

Pupil premium strategy statement – The Ellis CE (VA) 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	226
Proportion (%) of pupil premium eligible pupils	28 out of 226 (12%)
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)	2021-2022 2022-2023 2023-2024 (current year)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Emily Edwards (Head)
Pupil premium lead	Mrs Emily Edwards (Head) Mrs Tracey Gay (PP Champion/Parent Support Advisor)
Governor / Trustee lead	Mr Marcus Wood/Mr Dean Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,360
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>	£4,350
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£53,710

Part A: Pupil premium strategy plan

Statement of intent

Overall aim and objectives

At The Ellis C of E Primary School, we see each child as an individual and unique in God's image. At The Ellis, we all share the same vision for our children; helping them to feel valued members of our school community and to encourage everyone **'to be the best you can be'**. Every member of staff who works at The Ellis school has high expectations for all children. They are committed to providing the best possible education for all pupils and determined that no child should be left behind despite background or circumstances. We believe that it is not background that is important but a child's passion and thirst for knowledge, and, dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Outline of our strategy plan and key principles

At The Ellis, we provide a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach, with all staff involved in identifying barriers to learning at different levels so that impact is maximised across school.

Pupil premium children are clearly tracked via termly pupil progress meetings, where monitoring focuses on the needs of disadvantaged children, in addition to children with gaps in learning, in order to support them in making rapid progress. We acknowledge that pupil premium pupils are not always socially disadvantaged or at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding. Pupils who are not making expected progress are identified to receive specific interventions aimed at accelerating their progress.

One of the main barriers faced by some of our youngest disadvantaged pupils is poor oral language and communication skills. This is particularly evident for the pupils entering our Nursery (F1 provision). We target those pupils early on with interventions e.g WellComm and NELI, alongside a language rich curriculum. Language acquisition is at the heart of The Ellis Curriculum for all year groups.

From Foundation 2, we utilise our synthetic phonics system (RWI) to provide our children with the strongest possible start with reading. Our aim is to give the children the skills they need to unlock their learning for life. Our recent relaunch of

ReadWriteInc has enabled us to ensure we have fidelity to the scheme and build consistency for all pupils.

We recognise that main driver of pupil attainment is high quality first teaching, so our main emphasis is on achieving this first and foremost. We are working on securing consistent application of non-negotiables, in line with our teaching and learning policy, in order to secure a more robust approach to the curriculum.

At The Ellis, we ensure that high quality professional development is a priority, therefore training for teachers and teaching assistants is carefully selected to enhance the developing curriculum. Due to the impact of Covid 19, we have identified that Writing progress is a key area to develop. We have implemented a new writing scheme (Literacy Tree) to support and improve writing throughout school, however, we feel that we need to focus on early writing and have therefore decided to implement Get Writing in F2 and KS1. We have recently had a refresh of the quality handwriting training from ISHA (Improvement in School through Handwriting and Art) this is already impacting on improving the mechanics of writing in school.

We acknowledge the importance of using performance data effectively to analyse the progress of significant groups, including disadvantaged children, but also to ensure that we can identify exactly what gaps the children have in their learning; whether this is missed learning throughout the pandemic or other learning needs and issues. As such, we have purchased the NFER tests, which have an online gap analysis tool to help teachers pinpoint specific gaps in knowledge. We have also purchased EAZ-MAG (an online assessment portal) for the accurate, consistent tracking of data.

Pupils at The Ellis experience different types of barriers to their learning and we have found with our pupils that these barriers can be of a long term or of a more short-term nature. The most common barriers are:

- Some disadvantaged pupils also have an identified special educational need or disability (SEND)
- Early language and communication skills
- Behaviour and emotional difficulties requiring early help assessments (EHAs)
- Attendance – often linked to term time, unauthorised holidays

We recognise that all of our pupils are individuals with varying needs and, as such, we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of achievement, attainment and progress. These are regularly evaluated and adapted to ensure children aren't left on interventions that aren't having an impact as we are conscious of the social and emotional impact this can have.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate children's fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency.
2	Internal and external (where available) assessment shows significant gaps in writing skills across all year groups and therefore aren't meeting the standard required for their age expectation.
3	Internal and external (where available) assessment shows that children have gaps in basic maths knowledge, including their vocabulary.
4	Observations and discussions with pupils suggest that many pupils do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. Due to this, some pupils are not motivated to tackle potentially challenging tasks.
5	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.
6	Pupils' wider experiences from their home life are limited for some children. The school's demographic of white British limits their understanding of key themes i.e. equality, diversity etc.

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
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs	KS2 reading outcomes for all pupils is at least in line with the national average. KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average
By the end of each year group, a large majority of pupils will demonstrate the age-related expectations in writing.	Writing outcomes for all pupils is at least in line with the national average. The combined RWM score will improve. KS2 writing outcomes for disadvantaged pupils are broadly in line with the national average

Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.	KS2 maths outcomes for disadvantaged pupils are broadly in line with the national average Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25). The Feedback Policy supports addressing basic gaps.
Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks.	Pupils display a range of taught cognitive strategies relevant to their age and level of understanding. Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning. As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.
Children and families receive high-quality pastoral support.	Children and families who require additional support, report that they have received timely and high-quality pastoral support. Sustained high levels of wellbeing are demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Targeted external support is accessed and benefiting pupils and their families.
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.

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: £25,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT training	ECT framework introduced by the DfE to improve quality of teaching and teacher retention.	1,2,3,4,5,6
Purchase of additional high-quality curriculum resources	Non-statutory guidance offers suggestions to help all maintained schools, academies, and free schools decide how to prioritise elements within their curriculum for education recovery. These suggestions are based on the good practice evident in many schools, as exemplified in the case studies. DfE Teaching a broad and balanced curriculum for education recovery	1,2,3,4,6
Embed a DfE validated Systematic Synthetic Phonics programme – Read Write Inc - to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,5
Enhancement of our spelling curriculum to complement reading curriculum.	EEF recommends explicitly teaching spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques	1,2,4,5
Introduction to metacognitive and cognitive strategies.	EEF research shows +7 months progress / year.	4
Further develop our maths teaching and curriculum planning in line with DfE and EEF guidance. We will continue to fund teacher release time to further embed key elements of guidance in school and to access Maths Hub	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and	3

resources and CPD (including Sustaining Teaching for Mastery training).		
Embed, monitor, and develop a shared approach to teaching and learning across the school through ongoing CPD, intensive support in place for all staff.	The EEF state that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. All staff are supported to keep improving and is this is the priority for Pupil Premium spending.	1,2,3,4,5,6

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

Budgeted cost: £14,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review and monitor teaching assistant deployment and interventions – support high quality provision within the classroom and delivering targeted intervention	EEF Making the Best Use of Teaching Assistants guidance report presents six recommendations, including adopting evidence-based interventions to support small group and one to one instruction. EEF Teaching and Learning Toolkit strand on teaching assistant interventions.	1,2,3,4,6
Reading, Writing and Maths (including multiplication facts) interventions; • Pre/post teach • Same day specific skill-based intervention offered to small groups, focussing on disadvantaged students where support is required for them to fully access the curriculum.	Evidence shows that 'small group tuition is effective and, as a rule of thumb, the smaller the group the better' (EEF). Establish small group interventions for disadvantaged pupils falling behind age-related expectations. SENDCo to support and monitor the implementation of interventions, identifying training staff where needed.	1,2,3,4,5,6
Explore the use of the National Tutoring	EEF (+4) Small group tuition is defined as one teacher or	1,2,3

Programme and evaluate the potential impact of additional cost to school.	professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and Parent Support Advisor to continue to monitor and attendance for all pupils (including PP) and any vulnerable pupils at risk of becoming persistent absentees.	EEF Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF Working with Parents to Support Children's Learning guidance report includes advice around how to support attendance.	1,2,3,4,5,6
Engage with Compass Be to improve mental health and well being of the whole school community.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at	5,6

	students with particular social or emotional needs.	
Increase awareness of accountability amongst all staff to increase the life experiences of our disadvantaged children. Children who are vulnerable will be discussed regularly during pupil progress meetings and a programme or targeted interventions will be reviewed.	Vulnerable pupils are targeted with a package of support alongside high quality first teaching. A 'day in the life' case studies utilised to review provision for PP children.	1,2,3,4,5
Extracurricular activities, including sports, outdoor activities, and arts and culture - for example, music lessons and school trips	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. The EEF Teaching and Learning Toolkit strands on arts participation and physical activity.	4,5,6

Total budgeted cost: £ 53,710

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 / 23 academic year:

- Internal and external assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum.
- 80% (4/5) of PP children passed Y1 phonics screening.
- In the MTC the groups who performed least well were SEND and disadvantaged pupils. This was addressed in the academic year 2022/23 with additional spend on staff CPD and targeted intervention in year. 57% (4/7) of PP children scored 21 or more.
- KS2 Reading – 40% (2/5) achieved ARE
- KS2 Writing - 0% (0/5) achieved ARE
- KS2 Maths - 40% (2/5) achieved ARE
- Attendance of PP children in the academic Year 22/23 was broadly in line with non PP attendance.

Our previous strategies did not have the desired impact on KS2 outcomes, and data across school shows a similar picture, therefore, we have redesigned our strategy, incorporating it more fully into the school development plan. We have shared it with all staff to ensure that everybody has a collective responsibility for implementing the new strategy. We also intend to heavily weight our pupil progress meetings to pick up pupil premium children at risk of not making adequate progress and ensure appropriate teaching strategies are utilised to boost where necessary.

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
SEESAW online learning platform	SEESAW
TT Rockstars- online times tables	TT Rockstars
Spelling shed- online spelling game	EDSHED

Further information (optional)

We are continuing to triangulate evidence from multiple sources of data including assessments, class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and it is our intention to contact schools with high-performing disadvantaged pupils to learn from their approach, including those from within our local authority. We have looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train another senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- reviewing and relaunching a parent engagement strategy. Leaders are passionate about reintegrating the school community back into school life following the recent years of disruption.