Pupil premium strategy statement – Ellison Primary Academy

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	365
Proportion (%) of pupil premium eligible pupils	66 PP children 3 LAC children 1 PLAC children 18.1% (69 children)
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)**	2023/24 2024/25 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Education Committee
Pupil premium lead	Lorna Pateman (Head of School)
Governor / Trustee lead	Angela James (Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,030 *£1,455 per child (66 children)*
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£7,590 *£2,530 per child (3 children)*
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*	£103,620

Part A: Pupil premium strategy plan

Statement of intent

The Trust's Key Principles, as outlined in our Curriculum Framework, underpin the Ellison Primary Pupil Premium Strategy. We are ambitious for ALL learners, inspiring and challenging them to achieve the very best, and be the best that they can be. We recognise that we need to meet the diverse needs of our children and communities and therefore our strategy needs build upon their needs in a carefully aligned manner.

Key Principles:

Our Trust curriculum aims are to….	For our disadvantaged children, this means...
Be purposeful, enjoyable and celebrated	Fair access to learning opportunities that celebrate children's strengths and successes.
Encourage curiosity and engagement	Providing experiential learning opportunities.
Meet the diverse needs of our children and our communities	Having high expectations and promoting a knowledge of society and the world around us.
Promote Collaboration	Developing positive partnerships with parents, community, businesses and stakeholders.
Inspire collaborative, creative, critical and caring thinking	Enabling a holistic approach to development ensuring that children have a skill set that provides life choices and life chances.
Instil knowledge, skills and understanding	Promoting opportunities for children to engage in assessment processes that capture their learning whilst harnessing their ability to self-manage and be resilient.
Generate confident communicators	Developing children's oracy and language skills, promoting active pupil voice and reflection.
Have characteristics of effective learning	Teachers using their knowledge of children to inform their practice; ensuring the development of wider thinking and reasoning skills.
Be ambitious for all learners	Having aspirations for our children that have no boundaries.

We believe in maximising the use of the pupil premium grant (PPG) by carefully aligning a long-term strategy to the School Development Plan. We implement a

combination of short, medium and long-term interventions, as well as wider school improvements and improving readiness to learn.

We have a tiered approach, as recommended by the EEFs Pupil Premium guide, that focuses on:

- high-quality teaching
- targeted academic support
- wider strategies

High-quality teaching 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 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.

Our strategy also aligns with our Equality Statement to meet the following objectives:

- To have a balanced, diverse and fair curriculum that fosters good relationships, celebrates cultural heritage and promotes caring, collaborative, critical and creative thinking.
- To create an inclusive environment where individuals feel confident and at ease.
- To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL children.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps on entry to Reception.
2	Low attainment and progress of disadvantaged pupils in phonics which negatively impacts upon pupils' development as readers and writers.

3	Writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Reading is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 28 - 71% of our disadvantaged pupils arrive below age-related expectations compared to 14-36% of other pupils for Specific ELG (Communication and Language, Personal, Social and Emotional Development, Physical development, Literacy, Mathematics, Understanding of the World, Expressive Arts and Design). This gap remains steady to the end of KS2.
4	The education and wellbeing of many disadvantaged pupils has been impacted upon by previous partial school closures to a greater extent than for other pupils. These findings are supported by national studies. The result is knowledge gaps leading to pupils falling further behind age-related expectations, in reading, writing and maths. Progress in reading is below average.
5	Social and emotional issues for many disadvantaged pupils and a lack of enrichment opportunities, due to the cost of living crisis, are impacting upon outcomes for children. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased for CAMHS, family support, social care and EHCPNA.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged is lower than for non-disadvantaged pupils. Last year 67% of non-disadvantaged pupils were above national average and 44% of disadvantaged pupils. Similarly, a high percentage (6%) of disadvantaged pupils have been 'persistently absent' over the last year compared to 1% of non-disadvantaged; this figure is significantly higher when compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting upon disadvantaged pupils' progress.

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
Quality of teaching is at least good or better with regard to the use of Rosenshein's principle of instruction and adaptive teaching strategies.	All non-negotiables for teaching and learning (including the ten steps of Rosenshein's Principles of Instruction) are evident as required.
Quality of teaching is at least good or better with regard to the use of,	All non-negotiables for teaching and learning evident in every class, for every lesson.

metacognitive and dialogic teaching strategies.	
Feedback (both verbal and written) has a profound impact on learning.	All non-negotiables for teaching and learning (including elements relating to feedback) evident in every class, for every lesson.
Quality of teaching of oral language development strategies (NELI, P4C, helicopter stories, Thinking Moves) is at least good or better.	Oral language development strategies are embedded in routine practice resulting in accelerated progress of children in communication and language skills.
Structured interventions (Teacher and TA led) are bridging the gap of attainment between disadvantaged and non-disadvantaged pupils.	The gap of attainment between disadvantaged and non-disadvantaged is being bridged.
Opportunities are provided to support personal development and life skills.	Pupils are confident and highly engaged in wider opportunities. Achievements are celebrated.

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: £13,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. 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: Assessment and feedback | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4 Pira/Puma / GAPS £4,200 Training £1,000
ECTs and identified teachers who are not yet consistently good at including dialogic and metacognitive teaching strategies within daily	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1, 3 & 4 CPD on Metacognitive Teaching

lessons will receive CPD to evaluate their practice. Priorities for learning will be established in liaison with their coach and mentor. Cover will be provided as necessary. A minimum of four mentoring/coaching/peer to peer sessions will identify, address issues raised, and lead to practice that is more reflective.	Oral language interventions | EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	Strategies - Roger Sutcliffe £90 cost for the CPD. Supply 15 weeks 4 teachers support – 2 hours each £1,500.
Teachers not yet consistently good at ensuring that feedback has a profound impact on learning will receive support to evaluate their practice. Priorities for learning will be established in liaison with the Lead Practitioner. Cover will be provided as necessary. A minimum four mentoring/coaching sessions will identify, address issues raised, and lead to practice that is more reflective.	EEF Feedback evidence states that: Providing feedback is a well evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (+ 6 months) Feedback | EEF (educationendow-mentfoundation.org.uk)	3 & 4 Supply 20 weeks 4 teachers support – 2 hours each £2,000
CPD for staff in effective practice: • Formative and Summative assessment; • Question Level Analysis of PUMA and PIRA tests for disadvantaged groups; • Use of MARK and SHINE resources to support QfT; • Simple View of Reading – next steps; • Adaptations to curriculum: – extra phonics EYFS & KS1; Y3 & 4 – Phonics Groups; • Monitoring of changes in practice (learning walks); • Pupil Progress Meetings	EEF Feedback evidence states that: Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve (+ 6 months) Feedback | EEF (educationendow-mentfoundation.org.uk)	1,2,3 &4 SHINE resources £1,000 Supply 15 weeks – 4 teachers £1500 Lead practitioner, SLT and SEND time (Progress meetings) – (£2350) Phonics intervention resources – (£360)

Outcomes shared with FGB.		
Adaptive teaching strategies are explored to support Rosenshein's Principles of instruction through: • SLT meeting time • Staff meeting time • Peer to Peer Lesson Study cycles • Joint PPA planning sessions • ECT mentor time	DfE recommendations support the use of Adaptive Teaching strategies to maximise Quality First Teaching outcomes.	Lead Practitioner time Supply 15 weeks – £1500

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

Budgeted cost: £61,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new staff and update training on: • Shine Resources for Maths and reading; • Lexia 5; • NELI; • Lexia 5 resource; • Switch On resources; Data analysis from teacher assessment and summative assessments identify children who would benefit from targeted support; • Planning and timeta-bling TA led interven-tions based on identi-fied next steps in learning; • Monitoring of changes in practice (learning walks); Outcomes shared with FGB.	For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. Targeted academic support | EEF (educationendowmentfoundation.org.uk)	3 & 4 Switch on Resources £500 Lexia core 5 £1,289 NELI resources £0 Interventions: Early Years £16,368– TA hrs in EYFS KS1 £19,687 pa - TA hrs KS2 £24,125 – TA hrs

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

Budgeted cost: £28580

Activity	Evidence that supports this approach	Challenge number(s) addressed
HSLWs: - to undertake CP casework, ensuring that our most vulnerable children receive the correct support they need; HSLW: -To work alongside the academy attendance officer and EWO to identify DA pupils with low attendance. - To reduce persistent absence of the DA pupils identified.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	5 & 6 HSLW support £18,410 Lego Therapy - £300
Provide life skills, enrichment and pupil experiences outside of those available at home.	There is growing evidence that character and life skills are important to children's later outcomes. The EEF shares the belief that enriching education has intrinsic benefits and that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The University of Bath, who conducted the research, found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education Life skills and enrichment | EEF (educationendowmentfoundation.org.uk)	1,3,4, & 5 Music Subsidy £2,000 Standon Bowers Subsidy £4328 Theatre / Trips – £2750 Beanstalk Readers - £792

Total budgeted cost: *£103,620*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 suggested that disadvantaged pupils performance and outcomes remained lower than national expectations in Key Stage One and Key Stage Two. We need to continue to build upon the positive outcomes and further embed the strategies in order to fully realise our aims.

The IDSR for 2022/23 highlights no concerning factors with the attendance data of out disadvantaged children. Although the attendance for our disadvantaged pupils was higher than the national average it is lower than the non-disadvantaged pupils. Persistent Absence among disadvantaged pupils was 4.7%higher than their peers. This is why attendance continues to be a focus of our new 3-year plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by a number of factors including; domestic abuse, neglect, emotional abuse, sexual abuse and financial hardship. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build upon that approach with the activities detailed in this plan.

2022 – 2023 was the final year in the delivery of a three-year strategy. The outcomes of the last year of the strategy are outlined below.

Teaching: Consistency of Practice

The focus this academic year was to ensure consistent good practice across the school. Routine monitoring took place and the necessary support followed in the form of coaching and mentoring and targeted and whole school CPD.

Actions:

- Effective Behaviours for Learning documents used to support effective learning.
- CPD to support subject knowledge and pedagogy in Effective Teaching and Learning, Maths, English, Phonics, Adaptive Teaching, and Science.
- Deep dives of History, geography, maths, PE, computing, History, D and T, and Early Reading took place – focus books and learning walks – books of PP and SEND in all book trawls;
- Staff meetings – Assessment practices – use of Mark & Shine; Simple View of Reading; Writing; Moderation sessions. KS2 – White Rose Maths planning, English – sentence level development, Adaptive Teaching strategies, Thinking Moves, Rosenshein's Principles of Instruction.

Outcomes

Good progress has been made in ensuring non-negotiables for teaching and learning (including elements related to dialogic teaching strategies, Behaviour for Learning Strategies and retrieval practices) are evident in lessons.

Teaching: Feedback

The focus was on ensuring that feedback has a profound impact on learning.

Actions:

- Effective Feedback principles shared;
- Teachers RAG rated accordingly – next steps were discussed in Perf. Man using co-analysis then addressed;
- Monitoring in place – focus book and learning walks undertaking – books of PP and SEND included in all book trawls;
- Staff meetings – Effective Feedback; QfT principles – intervention marking;
- Deep Dives and Staff meeting time dedicated to effective feedback.

Outcomes

Good progress has been made in ensuring non-negotiables for teaching and learning (including elements related to feedback) are evident in lessons.

Targeted Academic Support: Structured Interventions

Actions:
CPD for staff in effective practice:

- Formative and Summative assessment;
- Question Level Analysis of PUMA and PIRA tests;
- Use of MARK and SHINE resources to support QfT;
- Simple View of Reading – next steps;
- Planning and timetabling teacher led interventions based on identified next steps in learning;
- Adaptations to curriculum: – extra phonics EYFS & KS1; Y3 & 4 – Phonics Groups;

Evidence demonstrates the positive accelerated impact in areas such as phonics, early reading, and the addressing of pupils learning gaps of attainment between disadvantaged and non-disadvantaged are being addressed.

Targeted Academic Support: Structured Interventions

Actions:

- CPD Switch on Reading
- CPD Shine Resources for Maths;
- CPD Lexia 5;
- CPD NELI;

- CPD Phonics – Rocket Phonics Validated Scheme
- Lexia 5 resource;
- Switch On resources;

Data analysis from teacher assessment and summative assessments identified children who would benefit from targeted support;

- Planning and timetabling TA led interventions based on identified next steps in learning was implemented;
- Monitoring has been undertaken with regard to changes in practice;

Evidence demonstrates the positive accelerated impact in areas such as phonics, early reading, and the addressing of pupils learning gaps of attainment between disadvantaged and non-disadvantaged are being addressed.

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
n/a	

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**
n/a
The impact of that spending on service pupil premium eligible pupils