

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	Elmridge Primary School
Number of pupils in school	207 (Reception to year 6)
Proportion (%) of pupil premium eligible pupils	11 pupils - 10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Edmundson
Pupil premium lead	Zoe Pilkington
Governor / Trustee lead	Layla Kelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,555
Recovery premium funding allocation this academic year	£
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	£

Part A: Pupil premium strategy plan

Statement of intent

The school's strategy for the 2021/22 year aims to address the following barriers to educational achievement among its pupils eligible for pupil premium. Much of the spending will benefit all pupils. Spending is reviewed at regular intervals for each objective to ensure it is in line with our expectations and the proposed plan (a percentage of funding has been left unallocated to account for fluctuations in the planned spend). Pupil premium target outcomes are set and data is tracked and analysed termly as part of pupil progress monitoring cycle.

Challenges

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

Challenge number	Detail of challenge
1	To boost the attainment and personal progress of disadvantage children in reading, writing and maths.
2	To ensure a consistent approach to the teaching of phonics is being delivered.
3	The lack of reading resources in EYFS/ KS1 has not supported the early reading skills needed to help a child progress.
4	It has been identified that some children need further support with their emotions and wellbeing.
5	To provide enrichment opportunities to develop children's wider curriculum experiences.

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
Raise attainment and progress in reading and writing for children	Termly progress and attainment monitoring shows diminished difference between PP/non PP GLD, Phonics, KS1 and KS2 end of year data shows diminished difference of pp/ non pp. Laptops to support homework. (recovery)

To raise the attainment in phonic knowledge at the end of Reception and the Yr 1 phonics assessment for pp children.	To embed a whole school approach to the teaching of phonics within EYFS/ KS1 through the use of Little Wandle.
Raise attainment and progress in maths for children eligible for PP	Termly progress and attainment monitoring shows diminished difference between PP/non PP Effective intervention is evident throughout school based upon pretesting.
Provide a wide range of enrichment opportunities to widen aspirations of children eligible for PP	Creating and embedding nurture groups and embedding P4C (metacognition) to help build children's thinking and communication skills, boost confidence and self-esteem and improve behaviour and well-being. Providing high quality arts provision and opportunities for learning outside of the classroom. Funding given to pp children when attending residential/ educational trips. Funding given to support pp children attending breakfast/ after school clubs.

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: £6950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of the Little Wandle Phonic resources to support EYFS/ KS1 children.</i> £3500	The Little Wandle phonics scheme is effective in developing young children's systematic approach to phonic knowledge and early reading skills learning.	1 2 3
<i>Purchase of the P4C resources to support EYFS/ KS1/KS2 children.</i> £300	Philosophy for Children (P4C) is a inquiry based pedagogy where pupils take the lead and teachers facilitate.. P4C shows students how to think independently, reason effectively, communicate persuasively and explore their values. The students have a strong say in the content of a lesson	4

	and a safe space to discuss views on a wide range of topics. It improves wellbeing and behaviour for all.	
To purchase staff CPD to deliver Little Wandle, P4C and High quality reading, writing and maths education. £1500	P4C shows teachers how to teach through dialogue, facilitate student-led inquiries and build effective relationships. Teachers are confident and provide high quality lessons and intervention in Reading, writing and mathematics to ensure excellent progress for all.	1 2
The use of accelerated reader to support reading comprehension skills. £1000	UKS2 children are to use accelerated reading system to support them in their understanding of books read through termly assessments and weekly quizzes.	1
The use of Testbase assessments to identify gaps and inform planning and effective intervention £650	End of year KS2 Teacher assessments showed low attainment in the problem and reasoning paper and has highlighted an area to focus on.	1

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

Budgeted cost: £17,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention programmes to boost attainment in reading, writing and maths through the use of TAs	The use of the termly assessments and pupil progress meetings will allow us to identify children who need additional support to close the gap in attainment.	1 2
TA working in role as a pupil premium mentor will meet pupils each half term in an afternoon	Having a pupil premium mentor allows for 1:1 intervention tailored to pupil premium pupils. Good relationships are developed and opportunities to develop wellbeing or additional social and emotional needs are met.	4
TA working in role as a nurture group leader	Nurture groups for vulnerable pupils have opportunity to participate in outdoor learning, baking arts and science projects to engage them and develop curiosity, a desire to attend	4 5

	school, a love of learning, peer relationships and offers new experiences.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil mental health first aider to support the emotional and wellbeing of individual identified children. £1000	It has been identified that some children within school have not made as much progress due to emotional/ wellbeing situations that may have occurred. 1-1 sessions allow the children to discuss and resolve their feelings/ worries.	4
Identification of eligible pupils through SIMs OFSM package	Accurate and timely identification of eligibility is essential in PP management.	1,2 ,3, 4, 5
Residential/ educational trips subsidised for PP children. £1000	PP children were given contributions towards the costing of educational/ residential visits/ educational trips/ after school clubs and breakfast clubs so that they could experiences theses enrichment activities and support good attendance.	4, 5

Total budgeted cost: £ 26,555

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. As part of our teaching and learning practices within school we are in the process of developing the use of standardised tests to gain attainment levels for our children. This baseline will be reassessed each term with progress being tracked. Termly meetings with class teachers to discuss progress and plan intervention will take place.

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

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.