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 (Oct 2022 Census)	365 children
Proportion (%) of pupil premium eligible pupils	70 PP children 3 LAC children 2 PLAC children 21% (75 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Education Committee
Pupil premium lead	Nichola Gibson (Executive Headteacher) and Lorna Pateman (Head of School)
Governor / Trustee lead	Angela James (Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Recovery premium funding allocation this academic year	£4,982 £2,430 (Ukrainian children)
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£101,952

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 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.

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 significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years, between 40 - 62% of our disadvantaged pupils arrive below age-related expectations compared to 20-30% of other pupils. This gap remains steady to the end of KS2.
4	The education and wellbeing of many disadvantaged pupils has been impacted upon by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. The result is significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	Social and emotional issues for many pupils, notably due to social isolation and a lack of enrichment opportunities during school closure are impacting upon outcomes for children. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic and as a result of financial challenges: 7% pupils (3% of whom are disadvantaged) currently require small group/individual interventions.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 – 1.95% lower than for non-disadvantaged pupils. Similarly, a high percentage (24%) of disadvantaged pupils have been 'persistently absent' over the last year; 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 metacognitive and dialogic teaching strategies.	All non-negotiables for teaching and learning (including elements related to dialogic teaching strategies) evident in every class, for every lesson.
Feedback 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, Helicopter Stories; P4C, Peer and Crowd Reading Strategies) 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: £ 13,748

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 £3,948 Training £1,000
Teachers not yet consistently good at including dialogic and metacognitive teaching strategies within daily lessons will receive a weekly half-hour CPD slot 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 four-week mentoring/coaching programme will identify, address issues raised, and lead to practice that is more reflective.	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: Oral language interventions | EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1, 3 & 4 CPD on Metacognitive Teaching Strategies - Roger Sutcliffe £1800 Supply 30 weeks 4 teachers support – 2 hours each £3,000
Teachers not yet consistently good at ensuring that feedback has a profound impact on learning will receive a weekly half-hour CPD slot to evaluate their practice. Priorities for learning will be established in liaison with their coach and	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 (educationendowmentfoundation.org.uk)	3 & 4 Supply 30 weeks 4 teachers support – 2 hours each £3,000

mentor. Cover will be provided as necessary. A minimum four-week mentoring/coaching programme will identify, address issues raised, and lead to practice that is more reflective.		
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 time-tabling teacher led interventions based on identified next steps in learning; • Adaptations to curriculum: – extra phonics EYFS & KS1; Y3 & 4 – Phonics Groups; • Monitoring of changes in practice (learning walks); Outcomes shared with FGB.	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 (educationendowmentfoundation.org.uk)	1,2,3 &4 SHINE resources £1,000

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

Budgeted cost: £ 92,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for new staff and update training on: • Switch on Reading. • Shine Resources for Maths; • Lexia 5; • NELI; • Precision teaching refresher training; • Lexia 5 resource; • Switch On re-sources; • Precision teaching; Data analysis from teacher assessment and summative assessments identify children who would benefit from targeted support; • Planning and time-tabling TA led in-terventions based on identified next steps in learning; • Monitoring of changes in practice (learning walks); Outcomes shared with FGB.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. 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 books £500 Lexia core 5 £1,289 NELI resources £0 Switch on £300 Interventions: Early Years £46,293 – TA hrs in EYFS KS1 £25309 - TA hrs KS2 £15,581 – TA hrs
School Led Tutoring 36 pupils to receive school led tutoring in small groups of 3 pupils	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small	3 & 4 DfE funding (60% £4,982) School contribution (40% £3,331) Total £8,313

	group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ 25,216

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 £16,848
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 £2,600 Standon Bowers Subsidy £3,370 Character First £2,400

Total budgeted cost: £131,567

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 suggested that disadvantaged pupils demonstrated improved performance and outcomes particularly in Key Stage Two however outcomes for Key Stage One children remained lower than national expectations. We need to build upon the positive outcomes and further embed the strategies in order to fully realise our aims.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2021/22 was lower than in the preceding 3 years at 95.7%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 1.95% higher than their peers and persistent absence 17% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

2021 – 2022 was the second year in the delivery of a three-year strategy. The outcomes of last year of the strategy are outlined below.

Teaching: Consistency of Practice

The focus this academic year was upon reinstating consistent good practice across the school. Routine monitoring was re-established and the necessary support followed in the form of coaching and mentoring and targeted and whole school CPD.

Actions:

- Kept Areas of Consistency document up to date;
- CPD to support subject knowledge and pedagogy in Maths, English and Science.

- Monitoring Matrix reinstated – focus books and learning walks – books of PP and SEND in all book trawls;
- Staff meetings – Dialogic Reading Training using Peer and Crowd techniques; Assessment practices – use of Mark & Shine; Simple View of Reading; Writing; Moderation sessions. KS2 – White Rose Maths planning, English – sentence level development, Chris Quigley – Retrieval Practice, Dialogic Teaching with Neill Phillipson.

Outcomes

Good progress has been made in ensuring non-negotiables for teaching and learning (including elements related to dialogic teaching strategies) 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 Matrix 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;

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 Precision teaching refresher training;
- Lexia 5 resource;
- Switch On resources;
- Precision teaching;

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

Programme	Provider
n/a	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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 a 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.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had or had not had the degree of impact that we had expected. We also prioritised external quality assurance work around as part of a pupil premium review in order to ensure an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in 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 contacted schools with high-performing disadvantaged pupils to learn from their approach.

We 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.