

Pupil premium strategy statement – Elliston Primary Academy 2023-24

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	359
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	14 th December 2023
Date on which it will be reviewed	14 th December 2024
Statement authorised by	Rebecca Clayton
Pupil premium lead	Hannah Cook/Rebecca Morgan
Governor / Trustee lead	Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,165

Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£
Total budget for this academic year <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>	£

Part A: Pupil premium strategy plan

Statement of intent

Elliston is an outstanding place of learning that has a hardworking, enthusiastic, and dedicated staff team. A stable and experienced senior leadership team leads on securing an academy ethos of no excuses, the highest expectations, urgency, and children at the heart of its provision.

Elliston is a one and a half form entry school and many pupils start from the age of 3. 48% of children, who attend Elliston, are eligible for the Pupil Premium funding compared to around 22% nationally.

For us, educational attainment is the best predictor that we have of a young person's long-term outcomes and we believe early intervention is key. A focus on language development with a clear emphasis on vocabulary, oracy/speaking and reading is vital and we are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. We strongly believe our curriculum provides the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all pupils regardless of barriers.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and all staff have high expectations and ambition for all pupils and they fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide coaching, training, and immediate feedback to develop practice.

SLT have considered the evidence from the Education Endowment Foundation (EEF) and the research into successful practice in schools in developing the Pupil Premium strategy. As recommended by the EEF, Elliston has 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 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.'

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff, executive leaders and members of the Academy Improvement Committee. This interacts positively with partnership/school-improvement work with the Enquire Learning Trust

It means quality assurance is unequivocally purposeful and focused on improving teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment is lower for disadvantaged learners than peers, both in school and nationally. We also have a proportion of disadvantaged learners with SEND which can present additional challenges.</i>
2	<i>Limited reading at home can be a barrier for many children and this impacts on their access to the wider curriculum in school and beyond. This also impacts on the fact that many children can present with needing some language and vocabulary support when first starting school.</i>
3	<i>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</i>
4	<i>Attendance for all our pupils continues to be a focus which is why whole school attendance and persistence absenteeism. Our assessments and observations indicate absenteeism can negatively impact significantly on the progress of the learners.</i>
5	<i>Limited access to 'wider' experiences and opportunities in life to draw upon which can link to lack of aspiration for the future.</i>

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 pupils reaching standards as the focus of any plan for any group of children must be on academic achievement and maximising progress.</i></p> <p><i>Intervention is rigorous and time limited and is closely aligned to need. Intervention serves to motivate, not isolate, and the focus is on the 'Practitioner as the Intervention'.</i></p>	<p><i>Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers. 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 the quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding. The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants.</i></p> <p><i>Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact</i></p>
<p><i>Maximise opportunities to develop language and vocabulary. Create a level playing field by ensuring access to knowledge and language is accessible to all. Focus on intervention catch up around language.</i></p>	<p><i>Observations of teaching and learning will identify an increased application of vocabulary. This will also be evident when triangulated with other sources of evidence engagement in lessons, book scrutiny and ongoing formative assessments.</i></p> <p><i>Reading attainment will show all groups of children have barriers to language development minimised</i></p>
<p><i>Increase the opportunities for all pupils to read</i></p>	<p><i>Reading outcomes will show all groups of pupils are at least in line with National Averages.</i></p> <p><i>Reading data in all year groups will show that progress for disadvantaged pupils is, at least, the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing</i></p>
<p><i>Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement</i></p>	<p><i>Welfare, emotional and safeguarding barriers are minimised, enabling any child with a disadvantage in this area to achieve in line with their peers.</i></p> <p><i>Attitudes to learning for all children is positive and learning behaviours are outstanding.</i></p> <p><i>Families are supported to reduce barriers to children's achievement</i></p>

<i>Improve the attendance of all pupils, particularly that of disadvantaged pupils</i>	<i>Attendance for disadvantaged pupils to be in line with others in school and nationally. Reduction in the percentage of Persistent Absentees across school. Individual case studies will demonstrate the impact of improving attendance on pupil achievement.</i>
<i>Ensure the academy has a positive relationship with parents as well as pupils. Research shows pupils are more likely to succeed if this is the case.</i>	<i>Feedback from parents will show that the relationships are positive. Engagement in school events will be high. Attendance will continue to improve as parents show they value learning and prioritise getting the children into school.</i>
<i>Increase opportunities and experiences for all children to learn about the community they live in To focus on the 'future beyond Primary'- develop learners who are motivated and have skills and knowledge they can apply beyond school.</i>	<i>Curriculum Enrichment through the 'Elliston Experience' will have a positive impact on children's knowledge and understanding of the world around them – Cultural Capital Parental feedback is positive with regards to the Wider Curriculum Pupils will have increased encounters with employers and employees</i>

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: £147,438

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 Cost - £17,706 (25% of role)</i>	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1703060811	1 and 2

<p>Support of two middle leaders Approx. 50% of total TLR role Cost - £5000</p>	<p>The guidance in this poster from EEF, (especially section 2), highlights recommendations for effective Professional Development.</p> <p>The document below guides leaders with ensuring Pupil Premium funding is used to maximum potential https://assets.publishing.service.gov.uk/media/6425a1002fa848000cec105f/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	
<p>Continue to provide two full time Learning Mentors 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. These staff members have a focus on attendance and emotional well-being in the classroom Cost - £31, 859 (50% of their total time)</p>	<p>EEF - Social and emotional learning has a positive impact on achievement.</p> <p>‘There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment’ (Banerjee et al., 2014)</p> <p>‘Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non - stigmatising and effective form of early intervention for reducing psychological distress’ (Cooper, 2009)</p>	3
<p>Every class to have a full time TA to support with structured interventions, one to one mentoring and support – emotionally as well as academically Cost - £67, 018 (25% of role)</p>	<p>EEF – one to one tuition EEF – small group tuition EEF - Teaching Assistant Interventions</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1 2 3
<p>Develop technology skills for all children as this is a key life skill beyond school Cost - £21,355 (50% of IT technician role)</p>	EEF	1 and 5

	<p>https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning</p> <p>'The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people. But, as technology advances at lightning pace, it can be difficult for schools to decide which innovations to commit their scarce time and resources to.' EEF</p>	
<p>Provide all children with a high quality book to keep on World Book Day – annual event.</p> <p>Children receive a book at Christmas every year</p> <p>Pupil Premium children in Foundation Stage are given 5 good quality books</p> <p>Reading bags are free for all FS and KS1 children</p> <p>Cost - £4,500</p>	<p>There are many documents citing the importance of reading and research shows that reading for pleasure as well as decoding is important.</p> <p>We ensure that all children have access to a range of high quality books to keep at home. On their Elliston journey from a 3 year old to Y6, every child should receive in excess of 15 books</p>	2

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

Budgeted cost: £58,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Cost - £12,185 (50% of role)</p>	<p>We use the guidance in this document to ensure that intervention is targeted, time-tight, and addresses specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>However, we are also mindful of this from EFF – 'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to</p>	1 2 3

	ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class’.	
<i>Recruitment of a TA specifically focussed on developing language and vocabulary – focus predominantly in Early Years and KS1</i> Cost - £24,370	<i>This quote is from the Early Years Framework and highlights the importance of language and vocabulary development.</i> ‘Communication and Language The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures’.	1 and 2
<i>Recruitment of a Speech and Language Therapist, one day per week – focused predominantly in Early Years</i> Cost - £10,000 (approx.)		1 and 2
<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> Cost –£7,120 (25% of role)	<i>Support 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:</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3
<i>Booster for Y6 in Spring Term – one adult to one or 2 pupils. 10 staff x 1 hour per week</i> Cost - £3000	<i>Support 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:</i>	1 2 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Grimsby Town football Club reading support Cost – approx. £2,000	There are many documents citing the importance of reading and research shows that reading for pleasure as well as decoding is important.	1 2

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

Budgeted cost: £ 32, 352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice set out in the DfE's Improving School Attendance advice. Continue to employ a member of the admin team to oversee attendance (including penalty notices) and admissions and leavers – part time role Cost - £4,176 (25% of role)	EEF – Parental engagement Children benefit from all strategies in this document if they are in school. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Provision of free breakfast club for all from Feb half term Cost - £6000 – staffing costs and supplies	Positive impact on readiness for learning and concentration	1 3 4
Freebie Friday – once per month, each child gets an item like toothpaste to help with living costs Cost - £3000	EEF – Parental engagement and support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 4
Subsidise a trip to London for all Y6 pupils Cost – £8,000	Research on cultural capital shows the importance of children having essential knowledge to be educated citizens. We consider	5

<p><i>Subsidise the provision of Elliston Experiences across the time the child is in school.</i></p> <p>Cost - £10,000</p>	<p><i>Y6 children knowing about their capital city and the importance of key buildings there is vital for their future development.</i></p> <p><i>All children have access to the Elliston Experience, designed to develop their understanding of the community in which they live and give them experiences they may not otherwise have.</i></p>	
<p><i>Parent/carer craft mornings with all year groups to develop and sustain relationships with families.</i></p> <p>Cost - £1000</p>	<p><i>EEF – Parental engagement and support</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Children benefit from all strategies in this document if they are in school</p>	<p>1</p> <p>3</p> <p>4</p>

Total budgeted cost: £ 238,289

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-23

Supporting Teaching and Learning

Providing effective intervention, alongside Quality First teaching, linked to termly Cohort Performance Reviews to close progress or attainment gaps.

Close monitoring of the effectiveness and impact of intervention to improve pupils' learning and adapt teaching approaches as needed.

By providing a full-time learning mentor, mission critical pupils are able to have early support to have barriers to learning reduced.

Children's technology skills have been developed through the weekly computing lessons taught by the IT Technician. This has allowed pupils to become confident in the fundamental skills of computing as well further develop the knowledge of teaching staff throughout the school during team teaching sessions.

Targeted academic support

Personalised support and tailored same day interventions, including pre teaching to enable all children to access the curriculum.

Year 6 Booster groups - 57% of disadvantaged children accessed the booster sessions.

Additional phonic intervention in Foundation Stage and Key Stage 1 in order to develop children's reading fluency. Being able to read fluently enables children to not only learn across the curriculum but also influences the opportunities that they have available to them in the future.

As a result of additional reading opportunities being delivered by Grimsby Town Football Club, disadvantaged children have been able to develop their reading fluency and develop a love of reading. This has been particularly successful for disadvantaged boys.

Wider strategies

Highly effective pastoral support from Learning Mentors ensure children are supported emotionally so they have the skills needed to access their learning.

Working with identified families to improve children's attendance and punctuality. Building a culture across school to have the desire to succeed academically and personally. Children who attain well attend well.

Curriculum Enrichment through the 'Elliston Experience' has a positive impact on children's knowledge and understanding of the world around them. Children are given the opportunity to join local clubs, develop social skills, build relationships and be part of a community.

By offering extended learning out of hours through the use of after school child care, individual children have been able to develop skills in a wide range of areas such as computing, cooking, music and sport. This has also had an impact on the level of attendance in school as pupils enjoy participating in these activities.

By providing children with breakfast club provision, we find that children demonstrate a readiness to learn. This is a result of their basic needs being met and therefore having the ability to concentrate more, higher energy levels and an improved positive mindset.

Reduced costs for trips 89% of Year 6 attended the PGL residential.

All children celebrated world book day and were each gifted a high quality text from staff in school. Children were able to celebrate reading and this in turn helped further develop a passion for reading and enabled them to become fluent and more confident in reading.

Foundation stage children have received 5 high quality books after participating in Dolly Parton's Imagination Library. This has allowed them to build fundamental skills needed in the early stages of reading such as developing a love of reading, pre-reading skills and listening to stories. We were also able to provide each child with their own reading bag. This has ensured that children take responsibility of looking after their own items as well as making them feel part of the Elliston team.

Freebie Friday – attendance nationally is low on Friday. Every month we have 'Freebie Friday' where families each receive an item to help with living costs. These items have previously included: toothpaste, shower gels, advent calendars. It is recognised nationally that attendance is lower on a Friday and this has helped to improve our own school attendance.