

Elmwood Junior School 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	Elmwood Junior School
Number of pupils in school	475
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Derya Devecioglu Acting Head Teacher
Pupil premium lead	Derya Devecioglu
Governor / Trustee lead	Sandra Ramsbotham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,860
Recovery premium funding allocation this academic year	£27,550
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	£280,410

Part A: Pupil premium strategy plan

Statement of intent

At Elmwood Junior School, our aim is to ensure that all pupils, regardless of their background and personal challenges, are able to access a broad and balanced curriculum which will enable them to become resilient, independent, confident and successful learners, both now and in the future.

We are a diverse and multi-cultural school where pupils' personal development and well-being are central to our ethos. Every child is valued and their unique qualities are recognised and encouraged. Lessons are inspiring and a love of learning is encouraged in all pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve to the same potential as those pupils who do not face difficulties such as: less support at home, weak language and communication skills, more frequent behaviour difficulties, attendance and punctuation issues, parental mental health issues, housing issues, young carer commitments and other issues requiring intervention from a social worker or Early Help Keyworker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

ensure disadvantaged pupils are challenged in the work that they're set

implement robust formal and informal assessment by both class teachers and LSAs to ensure that interventions are implemented early, at the point when need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children have under-developed oral skills and gaps in their vocabulary.
2	A high proportion of our Pupils in receipt of PPG funding are living in temporary accommodation.
3	Covid-19 pandemic has resulted in an increase in the number of disadvantaged pupils requiring mental health support and increased support with their emotional wellbeing, on a daily basis.
4	Internal and external (where available) assessments indicate that attainment in the core subjects, among disadvantaged children is below that of non-disadvantaged children.
5	62 children are currently identified as persistently absent of which, 50% of these are pupil premium.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evident through engagement in lessons, book scrutiny, assessment of targeted speech and language groups and ongoing formative assessment.
Improved emotional well-being will provide pupil premium children with the self-confidence and self-motivation necessary to be able to focus on learning.	Identified pupil premium children will be provided with the support and strategies they require to enable them to be able to access their learning and to develop their social skills. Boxall profiles and feedback from class teachers and parents will provide the supporting evidence.
Reduce the gap between pupil premium pupils and non-pupil premium pupils achieving expected in Reading, Writing and Maths combined.	Venn diagrams will evidence this through showing an increased number of pupil premium pupils within the middle section of the venn.
To achieve and sustain improved attendance and punctuality for all children, particularly our disadvantaged children.	Overall attendance rate for all children being no less than 95% and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced. The number of disadvantaged pupils who are persistently absent / late being significantly reduced.

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: £39,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject lead release to monitor and develop teaching and learning.	The quality of teaching will make the biggest difference to learning outcomes.	1, 4
CPD for all staff on Maths, implementing a consistent approach across the school and building on previous learning. Embedding the use of concrete resources and the 'concrete, pictorial, abstract approach'. Introducing 'Power of 2' as an intervention for identified pupils.	Pupils achieve a much deeper understanding if they don't have to resort to rote learning and are able to solve problems without having to memorise. The abstract nature of maths can be confusing for children, but through the use of concrete materials they are able to 'see' and make sense of what is actually happening.	4
Pupil progress meetings which focus on the provision and achievement of pupils in receipt of PPG.	The Senior Leadership Team (SLT) must regularly monitor the achievement of pupils in receipt of PPG funding. SLT will also provide/suggest support for those who are underachieving.	1, 4
Annual subscription of standardised diagnostic assessments (STARS) Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 4
Purchase of a DfE validated Systemic Synthetic Phonics programme (Little Wandle) 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, 4

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

Budgeted cost: £166,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commissioned Speech & Language therapist on one day each week who will provide CPD for staff, work with identified pupils and deliver workshops to parents.	Improved language and communication skills will improve reading and writing outcomes.	1, 4
Additional phonics sessions targeted at disadvantaged children who require further phonics support. Delivered by Additional Teacher for the year group.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 6 weeks.	1, 4
Pre-teaching of vocabulary for disadvantaged pupils who may not have been exposed to the same wealth of vocabulary as their peers.	Research has shown that this strategy will help students by helping to improve their comprehension of the text they are reading. (Miller and Veatch, 2011, p.19) Pre-teaching vocabulary reduces the number of unfamiliar words the students will encounter in the text and boosts vocabulary acquisition. (Adolescent Literacy, 2007, p. 16)	1, 4
Full time therapist to provide regular sessions or drop in sessions for disadvantaged pupils requiring support with their mental health or emotional regulation.	By creating a safe space to talk through their concerns, child counselling can help children understand their emotions better, develop coping skills and build emotional resilience, something that will serve them well as they become life-long learners.	2, 3
ELSA support in and out of class for disadvantaged pupils requiring support with their mental health or emotional regulation.	ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed	2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition,	Tuition targeted at specific needs and knowledge gaps are effective in supporting low attaining children or	1, 4

mentoring and school-led tutoring for children whose education has been most impacted by the pandemic, including those who are high attainers.	those falling behind, both one-to-one or in small groups.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO, Attendance officer and DSL to work with families to support getting their children in school regularly and on time. Punctuality workshops for disadvantaged children delivered by EWO.	“Overall absence has been shown to have a statistically significant negative link to attainment.” (DfE research document, The link between absence and attainment at KS2 and KS4)	4, 5
Behaviour support teacher who will deliver ‘Zones of Regulation’ as an intervention to disadvantaged pupils. She will also work with identified individuals who require additional support with their behaviour and concentration.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Research & Evidence Base - THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION	3, 4
In order for disadvantaged pupils to be able to attend the annual residential trip, the cost of the trip will be subsidised with PPG funding.	Enrichment activities can help children develop skills that help them perform better in school. Disadvantaged pupils who might otherwise have missed out on the Year 6 residential trip will be able to attend and create life-long memories.	2

Total budgeted cost: £280,410

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.

Teaching, Learning & Assessment

Writing intervention groups led by additional teachers has allowed disadvantaged pupils to make good progress as misconceptions were addressed and acted upon one to one every week.

Booklets to support higher level writers in receipt of PPG funding were well received and pupils were made aware of the criteria required for attaining above the expected standard.

Writing moderation was very effective this year and setting targets for when pupils are in year 6 in the Autumn term was an interesting process as it helped teacher to think about the child's potential rather than what they can't do now.

Led and monitored by the Maths coordinator, the additional teacher was given responsibility for disadvantaged pupils underachieving in maths. Through focused teaching, in a small group, which addressed misconceptions and gaps in learning they made good progress.

Informal 'drop-ins', by the Maths coordinator and SENCO, to classes particularly in maths provided feedback to celebrate best practice and identify actions for development. These have included a review of the new Abacus maths scheme, effective use of support staff and how individual SEN targets as detailed on support plans are addressed within the lesson.

Catch up Maths was an effective intervention for some pupils who had fallen behind, and having an additional teacher trained to deliver the programme was good as they were confident in what they are looking for. However, it was decided that an alternative intervention should be sought which would be more efficient and more focused on fluency in Maths.

Pupil progress meetings and Venn diagrams have ensured appropriate interventions for under-achieving disadvantaged pupils have been put in place and impact measured

SLT spent time discussing pupil performance data, progress and Venn diagrams, this has ensured the progress and attainment of disadvantaged pupils was closely monitored.

Personal Development, Behaviour and Welfare

EWO visits to school were increased from termly to half termly – during these visits, TAF meetings were held with parents of pupils who have poor attendance and strategies were put in place for other pupils e.g. incentive provided by DSL.

Disadvantaged pupils demonstrating improved behaviour were chosen for specific events e.g. trip to Tower of London.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils (ELSA and Therapist), and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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