

## 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	Ellel St. John's CofE Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	14% (31)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Joanna FitzGerald
Pupil premium lead	Helen Quinn
Governor / Trustee lead	Stephen Booth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37, 700
Recovery premium funding allocation this academic year	£2, 900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40, 600

# Part A: Pupil premium strategy plan

## Statement of intent

At Ellel St. John's CofE Primary School, all staff and Governors are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment that promotes positive mental health and well-being. This is in line with our mission statement, '**Loving, living and learning in the light of Christ.**' As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. While the focus of the pupil premium strategy is to support disadvantaged pupils, we recognise that some of these children will not need additional support to develop their full potential while other members of the school community may have times when they need additional input. We recognise all challenges faced by our pupils, particularly those who are vulnerable, and do our very best to meet their needs whether they are classed as disadvantaged or not.

Quality first teaching is at the heart of our educational provision. Our ongoing assessments, monitoring and staff training aim to promote high quality teaching for every pupil supported by clearly focused and regularly reviewed intervention and support.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To ensure the attendance of pupils in receipt of pupil premium is in line with all pupils
- To ensure that the outcomes of pupils in receipt of pupil premium are in line with all pupils through ensuring rigorous provision mapping of academic intervention and support
- To ensure all pupils (whether disadvantaged or not) have access to all curricular and extra-curricular activities
- To ensure the well-being needs of all pupils in receipt of pupil premium funding are being met through the implementation of our daily Stilling Time Programme; successfully implementing a Forest School Programme for all pupils; ensuring rigorous provision mapping of social and emotional intervention and support

In order for these objectives to be effective we will:

- Carefully monitor the attendance and outcomes for disadvantaged pupils including social and emotional
- Act quickly to intervene when any need is identified

## Challenges

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

Challenge number	Detail of challenge
1 Attendance	The average attendance of all disadvantaged pupils (as of 12/11/21) is 95% which is 1% lower than the whole school average of 96%. The figures vary significantly, with some children achieving 100% attendance (8/31 – 26%) but a smaller group (6/31 – 19%) in the persistent absence category.
2 Outcomes	There is a small group of pupils (4 children – 13%) in receipt of PP who are not making expected or better progress – despite interventions. A larger group of PP children (14 children – 45%) are not at the expected standard but are making expected progress. There are 8 children – 26% that are at expected standard and making expected progress and 4 children (13%) who are above expected standard and making expected progress.
3 Pastoral	Pupil's emotional well-being, social and behavioural needs affecting them being able to make progress. All the children in receipt of Pupil Premium Funding have suffered at least one Adverse Childhood Experience with a high proportion of them suffering multiple ACEs, in turn impacting on their focus and readiness to learn.
4 SEND	Some pupils (10) who qualify for Pupil Premium funding have specific SEND needs and one child needs SALT intervention.

## 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
To continue to ensure the attendance of pupils in receipt of PP is in line with their peers, particularly those who fall within the persistent absence category	To narrow the gap between pupils in receipt of PP funding who fall within the persistent absence category and the rest of the school
To continue to ensure that pupils with PP funding are making at least expected progress across the curriculum to ensure all pupils with PP funding, including those with SEND, make expected or better progress from their starting points	Data from pupil progress meetings and end of year assessments indicate that all pupils (including those with PP) are making expected or better progress.

To ensure the well-being needs of all pupils in receipt of PP funding are met to ensure they are ready for learning	Children's well-being needs are met (measured on SDQ Score) and supported to ensure they are attending school more regularly and able to access high quality teaching and interventions
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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: £25, 000 (this is part of the cost of the actions below, especially teacher and TA costs in Y4 – the rest comes from other budget sources).

Includes £6,280 for CPD

Activity	Evidence that supports this approach	Challenge number addressed
<p><b>Recruitment and retention</b></p> <p>To maintain the level of quality first teaching in the large Y4 class ensuring all pupils (including those in receipt of PP funding and those with SEND) have more direct access to teacher / support staff (additional experienced teacher in the mornings and full time TA).</p>	<p>See EEF Toolkit : High Quality Teaching <a href="https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching">https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching</a></p> <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	2, 3 and 4
<p><b>CPD</b></p> <p>All teachers and TAs to access relevant and high quality CPD to</p>		2

meet the specific needs of our pupils and ensure quality first teaching.		
<b>SEND</b> Continue to provide high quality SEN support	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020. Ensure all pupils have access to high quality teaching and IEPs where appropriate.	4, 3 and 2

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

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with focussed phonics groups in EYFS / Y1&2. Establish Lower KS2 (Y3&4) phonics groups for pupils (including those in receipt of PP funding and with SEND) who have not met the phonics threshold by the end of KS1 or require additional phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2 and 4
To increase delivery of targeted maths interventions across the whole school for pupils (including those in receipt of PP funding and with SEND).	See EEF research guidance reports on improving maths: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	2 and 4
To continue with the delivery of IDL and introduce the	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure	2 and 4

delivery of IDL Numeracy to support pupils in need of additional input in reading, spelling and maths (including those in receipt of PP funding and with SEND).	all pupils have access to high quality teaching and IEPs.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop and utilise a Sensory Room to support children's self-regulation.	EEF Guidance about wider strategies focusing on: SEL, Well-being and Mental Health <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/3widerstrategie">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/3widerstrategie</a>	1, 3 and 4
Develop the most effective use of the Learning Mentor and support TA who provide pastoral support to children (1:1 sessions, social groups and Lego therapy) including children in receipt of PP funding.		
Maintain and develop strategies from within the school attendance policy to secure and develop high rates of attendance.		
Link in with the LA CAF/TAF process for securing support for the most vulnerable pupils.		

**Total budgeted cost: £ 40, 000**

## 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 work with all of our pupils, including those in receipt of Pupil Premium Funding, was significantly impacted by Covid 19 over the past 18 months. As a result, some of the actions that would normally take place were not able to be followed through and it was necessary to amend the support provided during periods of national lockdown.

In this period:

- Children in receipt of PP funding were encouraged to attend school and those that did received small group / 1:1 support so that unmet needs were addressed (14 pupils attended regularly). All pupils received work to complete at home daily. Daily learning was provided via Class Blogs and live lessons were also delivered regularly (this increased with the age of the children). We also liaised regularly with families who struggled to access remote learning and provided work packs and packs of stationery which were hand delivered. Laptops were provided for families who didn't have the technology to access remote learning. Remote Recovery Groups were delivered to support pupils including those in receipt of Pupil Premium Funding.
- Our internal assessments showed that children continued to make progress across the curriculum albeit slower for some than anticipated at the start of the academic year due to the impact of the national lockdowns.
- Overall attendance for the whole year was very positive (94%) and above the national levels.
- Our assessments and observations demonstrated that overwhelmingly our children were pleased to be back in school. We dedicated two weeks at the start of the autumn term 2020 to a Recovery Curriculum specifically designed to settle the children back into school and routines and to celebrate their resilience and successes. We continued to dedicate a lot of time to supporting children's mental health and well-being and as a result, saw little impact on behaviour.

## 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
Recovery Curriculum for Primary Schools: Here We Are by Oliver Jeffers	CLPE – Centre for Literacy in Primary Education

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received 2 allocations of £300 - £600 total. One pupil is achieving at the expected standard, is making expected progress and has excellent attendance. The other pupil is achieving above the expected standard and is making expected progress and has 100% attendance. The money was used as part of the staffing budget to allow them to attend school during the lockdowns. It also provided 1:1 SEMH support for the pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Both pupils were able to maintain their educational progress and outcomes and maintain their positive attendance and achievement.



## Further information (optional)

The SEMH of all our pupils, including those in receipt of Pupil Premium Funding, is supported in a range of ways and particularly through our daily Stilling Time Programme. Stilling Time is delivered in all classes at the start of each afternoon. It is designed to equip every pupil with the skills and tools to self-regulate and manage their own mental health and well-being, not just during their time with us but throughout their whole life.

### Ellel St John's Stilling Time Programme

Over Half Term	Yoga	Visualisation	Prayer x 2	Outdoors	Being Active	Emotion work	Mindfulness	Develop gratitude	Breathing	
Resource suggestions to support strand	Go Noodle	Go Noodle	Hands of prayer	<b>Early Years - promoting children's wellbeing book:</b> in tune with nature	Go noodle	Peer massage - self-esteem, anxiety, concentration, social skills, consent	<b>Early Years - promoting children's wellbeing book:</b> Listen to the bell, breathing teddies, superhero senses etc	<b>Resources in Mental health folder:</b> How do people see me?	Go Noodle	
	Cosmic Kids	Cosmic kids	Paper chain prayers		Fitness Marshall					Cosmic kids
	Twinkl - PowerPoint, yoga cards etc	Headspace	Don't just do something, sit there - <i>developing Children's Spiritual Awareness</i> by Mary K Stone	Mindful walks	Joe Wicks	KS2 reflection journal		How do people see me?	Square Breathing	
	Yoga Cards	YouTube - hypnosis for kids		Oak Chair	Running Track		Go noodle	Positive thinking	Being still	
	<b>Mental health folder on staff public:</b> Self-esteem yoga PowerPoint		Don't just do something, sit there - <i>developing Children's Spiritual Awareness</i> by Mary K Stone	A Roots Resource - Prayer and Prayer Activities		Trim Trail	<b>Resources in Mental health folder:</b> My happy place	Go noodle		
							Being kind to yourself	Cosmic kids		
							Things I like about myself	Headspace		
							Worry Dolls	Resources in Mental health folder: Mindfulness games and cards		
							BINGO			
							Growth Mindset	KS2 reflection journal		