

Elburton Primary School

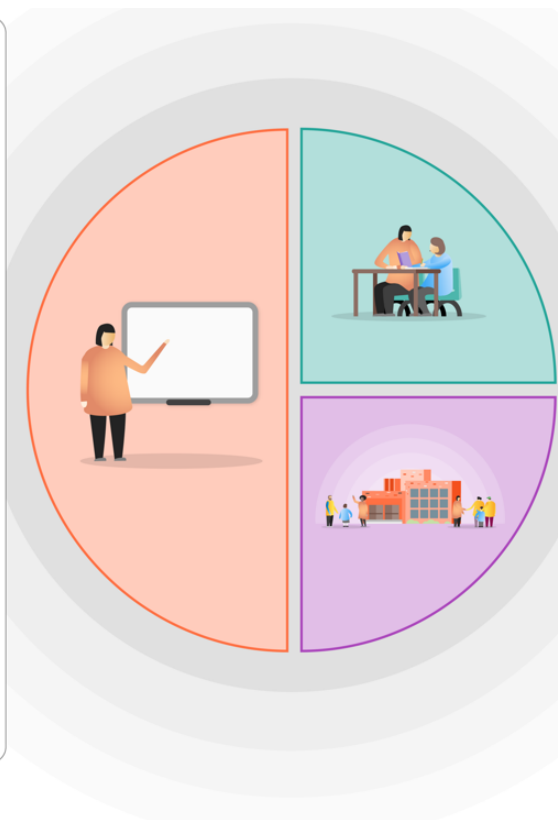


Pupil Premium Strategy 2021-22 Review and 2022-23 Plan

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.

1 Teaching

- ✓ Whole school approach and CPD around QFT with less emphasis on overly extensive interventions. Growing the universal offer.
- ✓ Whole school focus on oracy including Picture News, Word of the Day for structured and targeted vocabulary acquisition, speaking in sentences, clear modelling and use of cued articulation to support phonics delivery, **makaton**.
- ✓ High emphasis on reading culture – RWI Phonics, Daily class story, Accelerated Reader, ERIC/VIPER comprehension strategies, library time, reading for pleasure, high/low readers for literacy difficulties, whole class guided reading.
- ✓ Whole school approach to Maths Mastery – White Rose small steps progression, fluency, problem solving and reasoning (CAP – concrete, abstract, pictorial approach).
- ✓ Whole school approach to Effective Behaviours, PACE, self-regulation and attachment/trauma aware approach.
- ✓ Whole school implementation of strategies to support metacognition and self-regulated learning.
- ✓ Whole school approach to developing a positive learning environment– Effective behaviours Policy, school values, class dojo.



2 Targeted academic support

- ✓ Teacher led interventions including: Daily maths post teach – on the day feedback, **Writing** conferencing, focussed morning work, Phonics **Pinny** time, Cued Articulation.
- ✓ Teaching Assistant led interventions including, Maths post teach, Precision Instruction, Pinny Time, Phonics 1:1 tuition, targeted readers, touch typing.
- ✓ National Tutoring Programme
- ✓ 1-1 SAL interventions
- ✓ After school tuition and booster clubs.
- ✓ TEACCH stations, task planners, fidget toys, **chewelry**, sensory breaks, sand timers.

Wider strategies

- ✓ Engaging enriched curriculum to raise cultural capital.
- ✓ Children’s University
- ✓ Free breakfast club access.
- ✓ Use of individualised Social Stories.
- ✓ Wide range of visits, clubs and music tuition (financial support given).
- ✓ Social and communication groups.
- ✓ ELSA support/ Pastoral Lead
- ✓ Whole School approach to Effective Behaviours, PACE approach, self-regulation, Healthy Schools and REAL PE.
- ✓ Bespoke clubs –Military Club Kids, Young Carers and Well-being club.
- ✓ MAST (Multi Agency Support Team) referral and support.
- ✓ Free holiday club provision with High 5 and Fit and fed club access
- ✓ SAL in preschool to support early identification

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for 2022-23.

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	426
Proportion (%) of pupil premium eligible pupils	PP 7.9% Services 8.6% Both 0.2% LAC/PLAC 0.2% Adopted from care 0.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (Reviewed and updated annually)
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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	63,045.00
Recovery premium funding allocation this academic year	4800
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	67,845

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 use 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 pastoral support
- Community groups such as young carers and Elburton School Troopers will benefit from coming together and sharing experiences
- This year we will continue to employ a speech and language specialist to support pupils across Stepping Stones, 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.
- This year we will continue to access the National Tutoring Programme and support children in targeted groups to enhance writing.

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 Elburton School Troopers and Young carers (Little Guardians) 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.	
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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: £ 4353

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> £400	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> £253	Children with a lower reading age than their actual age, can still access age appropriate content through their reading.	3

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

Budgeted cost: £ 61822

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</i> £17,000	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>ELSA support</i> <i>10 hours</i> <i>5480</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</i> <i>15 hours</i> <i>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</i> <i>£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
<i>National Tutoring Programme</i> <i>4800</i>	High quality targeted writing intervention is delivered to groups of children in Year 2, 3, 4, 5, 6. Writing conferencing and tutoring allows for key knowledge to be revisited and additional support given to make progress. Children feel more confident and transfer learning in class.	1, 2, 3

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

Budgeted cost: **£1670**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidising trips, uniform, music lessons</i> <i>670</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>Little Guardians and Elburton School Troopers</i> <i>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: £ 67,845

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 2021-22 academic year.

Teaching	Impact and outcomes
Phonics development days	New staff have been signed onto these days to ensure high quality RWI phonics is delivered by all reading teachers. A handover has been done between the previous RWInc Lead and our new Reading Leader, ensuring pivotal children, groups and target areas for the whole school have been discussed. Ongoing support and development is being received from RWI for the Reading Leader.
MAST training	Staff continue to access additional training through MAST and through performance management identify areas for CPD. Unfortunately Autism Awareness training was postponed and rescheduled for 22-23. Blank Levels training was accessed by the whole school Summer 22, to raise awareness of language and the impact language barriers can have on accessing the curriculum.
High low books	Purchased alongside English Leaders and distributed in classrooms. Reading rulers purchased to support visual stress in pupils
Accelerated reader	Subscription continues and progress throughout the scheme continues to be strong. This year a more rigorous approach to AR has supported progress by using the decimal points more accurately and consistently. Staff will continue to have touch bases through English INSETS to insure the scheme is being used effectively.

Targeted Intervention

Teaching	Impact and outcomes
PLP Speech and Language Therapist PLP membership	Nicola Blundel continues to work with the school 1 day, every other week and supports children within the Pre-school and EYFS to support early identification for children with SAL needs. Children make good progress and regular reviews take place. The early identification is excellent and staff receive ongoing training alongside their classroom practice. Case reviews held regularly and meetings with the SAL intervention teacher support effective delivery.
Pastoral Lead	Lisa Clarke meets parents, children and has established her role within the Elburton Community. Lisa has completed her Mental

	Health Diploma. She runs the Elburton School Troopers and the Young Carers group, both highly effective groups which support a sense of community, well-being and nurture for children who are vulnerable through a range of family circumstances. The impact of the role this year has been highly effective. The mental health support and nurture provided for the pupils has had a big impact, as described in Pupil progress meetings. The support for parents continues to offer extended support for our pupils.
MAST buy in	EP support has been valuable, however there was a gap in services due to absence of the EP, however close links have meant that we can continue to plan and build in support for specific pupils, as well as prioritise support for the next year. Next year SENCo will utilise Family Support Workers for children that require it.
SENCO role	SENCO is given time to meet families, observe children, complete SEND reviews as well as attend local meetings for SEND updates. SENCO leads the Hub for Horizon Trust. SEND carries out termly SEND reviews, monitors IEPs and provision mapping, as well as ensuring all statutory work is completed.
ELSA support	Both ELSA's have excellent record keeping and monitoring of the pupils they see as well as excellent links with parents. ELSA impact reviews each term demonstrate that children benefit significantly from the support. Teachers are aware of how to request the support. Both ELSAs run lunchtime well-being groups, to ensure regular check ins with key pupils can take place.
Dedicated Speech and Language intervention teacher 15 hours	This support has been essential in the children maintaining progress against SAL targets, during the periods between visits from the SALT. A highly structured plan is in place which contributes to success against SAL targets.
1:1 support for children identified with complex needs	This has been hugely beneficial and essential in the progress of the individual child. It has supported reaching EHCP targets and PEP targets and making progress in all areas.

Wider Strategies	Impact and Outcomes
Subsidising trips	This was accessed by our families after being advertised as a means of support. This meant payment plans, subsidies and support could be offered to those who needed it.
Young carers and MK clubs	A weekly Elburton School Troopers club has been set up and the group have enjoyed trips to the theatre, visits from military vehicles, assault courses, cream teas and picnics. The Young Carers questionnaire was sent out and with the responses, a group was formed - the children have met once and decided upon their name. Weekly meetings will start in September.

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