

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	201
Proportion (%) of pupil premium eligible pupils	13% (26)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
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	£39,890
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>	£3625
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>	£43,515

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 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 15/11/22) is 89% which is significantly lower than the whole school average of 96%. The figures vary significantly, with some children achieving 100% attendance (22%) but a smaller group (39%) in the persistent absence category.
2 Outcomes	There is a group of pupils (14 children – 54%) in receipt of PP who are not at the expected standard but are making expected progress due to targeted interventions. There are 11 children – 42% that are at expected standard and making expected progress and 1 child (4%) who is 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/ SEMH	Some pupils (8 – 30%) who qualify for Pupil Premium funding have specific SEND 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.

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 TA and HLTA costs in Year 6 – the rest comes from other budget sources).

Includes £7,000 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 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 https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-highquality-teaching</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>See Menu of approaches document.</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>	<p>2, 3 and 4</p>
<p>CPD</p> <p>All teachers and TAs to access relevant and high quality CPD to meet the specific</p>		<p>2</p>

needs of our 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 and Lower KS2 (Y3&4) 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	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

additional phonics support.		
To continue with the delivery of targeted maths interventions across the whole school for pupils (including those in receipt of PP funding and with SEND).	<p>See EEF research guidance reports on improving maths: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	2 and 4
To continue with the delivery of IDL Literacy and Numeracy to support pupils in need of additional input in reading, spelling and maths (including those in receipt of PP funding and with SEND).	<p>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.</p>	2 and 4
To increase academic provision mapping by employing a HLTA and equipping teachers to deliver additional interventions (including	<p>See EEF research guidance report: https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>See EEF – The tiered approach to Pupil Premium spending.</p>	2 and 4

those in receipt of PP funding and with SEND).		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4, 890

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to develop and utilise the well-established Sensory Room to support children's self-regulation.	EEF Guidance about wider strategies focusing on: SEL, Well-being and Mental Health https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning/3widerstrategie	1, 3 and 4
Continue to develop the most effective use of the Learning Mentor, support TA and HLTA 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.		
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).		
To continue to provide a uniform 'swap shop' where families can access high quality used school uniform, coats and footwear for free.		

Total budgeted cost: £39, 890 (not including Recovery Funding which will be paid back).

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results, multiplication check results and our own, ongoing internal assessments.

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. 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 all 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 7% lower than their peers in 2022/23 with a group (39%) 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. 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 1 allocation of £335. This pupil is achieving at the expected standard, is making expected progress in all areas and has very good attendance. The money has provided additional support from the teachers and TAs within the class.

The impact of that spending on service pupil premium eligible pupils

This pupil was 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.