

Pupil Premium Strategy Statement Elmore Green Primary School

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	Elmore Green Primary School
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Penny Jones-McDonald, Headteacher
Pupil premium lead	Mark Jones, Assistant Headteacher
Governor	Mrs Susan Lemm, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,640
Recovery premium funding allocation this academic year	£16,240
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	£169,880

Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupil Premium (PP) funding is allocated to schools from the Government on the basis of children at our school who are known to be eligible for free school meals (FSM), or who have been entitled to FSM within the past 6 years. It is also allocated to children who are or have been in the care of the local authority (LAC) and to children whose parents are members of the armed forces.

The funding is intended to narrow the achievement gap between disadvantaged children and their peers and all schools are required to report on the amount of funding received and how it has been used.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy at Elmore Green Primary School is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

In the drive to achieve our intention we provide as many chances and opportunities as possible to enable our pupils to develop their skills and knowledge needed to be excited by their learning and become happy, successful learners. We closely track how well disadvantaged children are achieving in comparison to their peers in order to close the gap.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is clear that within our approach to deliver our intended outcomes that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and we do not advocate segregating children based on whether they are disadvantaged or not

Within our strategy there are plans for education recovery and how school-led tutoring will provide targeted support pupils whose education has been worst affected by the extended periods of time that schools have been closed or education was disrupted due to COVID-19. This support focuses on, but is not mutually exclusive to disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, and will use robust diagnostic assessment, to ascertain the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	On entry to our school in Reception, pupils have an extremely low baseline. A significant percentage of our pupils at the start of 30-50 months age and stage. Reception baseline for 2021 indicates that 100% of our pupils are assessed as being in the 3-4 years band of development matters with 11% working within the birth to three band. This impacts on their ability to access the Early Years curriculum in terms of their readiness to learn (PSED) and their knowledge, understanding and skills.
2	We recognise that our disadvantaged pupils have greater difficulties with oracy than their peers. Language acquisition is delayed and we believe the 'word gap' between disadvantaged pupils and other pupils is significant. This negatively impacts their development as both readers and writers.
3	Assessment of reading comprehension indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
4	Assessment of writing indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
5	Assessment of maths indicates that the attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
6	The number of pupils who have been identified as having social and emotional needs notably has increased. These challenges particularly affect disadvantaged pupils, and impact on their motivation, ability to engage and focus and their attainment and progress. 50 pupils now require additional support with social and emotional needs, (58% of whom are disadvantaged). This number fluctuates inline with our mental health self-registration system in school and any pupil who deems themselves (or is identified on a daily basis by staff) also has access to support at the point of need.
7	Attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. <ul style="list-style-type: none"> • 20-21 94.6% disadvantaged compared to 96.7% non-disadvantaged • 21-22 91.5% (up to Nov 21) disadvantaged compared to 95% non-disadvantaged 67% % of disadvantaged pupils have been 'persistently absent' compared to 23% of their peers during that period (20-21 PA data). This data needs to be monitored carefully due to the impact of COVID and the change in expectations for the 'coding' of absence. However, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	The life experiences of many our children are limited and this is particularly true for our disadvantaged pupils. This has a significant impact on the ability of disadvantaged to draw upon experiences to support their learning and reach their full potential
9	The families of some disadvantaged pupils face more challenges than others. Some lead chaotic lives and have additional challenging circumstances. This impacts upon the emotional well-being, attendance and academic progress of their children. The school's vulnerable pupils register has XX% disadvantaged pupils.

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
Improved 'school readiness'.	Pupils enter school with a checklist of skills, knowledge and understanding in order for them to be able to access the Early Years Reception curriculum
Improved oracy, language skills and vocabulary among disadvantaged pupils.	Assessments and observations demonstrate significantly improved oracy and language skills for disadvantaged pupils. Vocabulary is improved for disadvantaged pupils and a wide range of vocabulary is evident in spoken words and in written form
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing and social, emotional mental health for all pupils in our school, particularly our disadvantaged pupils.	High levels of well-being and a reduction of the number of pupils who report/are observed to have social emotional, mental health needs from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in the number of pupils who require additional support
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 25% higher than their peers.
Enrichment experiences for disadvantaged pupils are increased	<ul style="list-style-type: none"> • the amount of enrichment opportunities offered to disadvantaged pupils is increased • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Supported families are better equipped to provide the support required by their children to reach their full potential.	<ul style="list-style-type: none"> • PSA is able to build relationships with parents of vulnerable disadvantaged pupils • PSA regularly contacts parents of disadvantaged pupils, specifically those on the school's vulnerable pupil register.

Activity in this academic year – 2021-2022

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: **£75,400**

Activity	Evidence that supports this approach	Challenge
<ul style="list-style-type: none"> • Embed the expectations of oracy as the framework to develop quality interactions across the school. • Deliver staff training on oracy and quality adult interactions • Use recognised programmes such as NELI to develop language and oracy in the Early Years. • Develop opportunities for pupils to explain their ideas and thinking allowing them to regularly practise their language skills. • Develop adventurous and challenging vocabulary lists to extend pupil 'word count'. • To read high-quality texts as part of the English curriculum and wider to develop the exposure of pupils to improved vocabulary. • Introduce a word of the week to increase the 'word count' pupils have. 	<p>There is a strong evidence base that suggests oral language interventions, such as high-quality classroom discussion and a focus on quality interactions with adults and a conscious drive to improve vocabulary have a positive impact on pupil progress.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching assistants have been found to provide a large positive impact on learner outcomes where they are trained to deliver an intervention to small groups or individuals. Teaching assistants are used to deliver NELI programmes as interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</p>	2, 3, 4
<ul style="list-style-type: none"> • Enhancement of the teaching of reading and curriculum planning to ensure pupils make accelerated progress. • Intervention groups delivered to target pupils to accelerate progress the of disadvantaged pupils • To purchase diagnostic tests (PIRA) to allow teachers to target the 'gaps in learning 	<p>Teaching assistants have been found to provide a large positive impact on learner outcomes where they are trained to deliver an intervention to small groups or individuals as we use them at Elmore Green</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3

<ul style="list-style-type: none"> • To revise the school’s assessment system to ensure accurate assessment allows teachers to tailor teaching to the needs of pupils • To purchase resources to support the teaching of reading comprehension with a particular focus on KS1 • To purchase I-pad technology to further enhance the teaching of reading. • To fund an additional manager to focus on the teaching of reading in KS1 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<ul style="list-style-type: none"> • Improve the teaching of writing using a ‘learning chunks’ approach to formulating sentences. • Introduce the ‘Write-Stuff’ to support pupils in developing the skills of writing. • To introduce expectations for the use of challenging and adventurous vocabulary (linked to oracy) • To refine feedback to learners making it personal and include voice notes where possible – made possible by the use of I-pad technology 	<p>Through introducing a new approach to writing pupils will have further opportunities to develop their language and vocabulary skills. In addition, the feedback for writing with develop oral feedback recorded as voice notes. Research has shown that quality feedback has a high impact on learning outcomes Studies of verbal feedback show slightly higher impacts overall (+7 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	4
<ul style="list-style-type: none"> • Enhance the teaching of maths and maths curriculum planning so it is tailored to meet the needs of our learners at Elmore Green. • To introduce the use of diagnostic questions to provide teachers with formative assessment in order to tailor their teaching to pupil needs. • To identify dedicated release time for the Maths leader to provide CPD for teachers, working alongside them to develop teaching and learner for disadvantaged pupils. • To purchase I-pad technology to further enhance the teaching of maths. 	<p>White Rose Maths and the DfE non-statutory guidance has been used to tailor the curriculum to the needs of learners at Elmore Green, Both of these resources drawing on evidence-based approaches using the expertise of the National Centre for Excellence in the Teaching of Maths and Maths Hubs, but have been adjusted to accommodate the needs of our pupils to allow for frequent revisiting of teaching and more evenly distributed coverage of curriculum content.</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Early Years and KS1</p>	5

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&utm_medium=search&utm_campaign=site_search&search_term=improving%20maths KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=improving%20maths	
<p>Improve the provision for pupils with social, emotional, mental health (SEMH) needs by appointing a dedicated and suitably experienced learning mentor to support pupils with their SEMH needs</p> <p>Maintain the use of the Rainbow curriculum to develop an open and supportive approach to SEMH needs of pupils</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

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

Budgeted cost: **£ 63,000**

Activity	Evidence that supports this approach	Challenge
Plan and deliver language acquisition programmes such as NELI	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2

Plan and deliver interventions in maths, reading (including phonics and early reading) and writing	Teaching assistants have been found to provide a large positive impact on learner outcomes where they are trained to deliver an intervention to small groups or individuals as we use them at Elmore Green https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3,4,5
Plan and deliver school-led tutoring to provide opportunities for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Tuition 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4,5

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

Budgeted cost: £ 37,700

Activity	Evidence that supports this approach	Challenge
<p>Develop strong links with ‘feeder’ nursery schools to develop ‘school ready’ checklists and behaviours</p> <p>Begin communication with parents at the earliest opportunity to assess ‘school readiness’ of pupils and offer advice and support to parents</p> <p>To increase the amount of transition for new pupils in Reception to allow early identification of pupils not meeting expected milestones, skills or knowledge.</p> <p>Conduct home visits to assess the needs of pupils before entry to ascertain the support and curriculum required</p>	<p>Parental engagement in early years education is consistently associated with children’s subsequent academic success. Parental engagement programmes evaluated to date have led to a positive impact</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	1
Monitor the attendance of disadvantaged pupils to identify patterns at an early stage	Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	7

<p>Meet with parents of disadvantaged pupils to discuss attendance concerns at the earliest indication of attendance issues</p> <p>Provide attendance incentives and reward schemes for pupils</p> <p>Employ an attendance officer to conduct parent meetings and home visits</p>			
<p>Ensure disadvantaged pupils have access to enrichment experiences such as curriculum visits (including residential) and extra-curricular activities and that finance is not a barrier to this access</p>	<p>Research shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. We provide extra-curricular opportunities in dance, drama, singing in addition to painting, drawing and modelling.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	8	
<p>School staff (PSA and designated safeguarding leads) build relationships with families through regular contact and an open-door policy.</p> <p>The school's parent support advisor regularly contact parents of pupils on our vulnerable pupil register and supports as necessary/appropriate</p>	<p>Parental engagement is consistently associated with children's subsequent academic success. Parental engagement programmes evaluated to date have led to a positive impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	9	
Total budgeted cost:			
Excluding School-Led Tutoring Grant (SLT)	£176,100	Inclusive of SLT Grant	£187,845

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.

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Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	