

Pupil premium strategy statement – Elstow School 2023-2024

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	410
Proportion (%) of pupil premium eligible pupils	22
Academic year	2023 - 2024
Date this statement was published	31 st December 2023
Date on which it will be reviewed	20 September 2024
Statement authorised by	S Ciantar Principal
Pupil premium lead	V Maples DHT
Governor / Trustee lead	Emily Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,015
Recovery premium funding allocation this academic year	£10,265
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

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	Low attendance <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• limited life outcomes• heightened risk factor for safeguarding
2	Low attainment <ul style="list-style-type: none">• Limited vocabulary• Limited reading/speaking and listening skills• Low aspirations• difficulty with accessing homework• limited of parent/carer engagement with educational progress
3	Financial hardship <ul style="list-style-type: none">• Social emotional or behavioural difficulties• difficulty adjusting to boundaries or adult direction• difficulties with disturbed sleep or rest

	<ul style="list-style-type: none"> • disturbed or disrupted eating • difficulty with stamina to focus throughout the school day • Concerns over safety of home/local environment • Limited funds to purchase uniform/school equipment
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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
All pupils to be attending school on time, every day (where possible)	<p>Overall school attendance % will improve</p> <p>Attendance officer engages with families every day, chasing up every absence.</p> <p>PP pupils are tracked and parent contract meetings take place before attendance drops below 92%</p> <p>Weekly attendance meeting with SLT</p> <p>Fortnightly attendance meeting with Trust EWO</p> <p>High level of communication with families regarding attendance across the school year</p> <p>Weekly celebration of good attendance across the school – positive promotion of being in school on time, every day.</p>
All pupils have access to high quality teaching, by highly trained staff, through the delivery of a comprehensive, knowledge rich curriculum.	<p>Teachers will be Sounds Write trained across the year.</p> <p>Phonics champion to support the delivery of the phonics curriculum and ‘keep up’ strategy</p> <p>Assistant Principal closely tracking and monitoring phonics/reading across the school</p>

	<p>Developing expertise of all staff through professional development (internal / external)</p> <p>Raise awareness to staff regarding pupil progress and support flexible groupings through responsive teaching</p> <p>All pupils have access to TTRock stars. Closely monitored by teaching staff. Pupils supported to access platform.</p> <p>Scaffolding is being effectively used where needed and pupils will access the intended curriculum that is age appropriate</p> <p>Assistant Senco to support pupils who have additional needs (emotional literacy, bereavement support, protective behaviours)</p> <p>Inclusion lead support</p>
<p>All pupils have access to the resources, that they require, to fully participate in school life as a member of the school community.</p>	<p>Financial scaffolding is offered for PP pupils to enable them to attend enrichment opportunities</p> <p>New uniform policy includes the removal of branded clothing to reduce costs to families.</p> <p>Second hand uniform shop set up to support the school community</p> <p>Family support worker works closely with families offering additional support if needed (including housing, disability living allowance, food bank e.t.c)</p> <p>Liaising with families regarding additional support when accessing additional clubs</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: £35,812.20

Activity		Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD to improve phonics teaching and reading	Sounds Write training for all teaching staff	Linguistic phonics programme <i>(supported by EEF research)</i>	2
	Sounds Write refresher for all staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Professional development of staff (SDP focus) to improve outcomes		Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice EEF Effective professional development	2
		Whole school writing Professional Development Driven by Data outcomes July 2023 EEF Improving outcomes in Writing	2
		Employment of attendance officer Embedding principles of good practice set out in the DfE's Improving School Attendance advice (CPD)	1, 2
		TEAM TEACH positive behaviour management training. Following recommendation from Improving Behaviour in Schools (EEF)	1,2
Quality First Teaching		This is fundamental in the progress of all our children. Teachers are monitored by the SLT on a regular basis through learning wanders and planning checks to ensure that high standards are maintained across the school. EEF High quality teaching EEF Teaching & Learning toolkit	2
Appointment of an assistant SENCo to improve support across the school		Assistant SENCo to add capacity to the Inclusion Team enabling pupils with additional barriers to learning to access appropriate support. Assistant SENCo also carries out learning mentor role delivering interventions on emotional literacy and bereavement support work.	1,2

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

Budgeted cost: £21,556.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising the profile of the lowest readers and targeted support provided (reviewing using Reading framework 20230)	The English Subject Lead will continue to use our internal tracking system to identify those children in the lowest 20% of readers across the school. These children will be heard to read daily to ensure they get extra practice for their reading skills.	1, 2
Keep up groups led by Phonics lead, Phonics Champion and year 3 lead teacher.	Adaptive and responsive teaching (<i>Research informed - Responsive teaching; Harry Fletcher-Wood.</i>)	1, 2
Additional reading and maths boosters for year 6 (during and outside of normal school working day)	EEF guidance -3 Deploy high quality, structured interventions to support pupils to make progress EEF Teaching & Learning toolkit	
Year 4 TT catch up group (morning)		

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

Budgeted cost: £84,645.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of an attendance officer to improve attendance and ensure policy is enacted fully	Research shows us that attendance and outcomes are linked in a number of ways. Improved attendance will reduce the barriers to learning. EEF guide to Pupil Premium	1, 2
Funding wrap around care	Attendance before school can ensure children have eaten and have the energy they need for the school day. It also improves attendance and punctuality as they are arriving early, meaning less lateness recorded.	1, 2, 3
Educational visits Subsidy including: trips, sports events, transport to swimming lessons etc.	To provide a range of opportunities and equal access for all children to a broad and balanced curriculum. To promote healthy lifestyles through sport and keeping active. To raise	2, 3

	aspiration, motivation and engagement through non-academic means.	
Uniform support	School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3
To enhance music teaching by providing additional music projects across the year	We believe providing pupils with educational experiences will enhance the rich educational offer that we provide.	1,2,3
Improving parental engagement through consistent communication, workshops/webinars.	Improved parental engagement correlates with improving attendance and attainment. EEF Parental engagement EEF Teaching & Learning toolkit	1, 2, 3
Inclusion team working alongside key families (FSW, DHT, Assistant SENco)	Supports children to attend school by working closely with families and other professionals to overcome barriers to learning Working with Parents to support children's learning.	1,2,3

Total budgeted cost: £142,015.01

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 – 2023 academic year.

Behaviour	<p>Pupil Premium pupils are highlighted purple on class behaviour logs to ensure that teachers are always highly aware of who they are. The majority of pupils are very well supported by the whole school behaviour policy that is underpinned by principles from Doug Lemov’s Teach Like a Champion. A small minority of pupils require a more individualised approach and these pupils have individual behaviour plans and ABC logs in place (60% of pupils with behaviour plans are pupil premium)</p> <p>Our year 6 pupils have the opportunity to earn prefect positions and we always ensure that our pupil premium pupils are strongly encouraged to engage with this and this leads to pupil premium pupils being well represented in the prefect team.</p> <p>We established our new School Council during this academic year with 2 pupils from years 2 to 6 were represented and met fortnightly. The year 6 School Councillors are encouraged to partially lead these meetings supported by our School Council lead adult. Pupil Premium pupils across the school are well represented on this council.</p>
Quality First Teaching	<p>Through internal assessment procedures class staff are fully aware of pupils starting points and have access to previous in school and external data. The school subscribed to INSIGHT (digital data platform) and from December 2022 teacher assessments for year 6 and year 2 have been inputted on to this platform. The next academic year the whole school data will be inputted on to INSIGHT, this will make it easier to track attainment and progress of pupil premium pupils from their baselines.</p> <p>Specific interventions were put in place across the academic year for Pupil Premium and non-Pupil Premium pupils (as outlined on the year group GRCs). In year 1, year 2 and year 6 specific pupils were targeted for extra keep up sessions for phonics, reading and maths. These sessions were delivered by experienced class teachers who were responsible for tracking the progress made.</p> <p>This year we have embedded the sequencing of the Primary Knowledge Curriculum to support with curriculum planning across the whole school. Our curriculum is designed to take pupils beyond the limits of their personal</p>

	<p>experiences and the classroom. The curriculum is a progression model, which begins in EYFS. All of our pupils have access to a knowledge-rich curriculum where knowledge is valued, specified, well-sequenced and taught to be remembered.</p>
Attendance	<p>January 2023, 34% of persistent absentees were Pupil Premium pupils. Attendance strategy was approached including a working party that met weekly and school action plan (informed by working together on school attendance)</p> <p>By October 2023, 27% of persistent absentees were Pupil Premium pupils. Through close monitoring, tracking, organised meetings with parents, clearer communication with families, raising the profile of attendance across the school, via assemblies, this has started to have a positive impact on the whole school attendance (95% wc30.10.23)</p>
Parental engagement	<p>We funded a number of enrichment spaces for pupil premium pupils at after school and holiday clubs. Feedback from families has been very positive although attendance at the holiday clubs was low and so this strategy was less successful than the after-school club.</p> <p>We funded 5 pupils through individual programmes of play therapy 80% of these pupils were pupil premium pupils.</p> <p>Parent meetings were a hybrid of face to face and online to enable the widest number of families to access them. Parents/carers who did not attend were offered alternative appointments or phone calls. There remained a very small number of families who were not able to be reached despite this additional intervention.</p>

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
N/A	N/A