

Pupil premium strategy statement 2022-2023

This statement details our school's 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	Ellwood Community Primary School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	22% (Nov 22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year detailed
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	D.Milford
Pupil premium lead	D.Milford
Governor / Trustee lead	Mrs M Ireland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,080
Recovery funding	£4,640
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	£57,115

Part A: Pupil premium strategy plan

Statement of intent

Intent

- *Our intent is to ensure that children who are receipt of Pupil Premium funding have their needs met, attain well and make good progress. We aim to do this by removing any barriers and therefore meeting the children's needs, whether: pastoral, social and/or academic. We strive to do this within a caring and nurturing environment. All staff and Governors accept responsibility and are committed to have high expectations for all individual pupils in school. We strive to ensure that all children reach their full potential regardless of any potential social disadvantage. We endeavour to make sure that each child develops a love for learning, builds resilience, acquire skills, knowledge and aptitudes to fulfil their potential and lead fulfilling lives, including; building healthy relationships, maintaining good mental health and find employment.*

Implementation

- *We have excellent working relationships with the children in school and their families. We have in-depth knowledge about our families, their needs and the barriers which the children may have and we set out to reduce or remove these as much as we can. We do this in a number of ways; targeted intervention, additional support and resources, signposting to other professionals, SEMH intervention and support through Early Help. We ensure that there is quality first teaching in every class and staff are trained to meet the needs of the pupils*

Impact

- *Staff are aware of the Pupil Premium children, their barriers, identify need and plan accordingly. We have good partnerships with parents and help them support their child's learning and SEMH needs. Overall the children feel safe, valued and enjoy school. The children have a love of learning and school life. Specific needs of individuals are supported such as; speech, language, vocabulary, communication needs and SEMH support is in place to ensure that pupils have the best opportunities to succeed. The vast majority of pupils take part in the full life of the school and take part in new experiences, opportunities and challenges. Pupil Premium attainment varies yearly, due to smaller cohorts.*

Challenges

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

Challenge number	Detail of challenge
1	Speech, language, verbal comprehension and vocabulary needs
2	SEND needs (29% PP have an SEND need)
3	Increase GD in Maths and English
4	Reading, writing and maths – more working at ARE
5	Events, experiences and opportunities
6	SEMH needs
7	Resilience/growth mindset
8	Parental engagement

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 (please note – these are aspirational targets due to COVID school closures which may have had an impact on children's attainment)
<i>Improve spoken language, communication and vocabulary</i>	<p>Increased interventions for speech and language development. Improvements from the baseline of the intervention to the end.</p> <p>Speech and language reports show progress. More children reaching GLD (75-80% on new EYFS curriculum) and particularly meeting the expected standard in CLL.</p> <p>Improved range of vocabulary being used and understood in reading and writing.</p>

SEND pupils making steady progress and reaching their My Plan targets	<p>My Plans in place</p> <p>Structured conversations</p> <p>Interventions in place</p> <p>Children reaching their My Plan targets</p> <p>More children reaching expected standards in reading, writing and maths (overall 65-70% 1-6, 75%-80% yr 6). PP depends on individual cohorts</p>
More Pupil Premium children reaching the higher standards	<p>Challenge</p> <p>Analysing gaps and areas to develop</p> <p>Small group work and targeted support</p>
Improved number of children reaching the expected standard at the end of KS 1/KS 2.	<p>More children reaching the expected level particularly in combined at the end of KS 2.</p> <p>Higher ability pupils reaching GDS at the end of the KS</p>
Children to pass the phonics screening test	<p>Children to receive intervention</p> <p>Good progress made from starting point</p> <p>All children to pass the phonics screening check (80%)</p> <p>Children apply their phonics skills and knowledge in their in reading and writing</p>
Children take part in range of opportunities	<p>Participation in clubs increase</p> <p>Wide range of clubs on offer</p> <p>Visits</p> <p>Visitors</p> <p>New experiences</p> <p>Children enjoy school and the activities on offer</p> <p>Enhanced curriculum</p>
Children to feel happy and safe.	<p>Children know who they can talk to if they need support</p> <p>Children feel happy</p> <p>Children demonstrating more resilience</p> <p>Signposting to external support in place</p> <p>ELSA up and running</p>

	Questionnaires show progress and positive results
Children are demonstrating a growth mind set and resilience	Behaviours for learning are good Children enjoy a challenge Children can demonstrate and discuss strategies to use Children develop independence and persevere
Improved outcomes for pupils and good relationships with parents	Afa project in place Shared conversations Increased parental engagement More homework/reading complete Workshops Parents in school Parents evening

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: £ [39,500] approx.

Activity	Evidence that supports this approach (EEF - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit)	Challenge number(s) addressed
<i>Discrete year group teaching</i>	Strong focus on quality first - teachertoolkit.co.uk More 1 to 1 feedback opportunities for children - EEF – feedback More focussed high quality teacher support and guidance	2

<i>TAs for targeted support</i>	EEF - Small group tuition	1/2/3/4/6
<i>Neli</i>	https://www.gov.uk/government/publications/neli-nuffield-early-language-intervention-programme	1
<i>CPD maths</i>	The National College – Importance of CPD	2
<i>CPD phonics</i>	The National College – Importance of CPD	2
<i>CPD Elsa</i>	The National College – Importance of CPD ELSA impact study https://www.elsanetwork.org/elsa-network/evaluation-reports/	6
<i>Purchase levelled phonics reading books</i>	Oxford Uni Press - https://global.oup.com/education/content/primary/key-issues/independent-reading/?region=uk https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2/3/4

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

Budgeted cost: £ [5,000] approx.

Activity	Evidence that supports this approach – supporting documents and research	Challenge number(s) addressed
<i>Targeted Language intervention</i>	EEF – early language interventions Early years toolkit communication and language DfE Neli programme EEF - Improving literacy – communication, language and literacy	1
<i>Targeted phonics intervention</i>	EEF – phonics intervention	2/3
<i>Targeted intervention – Maths and Reading</i>	EEF - Small group tuition	2/3

<i>Fizzy intervention</i>	https://www.nhs.uk/healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/ https://www.nhs.uk/healthcare-professionals/paediatric-occupational-therapy/fizzy-programme/	2/3
Resources	Linked to Reading, writing, maths and SEMH	2/3/4
<i>Yr 2/6 Booster</i>	EEF - Small group tuition	1/2/3
<i>Third space - One to one maths tutoring – online</i>	EEF - Small group tuition	2

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

Budgeted cost: £ [8,000] approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>FSW/SEMH TA</i>	ACES information and impact. Research from the Institute of health equity. Document - The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education settings	3/4/7
<i>Elsa training and delivery</i>	ELSA impact study https://www.elsanetwork.org/elsa-network/evaluation-reports/	3/4/6/7
<i>Parental engagement / shared conversations</i>	EEF – working with parents to support children’s learning	7
<i>Trips/visitors/visits/new experiences/clubs</i>	Nuffield https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf	5
<i>Resilience/Mindset</i>	EEF – growth mindset	4/6

Total budgeted cost: £ [£52,500] approx. (£4,615 not budgeted as can be used any unplanned expenditure – evets/trips/resources)

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see more detailed Pupil Premium Review available on the school website in the 2021/2022 review. The number of PP children in each cohorts varies each year.

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
In school led tutoring	School staff
Maths online tutoring	Third space

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted small group intervention

What was the impact of that spending on service pupil premium eligible pupils?	The child received targeted support in year 6, which helped to close gaps in knowledge and skills.
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