

Elmwood Junior School Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Christopher Marston (Head Teacher)
Pupil premium lead	Derya Devecioglu
Governor / Trustee lead	Raquel Baeza

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,045
Recovery premium funding allocation this academic year	£30,160
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	£341,205

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 vision. 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	63 children are currently identified as persistently absent of which, 46% 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.	Formal assessment (logged on Target Tracker) and informal assessment will track pupils progress and attainment in the core subjects with a focus on disadvantaged pupils. Discussions in Pupil Progress Meetings will act as further evidence that the gap between the attainment of disadvantaged and non-disadvantaged pupils is reduced.
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.
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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: £76,875

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. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 4
Reading - CPD for all staff on the planning, teaching and assessment of a consistent and progressive approach to whole class reading and in creating a school culture that develops a life-long love of reading.	Beyond developing our children's skills and stamina in reading, we aim to build a culture of reading for pleasure as it has been proven to support their academic and social development. reading for pleasure.pdf (publishing.service.gov.uk)	4
Writing - CPD for all staff on the planning, teaching and assessment of a themed and creative 'teach through a text' approach to writing.	Our approach is literature-rich to produce confident, passionate and creative writers. Research review series: English - GOV.UK (www.gov.uk)	4
Maths - CPD for all staff on the planning, teaching and assessment of a consistent, progressive and 'mastery' approach to the maths curriculum using White Rose.	Ofsted: Research Review Series: Mathematics Published May 25th 2021 https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics	4
Plus 1 and Power of 2 intervention to be delivered to identified pupils, to develop basic Maths skills in those children achieving well	'Pupils who are not able to quickly and easily recall maths facts struggle with calculations due to their working memory being overloaded. For example, a child who does not know number bonds will	4

below age expectations.	<p>be stuck using various forms of 'counting on' when performing simple addition.'</p> <p>https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics#fn:15</p> <p>Evidence Paper 2020 123 Learning.pdf</p>	
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
<p>Annual subscription of Target Tracker and termly purchase of NfER tests.</p> <p>Enabling us to accurately monitor PPG progress on a termly basis and assess all effective interventions.</p>	Formal and informal assessments 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
<p>Annual subscriptions for schemes of work which support the curriculum.</p> <ul style="list-style-type: none"> - Little Wandle (+Collins eBook Library) - Literacy Tree - White Rose - Literacy Shed - Sora - Times Tables Rock Stars - Widgit 	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The Literary Curriculum</p> <p>CPD Training Free maths resources White Rose Maths</p>	1, 4
Purchase of books and resources to bring classroom book corners to life, encouraging independent reading for pleasure using a wide variety of books.	reading_for_pleasure.pdf (publishing.service.gov.uk)	1, 2, 4

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

Budgeted cost: £196,480

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 (Little Wandle) targeted at disadvantaged children who require further phonics support. Delivered by a dedicated phonics teacher – who works with pupils in all years groups. Purchase of books to support delivery of phonics sessions.	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
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
Creating an in-house tutoring programme for children whose education has been most impacted by the pandemic, including	Tuition targeted at specific needs and knowledge gaps are effective in supporting low attaining children or those falling behind, both one-to-one or in small groups.	1, 4

those who are high attainers. 16 targeted Maths programmes delivered by LSAs after school. 16 targeted Reading programmes delivered by LSAs after school.		
Educational Psychologists (Local Authority provided & commissioned) providing assessments, consultations and specific support for disadvantaged pupils with additional needs.	Strategies provided by a commissioned Educational Psychologist can be used to improve outcomes across the 4 areas of need: <ul style="list-style-type: none"> - Cognition & Learning - Social Emotional Mental Health - Communication & Interaction - Physical & Sensory 	1, 3, 4
Year 6 targeted tutoring, led by SLT, to support children to achieve their full potential in End of Year SATS.	Tuition targeted at specific needs and knowledge gaps are effective in supporting low attaining children or those falling behind, both one-to-one or in small groups.	

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

Budgeted cost: £67,850

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. Half termly monitoring of pupils with attendance >90%	"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
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, increased confidence, risk taking skills and independence.	2

<p>After school, enrichment clubs are provided for disadvantaged pupils.</p> <p>42 after school clubs provided.</p>	<p><u>Participating in Extracurricular Activities Positively Affect Students' Social Behaviour Psychreg</u></p> <p>Extra curricular clubs provide children with opportunities to develop their social skills and also encourages them to maintain a healthy lifestyle.</p>	1, 2, 3
<p>Peer mediation training for staff and pupils providing disadvantaged children, whose social skills require support, to develop independent strategies to resolve conflict.</p>	<p><u>Behaviour Matters THE POWER OF PEER MEDIATION</u></p>	1, 3
<p>School uniform provided to disadvantaged, new starters at our school.</p>	<p>Physical presentation can have a significant impact on children's behaviour and attitude in school – particularly those who are new to the school and want to fit in.</p> <p><u>the-wrong-blazer-report-2020.pdf (childrenssociety.org.uk)</u></p>	2, 3, 5
<p>Everyone a Leader programme</p> <p>Timetabled once a term for the whole school.</p>	<p>Develops self-esteem and collective responsibility whilst also providing life skills.</p>	
<p>Daily 'Meet and Greet' breakfast session to provide breakfast, opportunity to regulate emotions and improve behaviour for learning for disadvantaged and vulnerable pupils.</p>	<p><u>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603947/Evaluation_of_Breakfast_Clubs_-_School_briefing.pdf</u></p>	2, 3

Total budgeted cost: £341,205

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 2022 to 2023 academic year.

Teaching, Learning & Assessment

Pupil progress meetings have ensured that appropriate interventions for underachieving disadvantaged pupils have been put in place and impact measured.

The school's Little Wandle phonics programme is having a large impact on developing early reading at school. Ofsted's report from March 2023 stated children 'receive the help that they need quickly through well-targeted support with phonics'. An audit from the Wandle English Hub in November 2023 also stated that phonics provision was excellent and children were making good progress. As of December 2023, 51 children were on the Little Wandle Rapid Catch-up scheme. Of these 51, 39% were pupil premium. From our December phonics assessments, 12 children have passed phonics with 10 (83%) of those being pupil premium children. As well as our phonics interventions, children are benefiting from our language-rich curriculum and 'teach through a text' approach. 66% of pupil premium children made expected progress last year and our Year 6 Reading SATs result was 63% meeting the expected standard.

In writing, the changes enacted last year are now embedded, including: a new handwriting scheme, a clear writing process for staff and children, a new feedback policy and more CPD for staff. Our Year 6 SATs results showed a huge improvement from last year - moving from 40% to 69% of children meeting the expected standard.

The changes made to the maths curriculum are now embedded and high-quality teaching is supporting pupils to make sound progress in their learning from their respective starting points. Effective planning, questioning and feedback are enabling most PP pupils to develop their fluency and reasoning skills so that the vast majority of PP pupils make similar or better progress than other pupils. 75% of pupil premium children, in all year groups, made expected progress last year and our Year 6 Maths SATs result was 67% meeting the expected standard.

Tutoring is delivered in-house by our Learning Support Assistants. They have received training and support for their sessions and benefit from being in-tune with the needs of the children they teach as they also support them in class each day. There are tutoring groups for Reading and Maths for each class once a week. Tutoring is provided to 168 children across the school of which 34% are pupil premium.

78% of pupils on commissioned SALT caseload were PPG.

Personal Development, Behaviour and Welfare

During the academic year, 33 pupils accessed regular sessions with our commissioned play/art therapist from Croydon Drop In, 76% of these pupils were pupil premium. A number of pupils also accessed this service through informal drop in sessions.

28 children were supported by our ELSA, 82% of these children were Pupil Premium. 20 of those children accessing ELSA support were discharged by the end of the academic year because they had met their social and emotional targets.

10 families in our school were provided with a monthly food parcel which also contained other essential items such as toiletries. 80% of the children in these families were Pupil Premium.

EWO visits to school took place half termly. During each visit, the EWO, Pupil Welfare & Data Officer and DSL met and discussed all pupils whose attendance was below 90% and implemented strategies / actions to improve attendance e.g. meetings with parents. As a result of EWO intervention and strategies implemented by school staff, the number of persistently absent pupils has been reduced from 90 in December 2022 to 63 in December 2023.

A total of 42 after school enrichment clubs took place during the academic year 2022-23. Pupil Premium children were given priority for clubs in the Summer Term. 54% of children who attended clubs during the academic year were Pupil premium.

Zones of Regulation was implemented as a whole school strategy following trials in 21-22 on a 1:1 basis. This meant that a series of Zones of Regulation lessons were taught to all pupils in the Autumn Term and reinforced across the rest of the year, resources were provided for each class and a small room was set up to help pupils regulate their emotions. A workshop was held for parents and resources were shared to help parents support their child's emotional literacy and regulation beyond school. The impact has been the development of a common emotional vocabulary across the school, greater understanding of emotions and emotional regulation and development of a range of strategies to support children's self-regulation.

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