

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 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 | Ellingham C of E Primary |
| Number of pupils in school | 60 |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year that our current pupil premium strategy plan covers | 2021/2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Diane Lakey, Headteacher |
| Pupil premium lead | Diane Lakey, Headteacher |
| Lead Governor | Gustav MacLeod |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £16,140 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £2,912 |
| Total budget for this academic year | £21,052 |

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>Our assessments and observations indicate that the education and well-being of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. 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 phonics, writing and maths.</p> |
| 2 | <p>Assessments and observations, suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</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> <p>10% of the pupil population are receiving small group interventions.</p> |
| 4 | <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> |
| 5 | <p>Curriculum subject leadership has been impacted by Covid-19 restrictions, reducing mentoring and monitoring opportunities, due to partial closures and the need to maintain 'bubbles'.</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 |
|--|--|
| <p>Identify and close the gaps, including those caused by Covid-19, so all pupils make progress from their starting points in writing.</p> | <p>Assessments and observations indicate significantly improved phonics skills and writing among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. 100% of Y1 pupils will achieve the expected phonics check level.</p> |
| <p>Improved reading attainment among disadvantaged pupils.</p> | <p>End of KS1 and KS2 reading outcomes show that 100% of disadvantaged pupils met the expected standard.</p> |

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| 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. |
| Facilitate staff access to quality, curriculum CPD, so subject leaders increase confidence and expertise in delivering our updated curriculum. Ensure curriculum provision includes pupil choice and aspects of continuous provision, so character development, resilience and pupil stamina are developed further. | <p>Our engaging, enquiry curriculum motivates pupils to know and remember more, preparing them well for their next learning phase.</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 practice to build automatic recall of key knowledge.</p> <p>Pupils are engaged, and their wellbeing supported, through the provision of 'challenge' curriculum choices and character education learning opportunities.</p> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Above average attendance |

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: **£7,620**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Access CPD for staff who are new to the Read, Write Inc. phonics programme used in school. | Phonics Toolkit Strand Education Endowment Foundation EEF | 1,2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: | 1 |

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| <p>of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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: Improving Mathematics in Key Stages 2 and 3</p> | |
| <p>Facilitate staff access to quality, curriculum CPD, so subject leaders increase confidence and expertise in delivering our updated curriculum. Ensure curriculum provision includes pupil choice and aspects of continuous provision, so character development, resilience and pupil stamina are developed further.</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. EEF: Characteristics of Effective Teacher Professional Development Published 6 October, 2021</p> | 5 |
| <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, in school and remotely.</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> | 4 |
| <p>Improve the quality of social and emotional learning, embedding them into routine educational practices and supported by professional development and training for staff.</p> <p>Maintain 'Thrive Approach' accreditation (incl. online portal access, CPD and session</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 3 |

| | | |
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| resources for use with pupils). | | |
| Headteacher to complete 'Senior Mental Health Lead' training. | | |

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

Budgeted cost: **£8,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Deliver interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, including NELI, 'Early Talk Boost' and 'Nursery Narratives'. | 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: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| 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 | 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: | 1,2,4 |

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| <p>by the pandemic. All disadvantaged pupils will receive tutoring, including those who are high-attainers.</p> | <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
|---|--|--|

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

Budgeted cost: **£2,860**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Inclusion Support: in order to fund access to after-school clubs, clothing and equipment, SATs revision guides and booster classes, subsidise Year 6 residential visit to Robinwood and access to summer Forest School sessions.</p> | <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | <p>1,2,3</p> |
| <p>Provide access to the 'Purple Mash' learning portal and IDL Mathematics and literacy programs, to support consolidation and engagement with learning remotely.</p> | <p>Pupil observation and feedback demonstrates that pupils enjoy engaging with learning that is interactive, in game formats, and is varied from learning routinely used in school. 'Over-learning' in maths and literacy helps lower attaining pupils narrow gaps in attainment.</p> | <p>1,3,4</p> |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> |

Total Allocation to Date: £18,480

Contingency: £2,572

Total budget: £21,052

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were, therefore, not fully realised, particularly in writing.

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 (2018-19: 94.7%; 19-20 93.2%; 20-21 95.6%), despite partial closures, as PP pupils were targeted to attend.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly 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 facilitating Senior Mental Health Lead training.

Externally provided programmes

| Programme | Provider |
|--|-------------------------|
| NELI | Nuffield Early Language |
| 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 had not had the degree of impact that we had expected, such as 1stClass@Number.

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.