

3 Year Pupil Premium Strategy Statement

Elmgrove Primary School and Nursery

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	Elmgrove Primary School and Nursery
Number of pupils in school	806
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020- 2021, 2021-22 2022-2023
Date this statement was published	September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Mrs D Gardner
Governor / Trustee lead	Ms M Upadhyaya

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,989
Recovery premium funding allocation this academic year	£20,445
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	£215,434

Part A: Pupil Premium Strategy Plan

Statement of Intent

- ***What are your ultimate objectives for your disadvantaged pupils?***
 1. For the attainment and progress for disadvantaged pupils to be the same or higher than national figures
 2. To narrow the gap in attainment between all pupils and disadvantaged pupils
- ***How does your current pupil premium strategy plan work towards achieving those objectives?***

The plan identifies areas we wish to focus on to achieve the above.

- ***What are the key principles of your strategy plan?***

Provide all children in receipt of Pupil Premium with an enriching curriculum and provide opportunities for every pupil to access a wide range of learning experiences. Targeted support for pupils to ensure they are ready to learn and make accelerated rates of progress against all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Lack of skills needed for mastering learning at greater depth/ expected standard.
2	Gaps in learning in reading, writing and maths due to Covid-19
3	Pupils with a SEN find it harder to understand concepts of the relevant curriculum.
4	Limited vocabulary, knowledge and underdeveloped reading comprehension skills in inference and deduction for Key Stage 1 and 2 pupils.
5	Limited technology for children to access learning at home
6	Emotional and behavioural issues for pupils which affects their academic

	progress.
7	Lower attendance rates for some disadvantaged pupils
8	Lack of cultural and artistic experiences to support pupils' wider educational needs which can impact on maths and English outcomes

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 improve progress in reading between KS1 and KS2	Achieve national average progress scores in KS2 Reading (0)
To improve the progress in writing between KS1 and KS2	To maintain or increase national average progress score KS2 writing from +1.9
To improve progress in writing between KS1 and KS2	Achieve national average progress scores in KS2 Maths (0)
To increase the number of children who reach the expected standard in the Phonic Screening Check	Achieve national average expected standard in Phonic Screening Check
To improve attendance	Improve attendance of disadvantaged pupils to 96%

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: £ 19284

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD training for staff to develop skill in mastery and reaching greater depth in reading and writing including phonics and maths</i>	<ul style="list-style-type: none"> EEF evaluations have shown that when teaching assistants are used to deliver high quality interventions they can generate additional month's progress for pupils struggling in literacy and numeracy. Therefore we as a school need to invest in training 	1, 2,3,4

SEN CPD	<p>all staff effectively in phonics and reading strategies.</p> <ul style="list-style-type: none"> • Role modelling from adults is key especially in approaches to develop spoken vocabulary. • EEF states that “improvements are more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff” 	
Classroom culture whole school behaviour training	<p>EEF research states in improving behaviour in schools “Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level”</p>	

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

Budgeted cost: £179900

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:3 Teaching support , national tutoring programme, Teaching assistant intervention groups , additional teacher time in year 6	<ul style="list-style-type: none"> • EEF studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. 	2,3,4

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

Budgeted cost: £16250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support families with	<ul style="list-style-type: none"> • Pupils who do not regularly attend 	7

<p>attendance using the Local Authority services, uniform provision, wrap around care support</p>	<p>school are disadvantaged as they will continue to have gaps in their learning. By providing care, uniform and support we can address barriers in learning.</p> <ul style="list-style-type: none"> • Clear evidence that children growing up in economically disadvantaged environments are linked to poorer social, emotional and behavioural outcomes. 	
<p>Plan in enrichment opportunities to support wider educational needs including music lessons, educational visits and out of hours activities</p>	<ul style="list-style-type: none"> • Sutton Trust Subject to Background - Sutton Trust pupil results improved if they had more opportunities to visit museums, galleries, events. 	8
<p>Work with the Learning Mentor, Counselling Service and external groups to support the emotional and behavioural needs of pupils and their families</p>	<ul style="list-style-type: none"> • EEF states that interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself. EEF states that “improvements are more likely when approaches are embedded into routine educational practices and supported by professional development and training for staff”. • Increasing number of pupils in school who are classed as vulnerable and the Learning Mentor and counsellors support these pupils and their families 	6

Total budgeted cost: £ 198750

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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Aim	Outcome
Achieve national average progress scores in KS2 Reading (0)	Progress was less than expected due to Covid-19.
To maintain or increase national average progress score KS2 writing from +1.9	Progress was less than expected due to Covid-19.
Achieve national average progress scores in KS2 Maths (0)	Progress was less than expected due to Covid-19.
Achieve national average expected standard in Phonics check	During the December 2020 assessments the 78% achieving the expected standard was less than national 2019 (82%) due to the effects of Covid-19.
Improve attendance of disadvantaged pupils to 96%	Attendance was less than expected due to Covid-19.

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
Harrow Schools Counselling Programme	HSCP