

Pupil premium strategy statement, including Covid-19 Catch-up Funding

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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	Ellingham C of E Primary
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	0.5%
Academic year that our current pupil premium strategy plan covers	2022/23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Diane Lakey, Headteacher
Pupil premium lead	Diane Lakey, Headteacher
Lead Governor	Andrea Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,770
Recovery premium funding allocation this academic year	£2,000
National Tutoring Programme	£324
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£5,094

Part A: Pupil premium strategy plan

Statement of intent

In line with our mission statement, 'we endeavour to develop the potential of each and every child to achieve life in all its fullness.' 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 is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about 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
- adopt a whole school approach in which 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	<p>Pupil resilience and retention of learning has been impacted by Covid-19 related partial school closures. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
2	<p>Pupils' writing skills and stamina have been impacted by partial school closures, to a greater extent than for other pupils. These findings are supported by national studies.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to isolation, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

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	Impact
<p>Improve writing outcomes across all key stages.</p>	<p>Assessments and observations indicate significantly improved writing among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>	
<p>Embed retrieval and recall strategies, which support pupils to know more and remember more across the curriculum.</p>	<p>Subject leaders act as expert colleagues to mentor staff across school. They identify the essential concepts, knowledge, skills and principles within their subjects, and can share their rationale for curriculum choices.</p> <p>Subject leaders model how to use retrieval and spaced</p>	

	<p>practice to build automatic recall of key knowledge.</p> <p>Our engaging, enquiry curriculum motivates pupils to know and remember more, preparing them well for their next learning phase.</p>	
Improved maths attainment for disadvantaged pupils at the end of KS1/KS2.	Maths outcomes show that disadvantaged pupils have made at least nationally expected progress from their starting points.	
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Ensure our vision for personal development enables our disadvantaged pupils to flourish.</p>	Pupils are engaged, and their wellbeing supported, through the provision of 'challenge' curriculum choices and character education learning opportunities.	

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

Budgeted cost: **£1,500**

Activity	Evidence that supports this approach	Impact to Date	Challenge number(s) addressed
<p>Facilitate staff access to quality, curriculum CPD, so subject leaders increase confidence and expertise in delivering our updated curriculum.</p> <p>Ensure curriculum provision includes</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>		1,2,3

<p>embedded retrieval and recall strategies, so pupils know more and remember more across the curriculum.</p>	<p>‘The Principles of Instruction’- Barak Rosenshine: 2012. EEF: Characteristics of Effective Teacher Professional Development Published 6 October, 2021 EEF: Putting Evidence to Work: A School’s Guide to Implementation Guidance Report 2018. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>		
<p>Enhance the writing curriculum, with support from our local English Hub, so identified gaps are narrowed and pupils take pride in their written work.</p>	<p>Research, such as the EEF: ‘Improving Literacy in KS1/KS2’ guidance, emphasises: ‘Fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.’ EEF-Feedback: There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>		1, 2
<p>Improve the quality of social and emotional learning, embedding them into routine educational practices and supported by professional development and training for staff. Maintain ‘Thrive Approach’ accreditation</p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>		3

(incl. online portal access, CPD and session resources for use with pupils). Headteacher to implement 'Senior Mental Health Lead' action plan, alongside parents, pupils and community stakeholders.			
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£2,324**

Activity	Evidence that supports this approach	Impact to Date	Challenge number(s) addressed
Maintain the use of Accelerated Reader within KS2, with at least 3 weekly pupil sessions, termly Star Reader tests and CPD for staff.	An EEF evaluation study reported: 'pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.'		1
Engaging with the National Tutoring Programme, to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. All disadvantaged pupils will receive tutoring, including those who are high-attainers.	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:		1,2,4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£1,000**

Activity	Evidence that supports this approach	Impact to Date	Challenge number(s) addressed
Inclusion Support: in order to fund access to after-school clubs, clothing and equipment, SATs revision guides and booster classes, Year 6 residential visit to Robinwood.	Pupils from disadvantaged backgrounds may have reduced opportunities. Covid-19 has increased pressures on family resources and negatively impacted wellbeing. There is extensive evidence associating childhood social and emotional wellbeing and skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)		1,2,3

Total Allocation to Date: £4,794

Contingency: £300

Total budget: £5,094

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.

Both our national and internal assessments during 2021/22 academic year, suggest that the performance of some disadvantaged pupils is lower than their peers. Disadvantaged pupils have made good progress from their prospective starting points, however, attainment in writing and maths is still below age-related expectations.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online learning resources such as using Tapestry, Google Classroom and resources provided by Oak National Academy.

The attendance of disadvantaged pupils has risen over the last three years (19-20 93.2%; 20-21 95.6%; 21-22 95.3%), despite partial closures, as PP pupils were targeted to attend.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, such as the Thrive Approach. We are building on that approach with the activities detailed in this plan, including embedding mental health policies and practice for all stakeholders.

Externally provided programmes

Programme	Provider
Read, Write Inc. CPD	Ruth Miskin Training
Senior Mental Health Lead (DfE Funded)	The Root of It

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, fitness and aspiration. Activities will focus on building life skills such as confidence, resilience, and stamina. Disadvantaged pupils will be encouraged and supported to participate in all offered activities.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years, thus maintaining a focus on quality first teaching and the use of Accelerated Reader in KS2.

We triangulated evidence from multiple sources of data including assessments, engagement in book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our approach and will adjust our plan over time to secure better outcomes for pupils.