

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	Elm Academy
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	41.07
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	1 st October 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Alex Prout
Pupil premium lead	J Fish
Governor / Trustee lead	Mr A Greaves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,530
Recovery premium funding allocation this academic year	£ 43280
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	£ 289810

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers. 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
- act early to intervene at the point 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
- 1-1 support
- Use of additional teachers for small group interventions
- Additional teaching and learning opportunities provided through trained LSAs
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally transition from a EYFS
- Additional learning support.
- Support for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Elm's values and thus enhance learning. This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that in reading writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 2 years, between 56 – 61 % of our disadvantaged pupils arrive below age-related expectations compared to 22 - 39% of other pupils. This gap remains steady to the end of KS2.

4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5% lower than for non-disadvantaged pupils.</p> <p>A larger % disadvantaged pupil have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6.	Low attainment on entry to the Early Years Foundation Stage in all areas
7.	Chaotic family lives and Social Service involvement and lack of parental involvement

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. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Phonics	Achieve above national average

	expected standard in PSC
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 80%. <p>the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p>

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: £114,100 (46.28%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£5600</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>£24000</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,6,7
<p>Improve the quality of social and emotional (SEMH) learning.</p> <p>SEMH approaches will be embedded into</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	5, 7

<p>routine educational practices and supported by professional development and training for staff.</p> <p>£10000</p>	<p>performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Leadership and leadership cover</p> <p>£31500</p>	<p>In order for SLT to be released weekly and for all subject champions to be released once a term. And ETL to ensure quality first teaching across the school</p>	1,2,3,4,5,6, 7
<p>Staff CPD</p> <p>£8000</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and IN-SET. All staff to lead effectively are released once a term</p>	1,2,3,4,5,6, 7
<p>Maintain smaller classes in Year 6</p> <p>£35000</p>	<p>To support the behaviour for learning Smaller classes where pupil numbers are reduced by more than 10 pupils can allow for around a 2 month positive impact on pupil progress (Education Endowment Fund).</p>	

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

Budgeted cost: £68,811 (27.91%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support through Fresh Start phonics intervention in years 4,5 and 6.</p> <p>TA's and staff training</p> <p>£16,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4,6
<p>Reading Plus for years 5 and 6 3x</p>	<p>Reading intervention to develop vocabulary and speed of reading</p>	1,3, 4,5,6,7

weekly reading intervention £2610.00		
Times Table Rockstars £201.00	To ensure disadvantage children achieve at least in line with all pupils in the Year 4 multiplication assessment.	3 & 4
Support staff across the school to provide interventions. £50000	To ensure disadvantage children are able to make rapid progress to enable them to be in line with Non PPG including 40% of NTP payments	R,1,2,3,4,5,6,

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

Budgeted cost: £ 63,619 (25.80%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. £3000	Both targeted interventions and school approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,7
Behaviour, Pastoral and well-being lead to work proactively rather than reactively. £26500	Both targeted interventions and school approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6,7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6,7

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>£6500</p>		
<p>Cookery Provision</p> <p>£7500</p>	<p>Pupils are evidenced as trying a broader and more diverse range of tastes and textures through engaging with ingredients and preparing different dishes.</p>	5,7
<p>Residential and school trips</p> <p>£12500</p>	<p>Residential experiences foster resilience as well as independence and collaboration, promoting future success in education and beyond.</p>	5,7
<p>All PPG children to receive at home a story time comic every month</p> <p>£4,369</p>	<p>To promote the love of reading.</p> <p>To ensure the children have exposure to different texts and text formats.</p> <p>To ensure the children have reading material at home.</p>	2,3,4,6,7
<p>Provision at wrap around care</p> <p>£1250</p>	<p>To ensure the start of the day is settled and breakfast has been had.</p> <p>To support with attendance</p>	5,7
<p>Fees paid to attend extra curriculum activities with an additional cost</p> <p>£2000</p>	<p>To have experiences beyond the classroom foster resilience as well as independence and collaboration, promoting future success in education and beyond.</p>	5,7

Total budgeted cost: £246530

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 2021 to 2022 academic year.

We have fostered and developed the love of reading for our more vulnerable children through the monthly story time subscription to the home as well as exposing the children to a wider range of genre. The Fresh Start in intervention also shows a positive progress impact from where the children were on returning to school after COVID and the end of the academic year, work is still need to close the gaps so that a positive progress is seen between end of KS1 and KS2. Although attainment was below national expectations in KS1 there are no significant differences between PPG and Non PPG in reading.

All PPG children attended an extra-curricular club.

Key Stage 1

	R	R	R	R		W	W	W	W		M	M	M	M
	2021	2021	2022	2022		2021	2021	2022	2022		2021	2021	2022	2022
	PPG	NON PPG	PPG	NON PPG		PPG	NON PPG	PPG	NON PPG		PPG	NON PPG	PPG	NON PPG
	(23)	(32)	(23)	(31)		(23)	(32)	(23)	(31)		(23)	(32)	(23)	(31)
EXS	40%	57%	51%	48%		41%		38%	38%		40%	57%	35%	36%
GDS	14%	14%	4%	13%		9%		4%	0%		14%	14%	4%	7%

KS2

Progress score from KS1 results to KS2 results 21/22

	<u>Progress from KS1 to KS2</u>					
	All			PPG		
	Start of year 6	End of year progress from KS1	Progress made in year 6	Start of year 6	End of year progress from KS1	Progress made in year 6
Reading	-5.41	-2.6	+2.81	-9.7	-4.8	+4.9
Writing		+0.5			-1.8	
Maths	-7.7	-3.0	+4.7	-16.2	-4.9	+11.3

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
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Fresh Start Read Write Inc reading intervention	Oxford university press
PSHE and Well-being Scheme	Kapow
Read Write Inc Spelling scheme	Oxford university press
Computing Scheme	Purple Mash
Reading Plus – reading intervention	Reading Solutions
Timetables Rock Stars	Maths Circle
	Spanish
White Rose maths scheme	White Rose Maths
Oxford Reading Buddy	Oxford university press
	Music
1:1 counselling for pupil suffering bereavement of a parent	Mosaic (local charitable organisation)
1:1 specific counselling services	The Listening Ear (local charitable organisation)
Residential program (Year 6)	PGL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.