

Pupil premium strategy statement – Elkesley primary and Nursery School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year

School overview

Detail	Data
School name	Elkesley Primary and Nursery School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	24 (25%) – Based on Census; now increased to 34 (36%) -30 of which FSM eligible.
Academic year/years that our current pupil premium strategy plan covers	Plan covers 2022- 2025 Priorities updated and reviewed for 2023/2024 based on annual funding.
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	C Marsh
Pupil premium lead	C Marsh
Governor / Trustee lead	B Woodcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2755
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£37675

Part A: Pupil premium strategy plan

Statement of intent

At Elkesley Primary and Nursery School, all members of staff and the governing body are committed to meeting our 'disadvantaged' pupil's pastoral, social and academic needs within a caring and nurturing environment. We aim for every child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential. Therefore, our intention is that all pupils, irrespective of their background or the challenges they face, achieve in all subject areas; we ensure that we have equal opportunities for all pupils in our school and all children are given the best possible support to make at least good progress.

Quality first teaching is at the heart of our approach, as it is proven to have the greatest impact on closing the attainment gap, and identified children are targeted for additional support. The progress and attainment of all children is carefully tracked through the utilisation of standardised assessments. Learning gaps are identified through formative and summative assessment, and discussed in detail during termly "Pupil Progress Meetings". As a result, interventions are identified and planned for. In addition to gaps in knowledge, other barriers are identified such as social and emotional needs and attendance. Interventions are identified in the form of ELSA, Health & Family Support, Springboard or the Bassetlaw Behaviour Partnership.

We understand the needs of our disadvantaged pupils and have constructed a broad curriculum that allows them to succeed and diminishes the difference between them and other pupils. Barriers to accessing enrichment activities - sports, clubs, art and music – are removed and pupils are enabled to take part in educational visits so that they can broaden their life experience and skills and develop a love of lifelong learning.

We consider the best approach to allocate Pupil Premium funding annually following rigorous diagnostic data analysis, careful consideration of the needs of our children and use of the research conducted by the EEF (Education Endowment Fund).

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to achieve well from their starting points
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Language Development:</p> <p>Pupils on entry to school show limited vocabulary and communication skills. Observations and discussions with pupils across all key stages indicate under developed oral language skills and vocabulary gaps in disadvantaged children along with other groups.</p>
2	<p>Phonics:</p> <p>A significant number of pupils did not secure the expected level of phonics in 2022. This increased in 2023. However, due to cohort, data remains low and, therefore, this remains a priority for 2024.</p>
3	<p>Core Skills in Reading and Writing.</p> <p>Assessments and observations indicate that, in general, disadvantaged pupils are less fluent than other learners, particularly in fundamental skills of reading and writing.</p>
4	<p>Enrichment Opportunities:</p> <p>The safeguarding lead has identified that some disadvantaged pupils have a lack of cultural capital through limited experiences (outside of the immediate locality), affecting comprehension skills.</p>
5	<p>Maths</p> <p>The maths leads had identified, through data analysis, arithmetic skills, in particular, times tables have an impact on results of disadvantaged children.</p>
6	<p>Social and Emotional Wellbeing and Mental Health:</p> <p>The safeguarding and wellbeing leads have identified that some disadvantaged pupils have low self-esteem, signs of anxiety and are more withdrawn from learning.</p>
7	<p>Parental Engagement</p> <p>A lack of parental engagement in learning at home affecting progress and attainment in reading in particular.</p>

N.B. The challenge (previous point 6) **Attendance:** Lower attendance than their non-disadvantaged counterparts. Has been removed. 2022/2023 data showed that pupil premium children (92%) had better attendance than non-pupil premium children (90%). Attendance continues to be an ongoing school priority due to low attendance numbers. However, there is no direct correlation between disadvantaged children and attendance.

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 oral language skills, vocabulary and writing among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased attainment of phonics.	Year 1 Phonics data has increased from 2022/2023 results and 83% (5/6) of disadvantaged children have passed the check. 100% (1 child) of year 2 children pass the recheck.
Increased attainment of combined RWM through providing specific, targeted academic support and increase the progress scores for PP children in reading, writing and maths.	Levels of engagement of the PP group in lessons will be high and the gap between PP and non-PP pupils diminish. Records of intervention and exit and entry data show accelerated progress and that PP pupils made at least good progress from prior attainment points. End of KS2 data shows increased attainment in RWM combined.
Improved parental engagement	Parents' knowledge is improved as to how they can support their children. Positive relationships are fostered between parents and school staff.
Improved aspirations and increased engagement in school life through provided enrichment opportunities and new experiences to support learning,	Pupil voice indicates children have taken part in new activities that give new skills or experiences. PP have had the opportunity to learn to play an instrument and develop their talents and interest in music.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils to foster the resilience, self-confidence and perseverance to be life-long learners through emotional support.	Children demonstrate increased confidence and pupil voice indicates positive impact on their experiences and attitude to school. Children accessing ELSA sessions are able to re-engage with the school environment confidently.

N.B. Whole-school intended outcome: Sustained high attendance by 2024/25 demonstrated by: - the overall authorised and unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced completely.

Total budgeted cost outlined in activities below: £41,715.50

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: £4465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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.	2, 3,5
Embedding dialogic activities across the school curriculum. We will purchase resources and fund ongoing teacher training and release time.	These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5
Purchase additional resources for our validated Systematic Synthetic Phonics programme, Little Wandle, to extend approach to reading for year 2 and 3 pupils.	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or blending the sound spelling patterns.	1, 2, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Switch On Reading CPD;	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver sessions, over a finite period, and link learning to classroom teaching such as Switch on Reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 3
ELSA Training	<p>Provide opportunity to respond to any additional needs of PP children from external school barriers that may occur throughout the academic year. 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>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning</p>	6

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

Budgeted cost: £28783

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of the NELI programme for EYFS and KS1.</p>	<p>Oral Language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom; Oral Language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners use of vocabulary, articulation of ideas and spoken expression.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3</p>
<p>Additional TA support Supporting class teacher directly working with PP children or taking class to enable teacher to focus on PP children; Plus targeted TA intervention to focus on: word reading, comprehension skills, core writing skills (including letter formation/handwriting and forming sentences correctly), core SPaG skills for Key Stage 2, additional support for Spelling and direct small group catch up teaching of arithmetic.</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored – particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum - will be more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 3, 5</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>This will include LittleWandle Keep up for EYFS/KS1 and a phonics intervention for LKS2.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2,3</p>
<p>The delivery of the interventions Switch On Reading and Switch On Writing in KS2.</p>	<p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver sessions, over a finite period, and link learning to classroom teaching such as Switch on Reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3</p>
<p>SALT and SALT TA</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>
<p>Times Table Rock Stars and Numbots subscriptions to develop times table skills in KS1 and KS2 and to develop addition skills in KS1.</p>	<p>Boost recall speed of x tables in Key Stage 2 in readiness for mastering mathematical knowledge at a higher level.</p>	<p>5</p>
<p>Wriggly readers Intervention to directly support phonics, word reading and comprehension skills of KS1 children to narrow the attainment gap between pupils.</p>	<p>Develop children's reading skills through targeted support in KS1 to close the gap between them and their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3</p>

Lexplore Analytics	<p>By measuring when, where, and how a student's eyes move in relation to the words they are reading, the assessment quickly analyses their skills across key reading components, determines their attainment, and highlights potential barriers in a matter of minutes. With immediate and fully objective results, we can identify support required for both emerging and fluent readers in their development. Direct, planned intervention is then used to directly support children to enable them to catch up to peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 3
--------------------	---	------

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

Budgeted cost: £8467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches; developing a behaviour curriculum and improving school policy with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>6</p>
<p>Access to the ELSA network, time for ELSA delivery and resources required.</p>	<p>Provide opportunity to respond to any additional needs of PP children from external school barriers that may occur throughout the academic year. 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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>6</p>
<p>Music Tuition</p>	<p>Subsidised music tuition will be provided so that children in receipt of Pupil Premium will be given the opportunity to learn to play an instrument and develop their talents and interest in music. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>4,6</p>
<p>School Visits</p>	<p>Support the development of pupils and support their academic studies as well ensuring that their social skills, perseverance, independence and teamwork are developed through participation in activities to broaden what might be limited life experiences.</p>	<p>4,6</p>

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/	
Enrichment Activities	Provide additional curriculum enhancement by bringing in subject specialists into the school. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	4,6
Breakfast and After School Clubs discounted rate	Funding will be used to help children access a range of extra-curricular activities when restrictions allow. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/	4,6
Support Parental Engagement	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	7
Contingency fund for acute issues.	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.	1,2,3,4,5,6,7

Total budgeted cost: £41,715.50

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 2022 to 2023 academic year.

Attendance:

Disadvantaged: 92.12%

Non-Disadvantaged: 90.13%

EYFS:

- 66.7% children achieved GLD in all areas.
- 100% of disadvantaged children achieved GLD in all areas.
- Word reading, writing and number were the three areas with the lowest number of children achieving GLD.

Phonics:

Year 1 phonics results remained low at 44%. However, 2 of the children taking the check started school in March with no previous setting and a further child was unable to access the check. 0% of disadvantaged children passed the phonics check. However, this equates to 1 child. 69.2% of Year 2 children retaking the phonics screening in 2022/2023 passed. However, 2 of the children whom did not pass the recheck started at the school a number of weeks prior to the check. Therefore, 81% of the children who received our phonics programme passed the recheck. Year 3 children who did not pass the screening are having bespoke sessions based on gaps identified via LittleWandle; these children are working through gaps and have frequent assessments.

Key Stage 1

Subject	School % Pupil Premium achieving expected level (5 children))	LA % achieving expected level
Reading	60%	54.4%
Writing	60%	44.9%
Mathematics	60%	57.7%

In Key stage 1, the FSM & FMS6 target group outperformed their Non-FSM6 counterparts and other FSM6 children within the LA.

Year 2 – 6 Reading Fluency:

Lexplore Reading Data shows and increase in children’s fluency from 50% at expected or above (September 2022), increasing to 58% (September 2023).

Multiplication Check:

Of the children who could access the times table check 5/9 scored above 20. Although here is no official pas mark, the three PP children whom accessed the check scored 17, 12 and 10 out of 25.

Key Stage 2 SATs results:

Subject	School % Pupil Premium achieving expected level (4 children)	LA % achieving expected level
SPaG	50%	56.1%
Reading	25%	57.7%
Writing	25%	56.2%
Maths	50%	58.9%
Combined	25%	41.6%