



Pupil premium strategy statement Elstow School 2022-23

This statement details our school's intended use of pupil premium (and recovery premium for the 2022-2023 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	Elstow School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils - current	20% (84 pupils)
Academic year	2021-2022
Date this statement was published	20 October 2022
Date on which it will be reviewed	20 October 2023
Statement authorised by	S Barlow Principal
Pupil premium lead	V Maples DHT
Governor / Trustee lead	Dr M Turner Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,000
Recovery premium funding allocation this academic year	£11,800
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	£119,160



Part A: Pupil premium strategy plan

Statement of intent

Intention

We believe that given the right circumstances, all children are capable of extraordinary things.

We want all children to have the well sequenced, rich and broad primary curriculum to which they are entitled, regardless of background or other circumstances. We also want all teachers and teaching assistants to be skilled in managing behaviour, in having high expectations and in employing a wide range of evidence informed teaching strategies which promote learning.

We want to ensure that all children and families are supported in attending school, managing the school environment and making friends, supported in home and family life, and have targeted support for any SEN or social emotional or behaviour needs which may be a barrier to learning and attainment.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low attainment</p> <ul style="list-style-type: none"> • Low vocabulary • Lack of reading/speaking and listening skills • Low aspirations • Lack of homework support • Lack of parent/carer engagement with educational progress
2	<p>Family Circumstances</p> <ul style="list-style-type: none"> • Low vocabulary or reading skills • Low aspirations • Lack of resilience • Low self-esteem • Lack of organisational skills • Inappropriate expectations place on the pupil • Pre-occupation leading to limited attention span or engagement
3	<p>Low attendance</p> <ul style="list-style-type: none"> • limited social interaction with peers • low academic resilience • school refusal and other entrenched behaviours • limited school relationship with parents

	<ul style="list-style-type: none"> • limited life outcomes
4	<p>Social emotional or behavioural difficulties</p> <ul style="list-style-type: none"> • difficulty adjusting to boundaries or adult direction • lack of ability to sleep or rest • disturbed or disrupted eating • over-reliance on technology • lack of ability or stamina to focus throughout the school day
5	<p>Special Educational Needs</p> <ul style="list-style-type: none"> • Dyslexia • Dyscalculia • Developmental or cognition delay • Dyspraxia • ADHD • ASD including Asperger's Syndrome

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
Pupil Premium pupils demonstrate behaviour which positively affects their ability to focus and learn	<p>PP pupils continue to be identified through GRC logs in class teams and actively supported in making positive behaviour choices.</p> <p>PP pupils are proportionately represented in class behaviour logs with any SEN/PP crossover pupils appropriately and adequately supported through Individual Action Plans (with Behaviour support where necessary detailed on the reverse)</p> <p>In Y6 opportunities to demonstrate good citizenship and role model behaviours for the school are promoted and rewarded, supporting transition to secondary school.</p> <p>Y6 pupils are motivated, by means of increased responsibility and whole school promotion via Prefect Badges, leadership of the School Council and support activities in other year groups, to become prefects, showing increased resilience, attendance and stamina for school life.</p>
Access to quality first teaching and a well sequenced and broad curriculum is offered across the full primary range	<p>All pupils attend all lessons as standard with interventions targeted outside the main lessons</p> <p>Strategies to ensure lesson content is understood and learned are in place through the full suite of assessments.</p>

	<p>Interventions where they happen show that the PP group are working at the right start points and making excellent progress</p> <p>Specific phonics interventions for target pupils and reading intervention through individual opportunities daily are timetabled. Pupils do not miss their main lessons and no children are removed from class teaching as standard.</p>
<p>Attendance for PP is good</p> <p>Individual families with complex support strategies in place have good and if appropriate, improving attendance and engagement with the school.</p>	<p>Careful monitoring and tracking shows PP attendance is not proportionately lower than other pupil groups. Actions to remedy poor or dropping attendance are swift and timely – with specific families phoned and counselled by the Family Support Worker.</p> <p>Families who book holiday are tracked closely and letters to advise against booking time off during the school year are sent from the Principal and the Trust.</p> <p>Class teachers support absence and the school office messages and phones daily to ensure no child slips into Persistent Absence without rigorous intervention.</p>
<p>Parental engagement is high for PP pupils and teachers encourage links and interest in pupils' welfare and educational progress</p>	<p>PP families respond to targeted support and inclusion offers such as</p> <ul style="list-style-type: none"> • Funded enrichment club places – with a keen focus on LAC and PLAC pupils in addition to PP • Funded enrichment music lessons (piano and guitar) • Organised and supported therapy such as play, art or equine as advised or needed. • Teacher/Parent face to face meetings • Attendance at celebration and other school performance events • Parent Surveys indicate satisfaction with Elstow School's education and pastoral offer



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)

Support for high quality teaching

Whole Staff PD

Purchase of engaging high-quality educational resources – Primary Knowledge Curriculum materials, IDecision, SingUp, TT Rockstars and Spelling Shed) ongoing Sounds Write training and roll-out of linguistic phonics and Key Stage 2 polysyllabic spelling training to KS2 class teachers, Premier Sport provision.

Activity	Evidence that supports this approach	Challenge number addressed
Autism training Continued ASD for new teachers	Strategies to support SEN pupils with behavioural needs which fall outside the school's behaviour policy	5
Sounds Write phonics for all teaching staff	Phonics screening especially up in KS2 to ensure all pupils are decoding at ARE EEF Evidence document Literacy KS1 and KS2	1,5
Curriculum support materials PKC art, science, history geography Idecision Purple Mash Complete Maths SATs companion	High quality resources, relevant to pupils needs which are challenging and well sequenced to enable high attainment across all subject areas.	1,5
Whole school writing Professional Development	Driven by Data outcomes July 2022 EEF Improving outcomes in Writing	1,2,3,4,5
Instructional Coaching – with new iPads to support video coaching and feedback	This form of teacher development has a better evidence base than any other form of CPD Ambition Institute guide	1,4,5
SENCO/Inclusion support	Organised PD SEN/PP tracking GRC's half termly FSW Liaison Evidence Review	1,2,3,4,5

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

Support for 1:1

Interventions for phonics and mathematics – tutoring

Activity	Evidence that supports this approach	Challenge number addressed
1:1 tutoring	<p>EEF guide to one to one tuition</p> <p>In place in Y3,4,5 and 6 for mathematics</p> <p>Tuition makes an impact if additional to and explicitly linked to normal lessons – pupils are not removed from class teaching.</p>	1,4
Group tutoring	<p><i>SLT and teacher group tuition mathematics, reading, SEN mathematics, writing. High level behaviour support.</i></p> <p><i>EEF guidance - 3. Deploy high-quality, structured interventions to support pupils to make progress</i></p>	1,3,4,5
<p>Enrichment Clubs</p> <p>Bedford Music Service whole class instrument tuition</p> <p>Choir.</p>	<p>Funded music enrichment – developing cultural capital and wider curricular development.</p> <p>EEF link evidence</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf</p>	2,3,4,5
Group intervention maths support	<p>Children are taught by high quality practitioners.</p> <p>All children except those with exceptional needs are taught in the class with any extra support offered after/around the mathematics lesson</p>	1,5
SEN/PP interventions	Evidence Review	5
Nuffield Early Language	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language	1,5



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Behaviour support <ul style="list-style-type: none"> • Targeted pupil support • Engagement with families • Involvement of Bedford Borough services 	https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools Whole school behaviour training and SLT support Individual support for pupils who fall outside the usual Behaviour Policy expectations due to SEN or other circumstances.	1,4,5
Family Support Worker External bought in services To support Attendance Parenting support Young Carers Remote education support TAF	Parental Engagement review Overcoming barriers to parental involvement in education	2,3,4
SLT lunchtime management Teacher/TA lunchtime play support	EEF Report Behaviour in school	4,5

Total budgeted cost: £ 112,255



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 to 2022 academic year.

Our internal assessments show that our pupil premium cohort are making better progress along with the high expectations across the school. In July 2022 Elstow achieved significantly above National Average in Read Write and Mathematics combined at 78% as compared to 59% nationally.

Our Family Support Worker and SENCO continue to engage with hard to reach families or those vulnerable post-pandemic. Specific support for targeted pupils has meant that progress for these groups has been good. Especially those with SEN who are also Pupil Premium have had interventions which have increased attendance and engagements.

Pupils with SEND who are also registered as PP have been closely monitored and staff training across the board has been rigorous. This year, extra provision in PE and for enrichment in vulnerable groups has ensured that engagement with education and the school as a valuable provision has been excellent. Attendance was above National and as a school we did not close a single year group despite staffing absence pressures due to Covid.

Online learning through a weekly published timetable via each class teacher has helped engagement and access – along with consistent offers of help with technology and learning materials. The school has invested significant amounts of funding into IT, Sounds Write phonics books and further texts across the curriculum as well as online mathematics support.

Some pupil premium funding has been used to support our considerable PE offer – through PE teaching in the school day and that of funded enrichment (dance, football and multi-skills). Pupils have benefited from much longer PE sessions – with significant expectations that fitness and resilience – seemingly affected by the pandemic, would improve. Children have reported that their class PE days are the best part of the week. Teaching staff are timetabled to support to ensure all pupils have equal and fair access to all sports and provision.

Our focus on writing as a development point continues – through time with our Literacy Lead being able to completely overhaul the reading and writing curriculum and through training for our teaching team. As a result, last year, Elstow achieved the highest KS2 writing outcomes in Bedford Borough and are in the highest percentage attainment for writing nationally.

Pupil premium data outcomes July 2022

Year 2

Data 60 %	Forecast %		2022 SATs %		EOY TA %	
	EXS ⁺	HS	EXS ⁺	HS	EXS ⁺	HS
Reading	44 75%	7%	39 65%	6 10%	46 77%	3 5%



Writing (teacher assessment)	44 75%	9%			44 73%	1 2%
Maths	46 78%	9%	42 70%	8 13%	47 78%	5 8%

2022 KSI SATs for reading and maths - the tests make up one piece of evidence for the overall TA judgement.

Reading: raw score 26 = 100 scaled score

Maths: raw score 35 & 36 = 100 scaled score

No of chn	Reading			Writing			Maths		
	WTS	EXS ⁺	HS	WTS	EXS ⁺	GDS	WTS	EXS ⁺	HS
Pupil Premium: 12	5	7	-	7	5	-	6	6	-
SENd: 10	5	5	1	6	4	-	5	5	1

Year 4 – Multiplication times table check (MTC)

Elstow (60 chn) %	0-10	11-20	21-24	25
Summer 2 (MTC)	3	33	37	27

(60)	0-9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
No. chn	2			2	5		2	2	3	4	2	7	7	3	5	16	
PP (12)	2				2				1	2			3		1	1	
SENd (5)	2			2									1				

Year 6

HS = High Score – indicates a Scaled Score of over 110

Year 6 (60 pupils)

% for reading and maths based on 2022 SATs papers taken wc 9th May 2022

Data based on 60 chn	Forecast %		Aspirational forecast %		EOY outcomes %	
%	EXS ⁺	HS	EXS ⁺	HS	EXS ⁺	HS



Reading	80	23	88	-	87	20
Writing (teacher assessment)	75	12	88	-	85	5
Maths	73	17	80	-	82	17
RWM	72		80		78	

Reading: raw score 29 = 100 scaled score (EXS)

raw score 41 = 110 scaled score (HS)

Maths: raw score 58 = 100 scaled score (EXS)

raw score 96 = 110 scaled score (HS)

No of chn	Reading			Writing			Maths		
	WTS	EXS ⁺	HS	WTS	EXS ⁺	GDS	WTS	EXS ⁺	HS
Pupil Premium: 15	2	13	2	4	11	-	4	11	2
SENd: 13	5	8	2	5	8	-	6	7	2

	Elstow	National Average SS 21/22
Reading test	105	105
GPS test	106	105
Maths test	103	104

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
1:3 Tutoring programme	Supply teacher recruitment/
Individual access to teaching support	Complete Mathematics for all PP in years 4,5 and 6