

## Pupil Premium Strategy Report - Elmore Green Primary School

### School overview

Metric	Data 2021-2022
Pupils in school	314
Proportion of disadvantaged pupils	41% (127pupils)
Academic year or years covered by statement	2021- 2022
Publish date	01/12/2021
Review date	07/10/2022
Statement authorised by	P Jones-McDonald
Pupil premium lead	M Jones
Governor lead	Sue Lemm

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2021-2022)	£ 159,490
Recovery premium funding allocation this academic year (2021-2022)	£8,120
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	£167,610

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff have received training to deliver 'letters and sounds to ensure early reading is a focus
Priority 2	To ensure staff receive training in developing fluency and application of maths skills with a view to improvements in pupils' ability to apply those skills.
ADDITIONAL PRIORITIES 2020-2021 (in response to COVID 19 and school data post lockdown)	A – to ensure all staff receive training in writing intervention to ensure disadvantaged pupils 'catch-up' as quickly as possible. B – to ensure the teaching of reading extended into skills of comprehension, ensuring disadvantaged pupils 'catch-up' with missed learning as quickly as possible
Barriers to learning these priorities address	Ensuring staff use new teaching strategies based on accurate delivery and sound assessment for and of learning.
Projected spending	2021-2022 £19,000
Review November 2021	<ul style="list-style-type: none"> <li>Staff received additional support and training in the teaching of basic skills to support pupils on their return after Lockdown 1 and 2</li> </ul>

	<ul style="list-style-type: none"> <li>Progress scores indicate that pupils have accelerated their progress in reading, writing &amp; maths. Where there are concerns, targeted intervention takes place.</li> </ul>					
Review September 2022	<ul style="list-style-type: none"> <li>Staff received training to deliver 'new' phonics scheme. Monster Phonics was purchased as an approved scheme to 'replace' letters and sounds as an accredited scheme. The school have switched to the use of Monster Phonics from September 22.</li> <li>71% of all pupils passed Phonics Screening Check compared to 76% National</li> <li>61% of disadvantaged pupils passed the Phonics Screening Check</li> <li>Progress across each year group can be seen below. A significant proportion of pupils make accelerated progress</li> </ul>					
<b>Reading - Disadvantaged Pupils</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Expected Progress</b>	72	69	88	100	100	100
<b>Better Than Expected</b>	45	56	77	79	93	90
<b>Less Than Expected Progress</b>	28	31	12	0	0	0
<b>Maths – Disadvantaged Pupils</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Expected Progress</b>	72	75	94	100	57	100
<b>Better Than Expected</b>	33	50	82	86	43	95
<b>Less Than Expected Progress</b>	28	25	6	0	43	0

#### Targeted academic support for current academic year

Measure	Activity
Priority 3	<p>Buy and embed the use of new reading resources across all year groups to increase reading for pleasure.</p> <p>Establish small group reading/phonics interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Buy and embed the use of I-Pads to facilitate phonics and reading across all year groups</p>
Priority 4	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Buy and embed the use of I-Pads to facilitate maths across all year groups</p>

REVISED PRIORITIES 2020-2021 (in response to COVID 19 and school data post lockdown)		A – to ensure all staff receive training in writing intervention to ensure disadvantaged pupils ‘catch-up’ as quickly as possible. B – to ensure the teaching of reading extended into skills of comprehension, ensuring disadvantaged pupils ‘catch-up’ with missed learning as quickly as possible
Barriers to learning these priorities address		Encouraging wider reading and providing catch-up in mathematics and phonics/reading – typically an area of weakness
Projected spending		2021-2022
		£69,700
Priority 3	Review November 2021	<ul style="list-style-type: none"> <li>• New reading resources have been purchased that assimilate with the teaching of early reading and the ‘Letters and Sounds’ approach.</li> <li>• iPads are used to enhance learning in reading and phonics and additional comprehension sessions are timetabled.</li> <li>• Every child in Years 1-6 have their own iPad</li> <li>• Children read more frequently in Key Stage 1 as part of the school’s catch-up plans</li> <li>• Progress scores indicate that pupils have accelerated their progress in reading, with an average of 91% of pupils making expected progress and 82% of pupils have made accelerated progress in order to close some of the gaps in learning.</li> </ul>
	Review September 2022	<p>New phonics and reading resources have been purchased for the ‘new’ Monster Phonics scheme. This includes high quality, interactive resources on the iPad used during phonics lessons. As well as reading books that are aligned to our phonics scheme, we have purchased Ebooks for Reception, KS1 pupils (and Year 3 pupils as required) to read on devices at home in order to engage pupils with their reading. School will provide Kindles to pupils who do not have a device at home where possible (60 available), starting with Reception children and there are physical reading books to supplement this.</p> <p>Progress scores indicate that pupils have accelerated their progress in reading, with an average of 88% of pupils making expected progress and 73% of pupils have made accelerated progress in order to close some of the gaps in learning.</p>
Priority 4	Review November 2021	<ul style="list-style-type: none"> <li>• iPads are used to enhance learning in maths</li> <li>• Every child in Years 1-6 have their own iPad</li> <li>• Children access maths resources, interventions and activities using their iPad daily.</li> </ul> <p>Progress scores indicate that pupils have accelerated their progress in maths, with an average of 90% of pupils making expected progress and 71% of pupils have made accelerated progress in order to close some of the gaps in learning.</p>
	Review September 2022	<ul style="list-style-type: none"> <li>• Progress scores indicate that pupils have accelerated their progress in maths, with an average of 83% of pupils making expected progress and 65% of pupils have made accelerated progress in order to close some of the gaps in learning.</li> </ul>

## Wider strategies for current academic year

Measure		Activity
Priority 5		Facilitate opportunities for pupils to participate in enrichment activities
Priority 6		Education welfare officer to support families with attendance particularly those with persistent absence.
Priority 7		To support the social, emotional mental health needs of disadvantaged pupils through a school counsellor.
Priority 8		To support the families of disadvantaged pupils with a dedicated PSA
Barriers to learning these priorities address		Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending		2021-2022
		£47,075
Priority 5	Review November 2021	All pupils are given the opportunity to participate in enrichment activities. Due to COVID 19 restrictions opportunities have been reduced in Autumn 2020 and Spring 2021
	Review September 2022	<ul style="list-style-type: none"> <li>All pupils had funding allocated to them to access enrichment activities 120 out of 127 pupils accessed extra-curricular activities</li> <li>127/127 pupils accessed funding for at least 2 educational visits/experiences</li> <li>18 out of 21 pupils attended the Y6 residential visit – the remaining X pupils chose not to attend as they did not want to.</li> </ul>
Priority 6	Review November 2021	Education welfare support continues and has focussed on COVID-19 attendance and support for parents. COVID-19 cases remain high and persistent absentees continue to be targeted in spite of COVID-19 absences.
	Review September 2022	<ul style="list-style-type: none"> <li>Pupil Premium pupils remained a target and attendance totals show a +2.11% difference between pupil premium and non-pupil premium pupils (7.62% absence (PP) compared to 5.51% absence (non PP) ) .This is a slight increase from the previous year where there was a +1.41% differential.</li> <li>Persistent absentees show now significant difference between PP and non-PP pupils in 2021-2022</li> </ul>
Priority 7	Review November 2021	COVID-19 has prevented this role becoming established, however the school has two mental health first aiders and operates a 'self-registration' system in terms of social, emotional needs in school. Mental Health first aiders and trained school staff meet with children responsive to need.
	Review September 2022	<ul style="list-style-type: none"> <li>School has now appointed a Learning Mentor who supports pupils with their Social and Emotional Mental Health Needs. This role has impacted on all pupils, in particular pupils' premium pupils. This term</li> </ul>

		has shown a positive impact with the attendance of pupil premium pupils. There are no pupil premium pupils who are PAs at the start of this academic year (05/09/2022-07/10/22)
Priority 8	Review November 2021	The school has supported parents throughout COVID with both the education welfare officer and senior leaders as our PSA has had a long-term absence. The school has continued to signpost families to appropriate support including offers from Walsall Council.
	Review September 2022	The PSA is now back in school full-time and we are currently supporting 10 families whose children are pupil premium through Early Help or Universal Services.