

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	Elmhurst Junior School
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Fiona Airey
Pupil premium lead	Fiona Airey
Governor / Trustee lead	Hazel Callaghan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,720
Recovery premium funding allocation this academic year	£11,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,408
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	£1,524,777

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Elmhurst Junior school aims to ensure that all pupils have access to a broad and balanced curriculum that enhances their life chances and prepares them for the next step in their learning journey. Where barriers to learning are identified and overcome with all pupils empowered to fulfil their personal and academic potential. At Elmhurst Junior School we believe it is our duty to provide the support and resources to enable our pupils to achieve and make progress in line with their peers.

Our current plan has identified key areas across the core subjects where pupil premium and disadvantaged children are working at levels lower than their peers or below age expected standards. In some areas we have identified where pupil premium/ disadvantaged children are not accessing the greater depth opportunities they need to fulfil their full potential. The plan ensures that through comprehensive assessments our pupils' academic benchmark is clearly identified and areas of strengths and development points are used to identify focused learning/ interventions/ catch up/ pre-teaches/ boosts and extension challenges. It ensures that the curriculum is not narrowed and there are a wide range of learning opportunities across our varied, broad and engaging curriculum which builds upon prior knowledge and forms part of a well sequenced lesson progression. Building knowledge through the year and across the year groups.

Quality CPD opportunities for staff ensure that class teachers, learning support assistants and subject leaders are experts in their area and in pedagogical strategies.

Our pupil premium plan is linked with the school development plan with a clear focus on developing and narrowing the gaps between pp/ disadvantaged pupils and their peers not only in reading, writing and maths but ensures that they are experiencing an engaging and enriching curriculum. Pupils learning is delivered by highly skilled professionals leading high standards of quality first teaching and supported by trained assistants through targeted intervention and small group sessions.

Our supportive ELSA's oversee the wellbeing of pupils within the school environment and provide nurturing and emotional support allowing children to be in a positive place to learn and develop the strategies needed to overcome some of the challenges faced by our young community.

Challenges

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

Challenge number	Detail of challenge
1	Pupils have lowered stamina and fluency of reading, as well as lowered comprehension skills; this has been further influenced by the interruption of school from COVID 19. Pupils originally identified as weaker in this area have seen a greater gap between themselves and their peers develop.
2	Pupils have lowered stamina in their writing and a weakened use of accurate spellings across all aspects of writing. They have a need to develop a stronger use of accurate sentence structure and grammar to ensure longer pieces of writing are accurately written. This has been worsened by the interruption of school from COVID 19. Pupils originally identified as weaker in this area have seen a greater gap between themselves and their peers develop.
3	Pupils have lowered stamina and fluency of basic arithmetic skills and this leads to a weakened ability to apply skills into more complex worded and reasoning problems, especially impacted by the interruption of school from COVID 19. Pupils originally identified as weaker in this area have seen a greater gap between themselves and their peers develop.
4	There has been little to no formal assessment of pupils' learning previous to September 2021 so a robust system to identify and track gaps in learning is needed across both core and foundation subjects.
5	A well developed broad and balanced curriculum is now in place. Further strengthening for adaptations for all pupils, including those working at greater depth is a school priority.
6	Pupil behaviours, resilience and self regulation have been identified by staff and parents as having been significantly impacted by the COVID lockdowns. The return to formal routines, structures and the needs for personal resilience in a school setting is providing to be a challenge for a wide range of the pupil population. Managing behaviours both in class and during the unstructured break times needs particular development for our pupils' mental health wellbeing, resilience, social interaction, communication and emotional needs.
7	Disadvantaged pupils have lower attendance due to low importance of school for some parents.

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
<p><i>Narrow the gap in reading to ensure PP and disadvantaged pupils meet national expectations for reading</i></p>	<p>Ensure all pupils who are ether PP or identified as having additional disadvantage to their peers achieved the national expectation (or better) by the end of KS2</p> <ul style="list-style-type: none"> - Pupils are reading fluently and accuray at the expected level (or better than) for their age - pupils are able to retrieve information from a text and answer both direct and inferred answers from a comprehension task - there is an improvement of pupils achieving GDS in their end of year / Key stage assessments. - Teachers are assessing children on a termly basis using NFER tests and identifying gaps. - Children still requiring phonics interventions are assessed on a half termly basis and regrouped to match current need. - Pupil Progress meetings focus on identification of strategies to support those children not on track to narrow the gap.
<p><i>Narrow the gap in writing to ensure PP and disadvantaged pupils meet national expectations for writing</i></p>	<ul style="list-style-type: none"> - Ensure all pupils who are ether PP or identified as having additional disadvantage to their peers achieved the national expectation (or better) by the end of KS2 - Teachers are engaged in termly writing moderations supported by Sarah Cook (Somerset lead moderator and SLN) and St Michael's School Yeovil. Moderations lead to clear next steps for pupil premium children in their writing. - Pupil Progress meetings focus on identification of strategies to support those children not on track to narrow the gap.
<p><i>Narrow the gap in maths to ensure PP and disadvantaged pupils meet national expectations for maths</i></p>	<p>Ensure all pupils who are ether PP or identified as having additional disadvantage to their peers achieved the national expectation (or better) by the end of KS2</p> <ul style="list-style-type: none"> - Teachers are assessing children after each unit and on a termly basis using WR tests and identifying gaps. - Children are receiving - Pupil Progress meetings focus on identification of strategies to support those children not on track to narrow the gap.

<p>Provide regular and robust assessment to identify gaps in learning and additional teaching requirements including specific small group and individual support.</p>	<p>Ensure that there are three points of assessment throughout the year that identifies individual pupils' strengths and gaps in learning as well as areas for development across the school.</p> <p>Subject leaders and class teachers feel confident in their own assessment of pupil's learning which is supported by formalised assessments leading to an adaptation of lesson planning and the curriculum when required.</p> <p>Teachers provide clear adaptation and appropriate challenges for all learners to accelerate progression in learning.</p>
<p>Further strengthen our broad and balanced curriculum providing wider opportunities, especially those who are disadvantaged. Enabling all to obtain a wide knowledge base from which to build further learning upon.</p>	<p>Pupils will experience a broad range of subjects and engage in enhanced learning experiences that help cement their knowledge of a given subject.</p> <p>Pupils will have opportunities to experience a wide range of experiences that allow them to access previously unknown subject areas.</p> <p>Subject leaders and class teachers continue to have quality CPD that enhances their own subject knowledge and planning skills to ensure that pupils receive the highest standard of Quality First Teaching.</p> <p>Subject leaders continue to be given time to monitor their subject and develop learning opportunities across the school and review assessment of pupils in each given subject area.</p>
<p>Increased parental engagement and support of the school and their child's learning, including behaviour for learning.</p>	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs through parental correspondence and surveys. Behaviour incidents are reduced in school due to behaviour support in the home. PFSA/ ELSA reports and meeting minutes evidence the impact of their support provided. Multi Agency and internal meetings demonstrate the impact of actions on parental engagement and children's learning.</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

Offset LSA : £43,356 (in class support/ pre teach/ catch up and boost)

Teacher release: £7,500 & £2,731 (3 x PPA/ management release + additional subject release)

Assessment Budgeted Cost: £3500

Curriculum Development £1890

Staff CPD: £1,700 (SJ £1000 / Jo C £660)

Pupil enrichment activities (trips and onsite visits) £5,000 + Okehampton residential PP support

Education/ Literacy/ Maths Shed and TT Rockstars = £702

WhiyeRose pupil books: £ 2890

Talk Boost (communication program): £500

MathsWhizz: £9,000

Ruth Miskin (RWI training & Resources) : £2,250

LSA% payaward : £2,818

25 Chrome books/ cases for identified PP pupils to use at school and at home £5,475

Quality texts: Class ets for individual/ paired use £2,182

Total = £ 91,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tri annual assessment to identify pupil starting points, identifying individual gaps in learning as well as developmental areas across year groups and the whole school.</i>	NFER assessment package - £3500 https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	Challenge 4
<i>Provision of a consistent and well sequenced, knowledge based curriculum</i>	Cornerstones - £ 2,160 Cornerstones training £870 (Year 1)	Challenge 5

<p><i>for teachers to use to ensure lessons are well planned and outcomes assessed in each subject area and progress monitored.</i></p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf</p>	
<p><i>Use of supply cover/ HLTA teaching assistants to ensure teachers are able to access quality CPD to ensure pupils access quality first teaching across all areas of the curriculum and teaching staff have the skills to adapt and manage a curriculum that accelerates progress for those who are working below age expected standards whilst ensuring pupils are challenged to experience a greater depth of learning.</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p>	<p>Challenge 1 - 5</p>
<p><i>Provision of cover teachers to enable leadership time for both the extended leadership and subject leaders to ensure high standards of QFT across all subject areas, narrowing the gaps of disadvantaged pupils. Time given to leaders to ensure the internet of the curriculum is being implemented and the impact is evidence in pupils knowledge and learning outcomes.</i></p>	<p>Curriculum research: assessing intent, implementation and impact T & L leader out 2 days (2nd year)</p>	<p>Challenges 1,2,3,5</p>

<p><i>Provision of a comprehensive CPD package for teachers, teaching assistants, subject leaders and senior leaders in school improvement to ensure that the quality of the curriculum, teaching and leadership are at least good across all areas of the school.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>Challenges 1,2,3,5</p>
<p><i>Use of learning support staff to accelerate progress of identified pp/ disadvantages children through pre teacher/ catch up sessions alongside targeted intervention groups</i></p> <p><i>Pupils focused to either meet ARE or to extend knowledge and skills to greater depth</i></p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/school-improvement-planning/Selecting_interventions_tool.pdf?v=1631171996</p> <p>http://eef.li/teaching-assistants/</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	<p>Challenges 1,2,3,5</p>

<p>Delivery of high quality and well developed phonic programme and interventions for older pupils to ensure fluency in reading.</p> <p><i>Use of high quality texts to support the development of vocabulary and an understanding of well structured texts.</i></p> <p><i>Develop the comprehension skills of pupils using real texts and those that broaden pupils knowledge and understanding of vocabulary and a wide variety of genres.</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Read-Write-Inc-lessons-learned-report-final.pdf?v=1670569414</p> <p>Use of high quality texts and focused sessions to raise reading outcomes (comprehension)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1670402762</p> <p>Use of high quality texts to support a love of reading/ reading for pleasure within the school community (Teacher / adult reading to pupils)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	<p>Challenges 1,2,5</p>
<p><i>Use of IT to support reluctant learners and provide access to home learning tutoring packages.</i></p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/affordable-maths-tuition</p>	

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

Budgeted cost:

Costed within teaching section of this document

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pearson Reading</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4,5
<i>RWI</i>		1,2,3,5
<i>Small group support</i>		1,2,3,5

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

PFSA holiday activities: £ 1000/ Minibus £500

Opal play: £5,000

Parent engagement events £250

Wraparound provision: £500

Nature nurture (1 x HLTA twice a week) £1050

Total = £8,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest School to develop resilience, self-confidence, motivation and mental health wellbeing opportunities</i>	https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	6,7

	https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SE_ND.pdf	
Opal Play Improving wellbeing, behaviour and developing skills.	https://outdoorplayandlearning.org.uk/wp-content/uploads/2016/07/supporting-school-improvement-through-play-1.pdf https://www.frontiersin.org/articles/10.3389/fpsyg.2021.703940/full https://outdoorplayandlearning.org.uk/research-and-evidence/	6,7
<i>ELSA/ FLO development</i>	https://www.researchgate.net/publication/335681058_An_exploration_of_the_impact_of_the_Emotional_Literacy_Support_Assistant_ELSA_programme_on_wellbeing_from_the_perspective_of_pupils https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Effective_parental_engagement_for_pupils_with_SE_ND.pdf https://educationendowmentfoundation.org.uk/public/files/EEF_(2020)_-_Impact_of_School_Closures_on_the_Attainment_Gap.pdf	6,7

Total budgeted cost: £ 99,794

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Percentage of PP children working at Age related Expectations					
Joined school	Subjects	Year 3	Year 4	Year 5	Year 6
Sept 2022	Reading				
	Writing				
	Maths				
Sept 2021	Reading	38% / 75%			
	Writing	38% / 42%			
	Maths	46% / 67%			
Sept 2020	Reading		41% / 53%		
	Writing		35% / 35%		
	Maths		47% / 53%		
Sept 2019	Reading			63% / 76%	
	Writing			67% / 56%	
	Maths			63% / 60%	
Sept 2018	Reading				48% / 52%
	Writing				56% / 56%
	Maths				48% / 32%

* this initial data was taken in Sept 2021 then compared to July 2022
 (progress over the year) Sept (on track for ARE) / July (achieving) (ARE)

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
Read Write Inc	Ruth Miskin Training
Third Space Learning	Virtual Schools
Maths Whizz	
TT Rockstars	
Spelling (literacy) Shed	

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?	ELSA
What was the impact of that spending on service pupil premium eligible pupils?	continued provision for mental health well being and focused small group work for core subjects.

Further information (optional)

(Sept 2021) There was a change in school leadership with the full SLT of the school leaving in July 2021. A new HT is in place and has established a new leadership structure that reflects the school's current needs. The plan reflects what leadership knows are the key areas for development and support for both pupil premium and disadvantaged children at Elmhurst Junior School.

(Sept 2022) New literacy leader and phonics leader in post, feeder infant school has reduced to a 2 form entry which has impacted on the school's Y3 intake from a 3 form intake to a 2 form intake. This will have an impact on future years.