

Pupil premium strategy statement – Ellel St. John’s CofE Primary 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
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	13% (26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
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, 740
Recovery premium funding allocation this academic year	£3335
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£41, 075

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**' and our chosen piece of scripture, **Let your light shine before others, that they may see your good deeds and glorify your Father in heaven. ~ Matthew 5:16.** As with every child in our care, a child who is in receipt of 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 25/11/22) is 94.8% which is 2.2% lower than the whole school average of 97%. The figures vary significantly, with some children achieving 100% attendance (9/25 – 36%), some children achieving between 96% and 99% attendance (9/25 – 36%) and a smaller group (6/25 – 24%) in the persistent absence category.
2 Outcomes	There is one child (2.6%) in receipt of PP who is not making expected or better progress – despite interventions. This is an improvement on last year. A larger group of PP children (14 children – 54%) are below expected standard but are making expected or more than expected progress. There are 7 children – 18% that are at expected standard and making expected progress and 3 children (8%) 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 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/ SEMH	Five pupils (19%) who qualify for Pupil Premium funding have specific SEND needs. 19 pupils (73%) who qualify for Pupil Premium funding have specific SEMH needs.

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: £20, 000 (this is part of the cost of the actions below, especially teacher and TA costs in Y5 – the rest comes from other budget sources).

Includes £6,510 for CPD

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention</p> <p>To maintain the level of quality first teaching in the large Y5 class ensuring all pupils (including those in receipt of PP funding and those with SEND and/or SEMH) have more direct access to teacher / support staff (full-time HLTA appointed).</p>	<p>See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-highquality-teaching</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>CPD</p> <p>All teachers and TAs to access relevant and high quality CPD to meet the specific needs of our</p>		2

pupils and ensure quality first teaching.		
SEND 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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2, 3 and 4
SEMH Continue to provide high quality SEMH support	See EEF research guidance report: Improving social and emotional learning in Primary Schools. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2, 3 and 4

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

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue with focussed phonics groups in EYFS / Y1&2. Continue with KS2 (Y3,4&5) 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 4
To continue with increased delivery of targeted maths interventions across the whole	See EEF research guidance reports on improving maths: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2 and 4

school for pupils (including those in receipt of PP funding and with SEND).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
To continue with the delivery of IDL and 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).	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.	2 and 4
To increase academic provision mapping by employing a qualified teacher to deliver additional interventions (including those in receipt of PP funding and with SEND).	See EEF research guidance report: https://educationendowmentfoundation.org.uk/news/eef-launches-updated-teaching-and-learning-toolkit	2 and 4

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

Budgeted cost: £6,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To utilise and further develop a Sensory Room to support children's self-regulation.</p> <p>To employ the services of a Forest School Practitioner to deliver Forest School Sessions for all pupils (2 blocks of 5-6 weeks per class).</p>	<p>EEF Guidance about wider strategies focusing on: SEL, Well-being and Mental Health</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/3widerstrategie</p>	1, 3 and 4

<p>To develop a uniform 'swap shop' where families can access high quality used school uniform, coats and footwear for free.</p>		
<p>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.</p>		
<p>Maintain and develop strategies from within the school attendance policy to secure and develop high rates of attendance.</p>		
<p>Link in with the LA CAF/TAF process for securing support for the most vulnerable pupils.</p>		

Total budgeted cost: £41, 075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Ellel St. John's, we analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results, multiplication check results and our own, ongoing internal assessments.

Schools are not required to publish their 2022 key stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, disadvantaged pupils are performing well with a large group of them making expected or better progress. However, the majority of them have lower starting points and are therefore working below age-related expectations. As a result, we will continue with the many and varied approaches to support this group of pupils so that they continue to make expected or better progress and to aim to close the gap between them and non-disadvantaged pupils.

Attendance among disadvantaged pupils was 2.2% lower than their peers in 2021/22 with a small group (6/25 – 24%) in the persistent absence category. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Wellbeing and mental health remain a high priority at Ellel St. John's. The impact of the pandemic on all of our pupils and particularly on disadvantaged pupils has been acute. This area remains at the heart of our Pupil Premium strategy.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year

section above. The Further Information section below provides more details about our Stilling Time Programme and how this supports the mental health and well-being of our pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Great Teaching	Lancaster and Morecambe Teaching Cluster
Specialist Teacher Support	Reachout ASC

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We received 2 allocations of £320 - £640 total. One pupil is achieving at the expected standard, is making expected progress in all areas and has very good attendance. The other pupil is achieving above the expected standard in reading and at the expected standard in writing and maths, is making expected progress in all areas and has excellent attendance. The money has provided 1:1 SEMH support for the pupils from the Learning Mentor and additional support from the teachers and TAs within their classes.

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	Early Years - promoting children's wellbeing book: in tune with nature Mindful walks Oak Chair	Go noodle	Peer massage - self-esteem, anxiety, concentration, social skills, consent	Early Years - promoting children's wellbeing book: Listen to the bell, breathing teddies, superhero senses etc Go noodle Cosmic kids Headspace Resources in Mental health folder: Mindfulness games and cards KS2 reflection journal	Resources in Mental health folder: How do people see me? Positive thinking	Go Noodle	
	Cosmic Kids	Cosmic kids Headspace	Paper chain prayers		Fitness Marshall	KS2 reflection journal			How do people see me?	Cosmic kids Headspace
	Twinkl - PowerPoint, yoga cards etc	YouTube - hypnosis for kids	Don't just do something, sit there - <i>developing Children's Spiritual Awareness</i> by Mary K Stone		Joe Wicks	Running Track			My happy place	Square Breathing
	Yoga Cards	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	Being kind to yourself			Things I like about myself	Being still
	Mental health folder on staff public: Self-esteem yoga PowerPoint		A-Cross the world by M Payne and B Pedley			Worry Dolls				
			The Lord's Prayer Unplugged by L Moore			BINGO				
						Growth Mindset				