

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	Elmwood Infant School
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Wayne Cooper
Pupil premium lead	Wayne Cooper and Esther Payne
Governor / Trustee lead	Mahwish Habib

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,040
Recovery premium funding allocation this academic year	£ 0
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	£128,040

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make 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 live in sub-standard or temporary accommodation. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not as well as those pupils who have no recourse to public funding.

High-quality first 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 additional small group interventions in reading, writing and mathematics.

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

Challenges

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

Challenge number	Detail of challenge
1	<p>There is a high proportion of our pupils in receipt of the Pupil Premium Grant that live in temporary housing. Often, this accommodation is inadequate, either too small or in the case of private renting, difficult to afford. Families may have periods of time when utilities have failed or there has been a vermin infestation.</p> <p>The above factors have contributed detrimentally to the emotional, well-being and welfare of our most disadvantaged pupils. The school, on occasions, must ensure that very basic needs are being met.</p>
2	The achievement of pupils in receipt of PPG is below that of their peers in reading across the school
3	The achievement of pupils in receipt of PPG in writing is significantly below that of their peers
4	The achievement of pupils in receipt of the PPG in maths is below that of their peers across the school.
5	With the introduction of a new Phonics Program last academic year, results for 2023 have improved from the previous year, but the school is still just below the national average. It is important that our pupils have secure phonological awareness in order to read and spell.
6	75% of our pupils in receipt of PPG have English as an additional language. Most children from these families would have experienced the English language (language of teaching and learning) for 20 weeks in they are in Year 2 and 8 weeks if they are in Year 1. Phonics and early reading are significant aspects of the infant school academic experience.
7	The attendance of pupils in receipt of the Pupil Premium Grant is on average 4% lower than that of their peers and below the national benchmark
8	The lasting impact of the COVID pandemic has been significant on our community. Many parents were unable to access the online learning provided for the school due to lack of necessary IT equipment to share among family members. With 75% of a vulnerable families having English as an additional language, many children were not speaking English, the language of instruction at home.

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
To meet the basic needs of all pupils which will allow pupils to learn and make good progress	Any emotional, social and behavioural barriers to learning have been significantly reduced and eventually overcome allowing our disadvantaged pupils to achieve in line with their peers.
To ensure that our disadvantaged pupils achieve at least national expectations in reading, writing and maths	The gap in attainment between pupils in receipt of the PPG and their peers are narrowed significantly , allowing pupils to achieve in line with national expectations in reading , writing and maths.
To ensure that our most disadvantaged pupils meet national expectations.	At least 82% of pupils in receipt of the pupil premium grant in Year 1 pass their phonic check

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: £ 50,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily teaching of synthetic phonics in differentiated groups across Key Stage 1	Phonics Toolkit Strand Education Endowment Foundation EEF	5
<i>Deputy Headteacher is responsible for managing interventions and processing PPG applications and issuing vouchers to support families with food and free school uniform</i> <i>School Business Manager</i>	The leadership and management of the Pupil Premium grant enables funds to be allocated appropriately to maximise the best possible academic and social outcomes for our most vulnerable pupils. Using pupil premium EEF (educationendowmentfoundation.org.uk) (Section 4- Monitor and Evaluate- School Leaders must monitor and evaluate the impact of the pupil premium strategy and make amendments where necessary)	1-7
<i>Pupil Premium Passport Meetings , which focus on the provision and achievement of pupils in receipt of the Pupil Premium Grant</i>	The leadership and management of the school must regularly monitor the achievement of pupils in receipt of PPG through the analysis of the school's summative data. Also, leadership would provide additional, timetabled opportunities to discuss the achievement of pupils in receipt of PPG.	2,3,4 and 5
<i>Oracy Project – Speaking and Listening in English</i>	Oral language interventions EEF (educationendowmentfoundation.org.uk) Speaking and listening in confidently and competently in English is essential to the success of our pupils , particularly the most disadvantaged as lifelong learners.	3
<i>The employment of EAL teaching assistants to provide access to the curriculum and</i>	Additional and focused support in additional to quality first teaching from support staff who have themselves have had to learn English as an additional language and can support parents to understand the expectations of the British education system and to translate will only benefit pupils in	2,3,4, 5 and 6

<i>language support to our parents</i>	receipt of the pupil premium grant by enabling equal access to education.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Morning Maths Club- Twice weekly maths support which focuses on pre-teaching on maths concepts being taught a particular week, reinforcing basic maths number skills and clarifying any misconceptions.	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	4
<i>Early Morning Reading Club This club provides twice weekly support for a small group of children to listen to and practice their reading with a key focus on their phonological awareness.</i>	Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
<i>Phonics Club runs twice a week for children at risk of falling behind with their phonics. This additional intervention is targeted and supports the class teaching of phonics and the in-school interventions.</i>	Small group tuition Toolkit Strand Education Endowment Foundation EEF	5

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

Budgeted cost: £37,003

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted support from Attendance and Welfare Officer to close the attendance gap between pupils in receipt of PPG and their peers</i>	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	7
<i>Friendship Club- This is a daily lunch time club which supports the emotional needs of pupils through play and structure talk. The club is led by our Learning Mentor and our Attendance and Welfare Officer</i>	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1
<i>Elmwood Infant Food Bank The foodbank relies on donations from the school community which is supplemented by the PPG, to promote a healthy and balanced diet</i>	<p>One in five UK schools has set up a food bank in Covid crisis, survey suggests Food banks The Guardian</p> <p>Marcus Rashford says child food poverty 'devastatingly' worse - BBC News</p> <p>Food poverty is a national issue and is on the increase. The above links highlight the plight of this concern and how the basic need to be fed and well-nourished supports academic achievement.</p>	1
<i>The Nurture Group is available two afternoons a week to support the social and emotional needs of our pupils</i>	Nurture Provision in Primary Schools Department of Education (education-ni.gov.uk)	1
<i>ELSA- Emotional Literacy – This provision takes place once a week. It provides our children with the tools and safe space to express their feelings and wishes with the support , care and</i>	<p>About ELSA – ELSA Network</p> <p>Our Learning Mentors are members of the ELSA network.</p>	1

<i>guidance of our qualified staff.</i>		
<i>Cookery Club This club will take place once a week after school to support pupils with their social and language skills. The pupils will also gain a basic understanding of food technology and the constituents of a healthy and balanced diet.</i>		1
<i>Art and Craft Club The aim of Art and Craft club is to provide a creative experience for our most disadvantaged pupils who may not access to resources to express this aspect of their intelligence.</i>	Art provides a medium for pupils to express themselves and communicate their feelings. Whilst Art club is not a therapy, it may support language and promote confidence.	1
<i>Breakfast and After School Club</i>	Extended day provision provides opportunities for our pupils to play and receive care in a safe environment with familiar adults.	1

Total budgeted cost: £117,713

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.

Teaching:

Quality first teaching has had the biggest impact on the progress and achievement of our disadvantaged children. Lesson observations for 2022-2023 show that teaching is effective with most lessons having highly effective features.

During 2022-2023, the teaching of reading and phonics continued to be a school priority. The school worked with the English Hub to ensure consistency in the teaching of phonics and reading. Feedback from the English Hub has been very positive, particularly around the consistent approach that is used across the school to teach reading and phonics and the quality of teaching seen. Assessments have been used effectively to identify children not on track and interventions have been put in place, with a priority given to disadvantaged children. School data and the results of the Phonic Check, shows the impact of the work undertaken by the phonic and reading lead, in supporting staff and children with phonics. Overall, 73% of Year 1 passed the phonic check, an increase of 8% from last year. Disadvantaged children attained better in the phonic check than all children with 87% passing the phonic check. In Year 2, only 5 disadvantaged didn't meet the required standard for the phonic check. One child was absent for the test window and the remaining 4 all received support and made good progress from their starting points.

PPG Passport Meetings were held termly with class teachers to capture the additional support provided to our disadvantaged children. Each child's progress was discussed and interventions put in place where needed to ensure each child had a package of support in place, personalised to their needs. This result of this was that every disadvantaged child had a package of support tailored to their needs.

Targeted Academic Support:

The table below shows the impact that quality first teaching, embedding of new initiatives (Little Wandle, White Rose, Mastery Maths) and targeted interventions had on the attainment of our disadvantaged children. In Reading and writing our disadvantaged children are in line with all children and in maths 7% below.

	All Children	Disadvantaged	Disadvantaged just below and at ARE	National Average
Reading	65%	65%	84%	69%
Writing	63%	63%	81%	61%
Maths	70%	63%	74%	72%

A range of interventions took place across the school aimed at accelerating progress, including fine motor, language groups, additional reading and all had a positive impact on confidence and attainment. An additional teacher was employed using the 'catch up' grant to deliver tutoring in writing and maths as well as running additional reading session and phonics keep up. A higher attaining group of disadvantaged children in Year 2 children were able to borrow books in the library to enable them to access a wider range of texts at home.

Effective support was delivered for all targeted children with SLCN at specialist, targeted and universal level. Over half of the children who received specialist support were disadvantaged children. The school's speech and language therapist (employed through Guys and St Thomas') supported staff and parents through training and workshops, that included 'Language needed for Reception' and 'Colourful Semantics' and 'Bucket and Attention Grabbers' training. Key staff were supported to run Oracy groups and 'Box Clever' sessions effectively, which supported the children's language development. Fifty percent of the children taking part in the Oracy session were disadvantaged. The impact of the additional training, modelling and support for staff is measured through the attainment of the children.

A review of the intervention showed that attendance at the sessions was good and children became more confident readers and mathematicians.

Wider Strategies:

Nurture and ELSA sessions continued to be key interventions at Elmwood, supporting children with their emotional and educational wellbeing. During this academic Year a third member of staff was trained to deliver ELSA sessions. The provisions addressed a range of needs that the children may have been experiencing, including, low self-esteem, friendship skills, listening and attention, communication and social skills. Access to the intervention ensured that children's mental health and wellbeing were addressed so they did not become barriers to their learning. The majority of the children in the Nurture groups were disadvantaged (Year 1 8 out of the 12 and in Year 2 10 out of the 11). The impact of the intervention was seen through improvements in children's confidence, happiness and their relationships with their peers, adults and

families. Education Wellbeing Practitioners have effectively support families, including disadvantaged families at an early stage to prevent issues from becoming more complex. Families were invited to attend Anxious child and / or Challenging behaviour programmes run by the EWP service. They also ran a successful series of 'Transition' workshops for the Year 2 children. Evidence from the children's self-evaluation forms and verbal feedback showed how valuable they found the sessions and helped with their move to the Junior school. The use of a play therapist has allowed children to express their thoughts and feelings in a creative way, which has supported children who do not have the words or language needed to express themselves fully.

Each child eligible for the grant is provided with a pair of joggers, a t-shirt and a jumper. This ensures that all children have the correct clothes for PE sessions and their participation in sports activities was not hindered. When needed, free spaces were provided to our disadvantaged children at our Breakfast and After School club. This supported parents to attend their work and meant that children who live in temporary / shared accommodation had access to an after-school club where they could play and socialise with peers. Food bags were regularly given to families during the year to ensure they have sufficient food. Families were support to access the food vouchers that were sent home, often being printed in school, to ensure ICT was not a barrier to parents being able to use them. Strategies used by our Attendance Officer and EWO, have improved the attendance and punctuality of children. Data for the year showed that disadvantaged and all children had the same percentage of attainment across the year.

Access to art club and cooking club remained free for our disadvantaged children and were monitored to ensure they had equal access to the clubs.

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
Play Therapy	Victory Play Therapy
Speech and Language Support	GSTT
Drama for communication	Speech Bubbles
Once Upon A Rhyme	CALAT
Family Literacy	CALAT

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.