 4
<i>Subsidise a trip to PGL for all Y6 pupils</i> <b>Cost – £8,000</b>	EEF – Physical activity	6
<i>Provide all children with a high quality book to keep on World Book Day – annual event.</i>		3

<i>Pupil Premium children in Foundation Stage are given 5 good quality books</i> <i>Reading bags for all FS and KS1 children</i> <b>Cost - £4,500</b>		
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**Total budgeted cost: £288,263**



## 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 2021-2022 academic year.

Last year, we agreed to the following:

#### **Supporting Teaching and Learning**

- ✓ A planned Curriculum to meet the needs of Elliston pupils
- ✓ Additional adult support in every class
- ✓ Continued appropriate training programmes for teachers
- ✓ Minimise continued impact of school closures due to the pandemic

#### **Targeted academic support**

- ✓ Addressing the individual needs of each child and identifying their barriers to learning  
Providing intervention linked to termly Cohort Performance Reviews
- ✓ Personalised support and tailored interventions to the needs of the child –academic and otherwise
- ✓ Deployment of support staff to provide bespoke interventions
- ✓ Identifying barriers beyond academic and addressing these through pastoral and emotional support
- ✓ SLT involvement in reducing barriers to learning with any individuals as required.

#### **Wider strategies**

- ✓ Provision of a strong and highly effective Pastoral Team
- ✓ Training for all staff on issues around Mental Health
- ✓ Work with the Educational Psychologist to develop a self-support mechanism for emotional issues and difficulties
- ✓ Working with identified families to improve children's attendance and punctuality
- ✓ Providing support for parents
- ✓ Extended learning out of hours by providing after school child care and Booster Sessions –as national restrictions allow
- ✓ Providing books for all children
- ✓ Reduced costs for trips and clubs

### Externally provided programmes

Programme	Provider
Times Table Rockstars	Maths Circle
Reading Plus	Dreambox Learning

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*