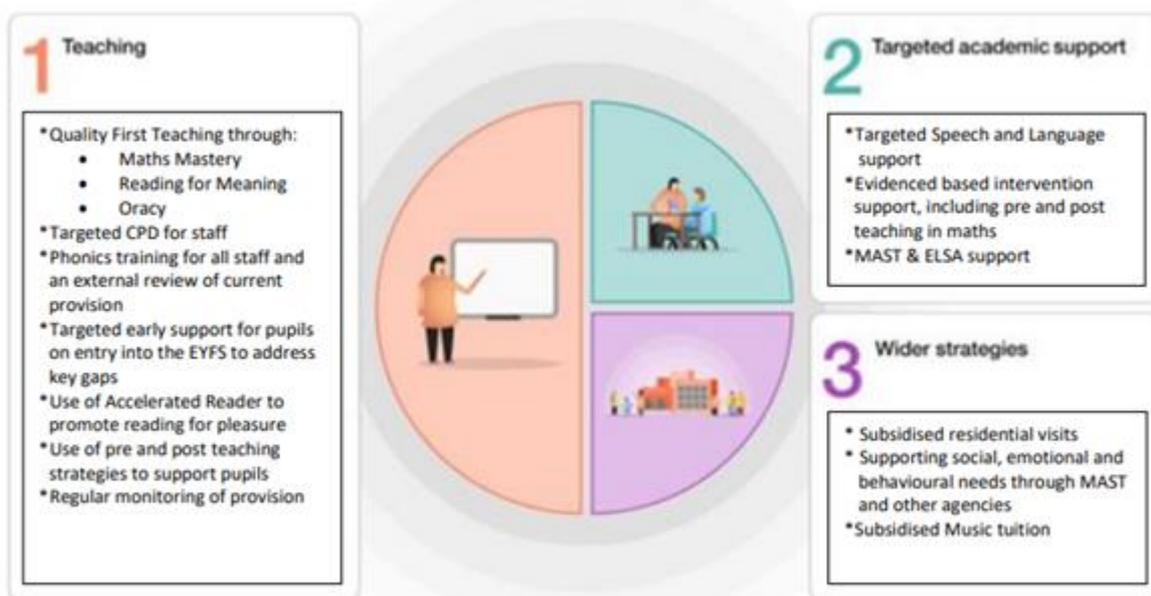


Elburton Primary School



Pupil Premium Strategy 2020-21 Review and 2021-22 Plan

All members of staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to ‘closing the attainment gap’ between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.



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 | Elburton Primary School |
| Number of pupils in school | 424 |
| Proportion (%) of pupil premium eligible pupils | PP 16.%, (Inc Service) LAC/PLAC 0.4% Service 10% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2019-22 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Lisa Birnie |
| Pupil premium lead | Lisa Birnie |
| Governor / Trustee lead | Carolyn Haynes |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 70, 150 |
| Recovery premium funding allocation this academic year | £ 4500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| 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 | £ 74, 650 |

Part A: Pupil premium strategy plan

Statement of intent

At Elburton we intend to use the Pupil Premium funding across the following 3 areas:

Teaching and learning

Pupil Premium Grant Funding is used to support the school in providing high quality teaching and learning experiences for all children through a broad and balanced curriculum.

- We will be using the funding to enable our staff to have opportunities to attend high quality professional training, which promotes quality learning experiences for all of our children.
- We will provide equal opportunities through a broad and balanced curriculum with high quality learning resources

Targeted support

In order to ensure that our children make at least good progress, we employ specific interventions to support those pupils who need additional support both inside and outside of the classroom.

- The funding will enable us to implement interventions where early identification of need has taken place, following up on specialist advice and working with parents
- Children's emotional and mental health needs will be met through high quality ELSA and pastoral support
- Community groups such as young carers and MK Heroes will benefit from coming together and sharing experiences
- This year we have employed a speech and language specialist to support pupils across Foundation Stage and Key Stage 1.
- We are also providing additional support for lower ability readers and have purchased reading resources to support their needs.
- In addition to this we also provide access to trained ELSA's (Emotional Support Assistants) to support the emotional needs of our children across the school.

Enrichment, Enhancement and wider strategies

To ensure full participation and access to all activities, this year we will be using some of the funding to subsidise costings for residential visits and curriculum enhancement activities that take place over the year for Pupil Premium Pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <i>Communication and oracy</i> Children are arriving to school with increasingly diverse and complex language needs. Resources at a national level are stretched, yet early identification and intervention remain the biggest factor in improving outcomes for these pupils. |
| 2 | <i>Emotional and mental health</i> Children's resilience, as well as emotional and mental health has been affected by the pandemic, as well as families needing continued and on-going support to meet the demands of daily life. |
| 3 | <i>High aspirations for all children</i> A broad and balanced curriculum creates equal opportunities for all children, through high quality resources and curriculum content, with continued support from home, the aim to sustain high quality learning opportunities remains a priority. |

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 |
|--|---|
| Pupils emotional mental health and well-being is supported and nurtured, resulting in improved outcomes in attainment over time. | <ul style="list-style-type: none"> • Children requiring additional support identified early • Strong links and consistent communication with families • Pastoral Lead to make links with families and create positive relationships • Community groups such as MK heroes and Young carers have access to enhanced opportunities such as trips, resources and events |
| Equal opportunities through a rich, broad and balanced curriculum in place, allowing for progress within KS1 and phonics screening check | <ul style="list-style-type: none"> • RWI outcomes and assessments demonstrate progress for pivotal pupils • Children achieving above the national average for phonic screening |
| Children's speaking, listening and language skills are identified, supported and | <ul style="list-style-type: none"> • Children meeting the ELG for Reading, Writing and Speaking remain above the national average • Oracy skills are evident within all areas of the curriculum • Phonics screening results impacted positively |

| | |
|---|--|
| developed through a high quality offer. | |
|---|--|

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: £ 7526

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Phonics development days</i> £3700 | Continued upskilling and review of CPD for staff, which in turn ensures high quality delivery and resourcing of the RWI phonics programme. Children benefit from the highest quality delivery and the programme reflects the needs of the school. | 3 |
| <i>MAST training</i> £500 | Staff are continually upskilled in a range of CPD opportunities relating to the needs and context of the school. Enabling them to support a variety of needs within school | 2 |
| <i>High low books</i> £250 | Children with a lower reading age than their actual age, can still access age appropriate content through their reading. | 3 |
| <i>Accelerated reader</i> £2326 | All children have access to a range of high quality texts which when supported at home, used consistently demonstrate high outcomes | 3 |

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

Budgeted cost: £ 65,492

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>PLP Speech and Language Therapist</i> £4,192 <i>PLP membership</i> £850 | Early identification and targeted support to enhance speech clarity, word order and language needs | 1 |
| <i>Pastoral Lead</i> £10000 | Pastoral relationships built with key families to target a range of challenges, which in turn affect the emotional well-being of pupils and ultimately their progress | 2 |

| | | |
|---|--|---------|
| <i>MAST buy in £17,000</i> | Continued buy into the Multi Agency Support Team – to maintain targeted support for children and families for a range of challenges. | 1, 2, 3 |
| <i>SENCO role £10000</i> | Time is needed for the SENCO to support families and children requiring additional advice, guidance, referrals and outside agency input to reach a child's full potential. SENCO attends meetings that require a multi agency approach to improve outcomes | 1, 2, 3 |
| <i>ELSA support 10 hours 54800</i> | Children identified as needing support with factors affecting their emotional health and wellbeing have the support required. Time as part of a group or on a 1:1 basis with a qualified ELSA to improve their mental health and well being and in turn progress and attainment. | 2 |
| <i>Dedicated Speech and Language intervention teacher 15 hours 4500</i> | NELI can continue with rigour and consistency allowing impact and progress. SAL advice and follow up intervention from PLP can be delivered consistently to maximise impact and outcomes for children. | 1 |
| <i>1:1 support for children identified with complex needs £15000</i> | High quality, needs based provision available for children with complex needs to ensure an enriched curriculum is available and safety measures in place | 2 |

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

Budgeted cost: **£1,600**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| <i>Subsidising trips 600</i> | All children have equal opportunities and experiences available to them. Ensuring a broad and balanced curriculum with enrichment opportunities available for all | 2 |
| <i>Young carers and MK clubs 1000</i> | Groups can come together as a community and feel like they belong to something special. Opportunities for trips, events , resources can be created and enjoyed, supporting their emotional well-being. | 2 |

Total budgeted cost: £ 74,618

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. *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

Pupil Premium teacher assessment for all Pupil Premium children 2020-21

End of year 2021 compared to baseline 2020

| | Baseline - Maths | | | | | No Mark | Maths | | | | |
|--------------------|------------------|------------|------------|----------|------------|-----------|-----------|------------|------------|-----------|------------|
| | B | WTS | ARE | ARE+ | GDS | | B | WTS | ARE | ARE+ | GDS |
| All students | 7.4% (5) | 26.5% (18) | 41.2% (28) | 8.8% (6) | 16.2% (11) | 2.7% (2) | 2.7% (2) | 21.6% (16) | 47.3% (35) | 8.1% (6) | 17.6% (13) |
| Year 1 (2020/2021) | 0% (0) | 36.4% (4) | 54.5% (6) | 9.1% (1) | 0% (0) | 0% (0) | 0% (0) | 18.2% (2) | 81.8% (9) | 0% (0) | 0% (0) |
| Year 2 (2020/2021) | 16.7% (1) | 33.3% (2) | 50% (3) | 0% (0) | 0% (0) | 12.5% (1) | 0% (0) | 25% (2) | 50% (4) | 12.5% (1) | 0% (0) |
| Year 3 (2020/2021) | 18.2% (2) | 27.3% (3) | 36.4% (4) | 0% (0) | 18.2% (2) | 0% (0) | 0% (0) | 25% (3) | 58.3% (7) | 0% (0) | 16.7% (2) |
| Year 4 (2020/2021) | 0% (0) | 8.3% (1) | 50% (6) | 8.3% (1) | 33.3% (4) | 7.1% (1) | 0% (0) | 14.3% (2) | 35.7% (5) | 14.3% (2) | 28.6% (4) |
| Year 5 (2020/2021) | 0% (0) | 41.7% (5) | 16.7% (2) | 25% (3) | 16.7% (2) | 0% (0) | 0% (0) | 30.8% (4) | 30.8% (4) | 23.1% (3) | 15.4% (2) |
| Year 6 (2020/2021) | 12.5% (2) | 18.8% (3) | 43.8% (7) | 6.3% (1) | 18.8% (3) | 0% (0) | 12.5% (2) | 18.8% (3) | 37.5% (6) | 0% (0) | 31.3% (5) |

| | Baseline - Reading | | | | | No Mark | Reading | | | | |
|--------------------|--------------------|------------|------------|------------|-----------|-----------|-----------|-----------|------------|------------|------------|
| | B | WTS | ARE | ARE+ | GDS | | B | WTS | ARE | ARE+ | GDS |
| All students | 7.4% (5) | 26.5% (18) | 41.2% (28) | 16.2% (11) | 8.8% (6) | 2.7% (2) | 2.7% (2) | 23% (17) | 39.2% (29) | 13.5% (10) | 18.9% (14) |
| Year 1 (2020/2021) | 9.1% (1) | 45.5% (5) | 45.5% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 36.4% (4) | 63.6% (7) | 0% (0) | 0% (0) |
| Year 2 (2020/2021) | 0% (0) | 50% (3) | 16.7% (1) | 16.7% (1) | 16.7% (1) | 12.5% (1) | 0% (0) | 37.5% (3) | 12.5% (1) | 25% (2) | 12.5% (1) |
| Year 3 (2020/2021) | 18.2% (2) | 18.2% (2) | 54.5% (6) | 9.1% (1) | 0% (0) | 0% (0) | 0% (0) | 25% (3) | 50% (6) | 16.7% (2) | 8.3% (1) |
| Year 4 (2020/2021) | 0% (0) | 25% (3) | 33.3% (4) | 25% (3) | 16.7% (2) | 7.1% (1) | 0% (0) | 21.4% (3) | 28.6% (4) | 14.3% (2) | 28.6% (4) |
| Year 5 (2020/2021) | 0% (0) | 16.7% (2) | 50% (6) | 25% (3) | 8.3% (1) | 0% (0) | 0% (0) | 15.4% (2) | 46.2% (6) | 15.4% (2) | 23.1% (3) |
| Year 6 (2020/2021) | 12.5% (2) | 18.8% (3) | 37.5% (6) | 18.8% (3) | 12.5% (2) | 0% (0) | 12.5% (2) | 12.5% (2) | 31.3% (5) | 12.5% (2) | 31.3% (5) |

| | Baseline - Writing | | | | | Writing | | | | | |
|--------------------|--------------------|-----------|------------|-----------|-----------|-----------|-----------|------------|------------|------------|-----------|
| | B | WTS | ARE | ARE+ | GDS | No Mark | B | WTS | ARE | ARE+ | GDS |
| All students | 10.3% (7) | 25% (17) | 52.9% (36) | 8.8% (6) | 2.9% (2) | 2.7% (2) | 8.1% (6) | 20.3% (15) | 41.9% (31) | 17.6% (13) | 9.5% (7) |
| Year 1 (2020/2021) | 9.1% (1) | 45.5% (5) | 45.5% (5) | 0% (0) | 0% (0) | 0% (0) | 0% (0) | 36.4% (4) | 63.6% (7) | 0% (0) | 0% (0) |
| Year 2 (2020/2021) | 0% (0) | 33.3% (2) | 66.7% (4) | 0% (0) | 0% (0) | 12.5% (1) | 0% (0) | 37.5% (3) | 25% (2) | 25% (2) | 0% (0) |
| Year 3 (2020/2021) | 27.3% (3) | 36.4% (4) | 27.3% (3) | 9.1% (1) | 0% (0) | 0% (0) | 25% (3) | 25% (3) | 41.7% (5) | 8.3% (1) | 0% (0) |
| Year 4 (2020/2021) | 0% (0) | 16.7% (2) | 50% (6) | 16.7% (2) | 16.7% (2) | 7.1% (1) | 0% (0) | 14.3% (2) | 42.9% (6) | 28.6% (4) | 7.1% (1) |
| Year 5 (2020/2021) | 0% (0) | 16.7% (2) | 66.7% (8) | 16.7% (2) | 0% (0) | 0% (0) | 7.7% (1) | 0% (0) | 61.5% (8) | 15.4% (2) | 15.4% (2) |
| Year 6 (2020/2021) | 18.8% (3) | 12.5% (2) | 62.5% (10) | 6.3% (1) | 0% (0) | 0% (0) | 12.5% (2) | 18.8% (3) | 18.8% (3) | 25% (4) | 25% (4) |

EYFS – 10 Pupil Premium pupils

| | ELG: Comprehension | | | ELG: Number | | | ELG: Numerical Patterns | | |
|--------------------|--------------------|---------|---------|-------------|---------|---------|-------------------------|---------|---------|
| | No Mark | EMG | EXP | No Mark | EMG | EXP | No Mark | EMG | EXP |
| All students | 0% (0) | 20% (2) | 80% (8) | 0% (0) | 10% (1) | 90% (9) | 0% (0) | 10% (1) | 90% (9) |
| Year R (2020/2021) | 0% (0) | 20% (2) | 80% (8) | 0% (0) | 10% (1) | 90% (9) | 0% (0) | 10% (1) | 90% (9) |

| | ELG: Speaking | | | ELG: Word Reading | | | ELG: Writing | | |
|--|---------------|---------|---------|-------------------|---------|---------|--------------|---------|---------|
| | No Mark | EMG | EXP | No Mark | EMG | EXP | No Mark | EMG | EXP |
| | 0% (0) | 20% (2) | 80% (8) | 0% (0) | 20% (2) | 80% (8) | 0% (0) | 20% (2) | 80% (8) |
| | 0% (0) | 20% (2) | 80% (8) | 0% (0) | 20% (2) | 80% (8) | 0% (0) | 20% (2) | 80% (8) |

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 |
|--------------------|--------------------|
| RWI - Phonics | Ruth Miskin |
| Accelerated Reader | Renaissance Reader |