

Pupil Premium Strategy Statement



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	Elvington Church of England Primary School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mr. A Buttery Headteacher
Pupil premium lead	Miss. L Rushmer Pupil Premium Lead
Governor / Trustee lead	Mrs. J Sharma Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,925
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£6,925</p>
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Part A: Pupil premium strategy plan

Statement of intent

At Elvington School our intention is that all pupils, irrespective of the challenges they face or their backgrounds, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals.

We will consider the challenges faced by vulnerable pupils, such as those who are socially disadvantaged or adopted from care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 at Elvington CE School. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our approach will be responsive to common challenges and individual needs. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has legitimately identified as being socially disadvantaged.
- Pupil premium will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.

Achieving these Objectives

The range of provision staff and governors may consider include:

- Providing a high level of teaching support in classrooms mainly targeted at pupils needing help in the basic skills to 'bridge the gap' in attainment.
 - Providing small group work with an experienced teacher or TA focusing on overcoming gaps in learning.
 - 1:1/group support.
 - Additional teaching and learning opportunities provided through learning mentors, trained.
 - Teaching Assistants or external agencies.
 - All our work through pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in literacy and mathematics.
 - Pupil Premium resources may also be used to target able children on FSM to achieve age related expectations at the end of Key Stage 1 or Key Stage 2.
 - Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
 - Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
 - Behaviour and nurture support through ELSA
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- Purchase specialised equipment (EduMic) to aid the learning needs of children with specific needs.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils as required.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health – Observations, assessment and discussions with pupils indicate in general, social, emotional health issues are among our disadvantaged pupils alongside their peers.
2	SEND – Internal assessments indicate that the basic skills are impacted upon for some pupils from a disadvantaged background and that some are working below their peers.
3	Early Attachment Issues – Observation and assessments indicate some pupils require support with expressing or controlling emotions and forming positive relationships.

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 social, emotional mental health.	Formative assessments and observations from teaching staff and our ELSA support will lead to indicate significant improvement in the identified vulnerable children. This will be evident when triangulated with other sources of evidence including book scrutinise and engagement in lessons.
To ensure SEND pupils are achieving accelerated progress from their starting point.	All disadvantaged pupils will achieve accelerating progress, aiming to move children to at least age-related expectations in both literacy and maths. This will be measured through the triangulation of evidence including book scrutinises, assessments and the clear communication of those providing support.
Early Attachment Issues	Observations of social opportunities across the school will be observed and evaluated with the aim of all children forming positive relationships with the ability to express and control their emotions.

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: £6513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher employed to provide non-contact time for subject leaders to monitor the quality induction, coaching and modelling.	Progress from each pupil's starting point.	2

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

Budgeted cost: £5,058.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise school trips/residential visits	It is essential for social and emotional wellbeing that pupils experience different settings.	1, 2
Lexia to support pupils with reading and comprehension	There is strong evidence base that suggests Lexia interventions accelerates the progress of pupils in reading and comprehension. £1283.34	2
TTRockstars	The schools data in maths show how effective TTRockstars is and is an essential part of engagement, learning and progress. £83.95	2
Additional TA support 7hrs per week to support PP pupils	PP pupils are making progress in their learning. This is evidenced through tracking and school data. £94.64 x 39 wks £3,690.96	1, 2
Microphone to support pupils with hearing impairments.	PP pupils are making progress in learning. This is evidenced through tracking holistic progress.	2

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

Budgeted cost: £10,330.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified ELSA employed to deliver interventions and ELSA support across school.	Emotional needs are met through the emotional literacy support program. This is evident as pupils outwardly display they are happier indicating their holistic needs are met and have been addressed. 2 hrs per week x 39 wks 1,054.56	1,3
TA2 support for pupils with significant behavioural/emotional needs 2.5 mornings a week	Approaches might include: <ul style="list-style-type: none"> - Targeted reading aloud and book discussion with young children. - Explicitly extending pupils' spoken vocabulary. - The use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. £4,613.70	1, 2 & 3
Provide support for pupils with specific social emotional needs 2.5 mornings a week	Observations and discussions indicate those pupils receiving additional support for their social emotional needs are able to self-regulate and manage their emotions with the additional support. £4,613.70	1, 3
Paying for Cool Milk for each FSM child who would benefit from it daily.	Developmental support and nutrition 25p per day £48.75	1

Total budgeted cost: £21,901.96

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.

- Individual pupils have made subjective gains across the curriculum from their starting point.
- The role and allocation of teaching assistant support has been flexible throughout this year, in response to learning review meetings and pupil progress.
- Work with outside agencies including educational psychologists and well-being workers has continued to benefit staff in their skills and expertise. Further, this support has proved beneficial in relation to the common needs and barriers facing our pupils who receive PPG funding e.g. attachment, emotional resilience, self-regulation.
- TA2 assistant support for small intervention groups across KS2 has been used to plug gaps in Reading, Writing and Mathematics. It has also been used to support the holistic needs of PP children.
- Support for vulnerable families, including the cost of milk. This has a very positive impact on self-esteem and confidence.
- Resources to aid PP pupils to work independently, build confidence and engage in reading and number through technology (Lexia and TT Rockstars)
- PP Reports, learning review meetings have led to greater awareness of PP pupils by all staff and the need to prioritise their support with mainstream lessons and interventions.

Summary of Impact:

Key:	
Pupil Outcome	Code
Working towards the expected standard	T
Expected standard	E
Greater depth	D

PP	Year Group	Reading	Writing	SPAG	Maths
Ever 6					
2		1	1	1	1
		1	1		1
				1	
Service					
2			1	1	
		2	1	1	2
Adoption					
1			1	1	1
		1			
EXS+ %		80%	40%	20%	60%

Further information (optional)

For all pupils receiving pupil premium – focused, in class targeted Teacher and TA interventions to; improve attainment, support emotionally and socially and/or improve behaviour.

The main barriers to educational achievement faced by eligible pupils are listed below:

- Wellbeing, confidence and engagement
- SEND
- The Factors of Attention – processing and sequencing information
- Attendance

Our pupil premium grant will be spent to address, minimise or diminish these barriers to learning.

As the needs of our Pupil Premium children are potentially vast and unique, we conduct termly meetings with each class teacher to discuss Pupil Premium children (among others) on a case by case basis.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

The aforementioned will include:

- Embedding more effective practice around feedback. EEF evidence states this has significant benefits for pupils, particularly those from a disadvantaged background.
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents/carers.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. PP pupils will be encouraged and supported to participate.

As the needs of our PP children are potentially vast and unique, we conduct termly meetings with each class teacher to discuss their progress (amongst others) on a case by case basis.