

Pupil premium strategy statement – Eldersfield Lawn CE Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Anthony Dixon-Gough
Pupil premium lead	Anthony Dixon-Gough
Governor / Trustee lead	Paul Chichester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,415
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,415

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium and Covid catch up grant will be used to narrow the progress gap between disadvantaged children and their peers. With 55% of our disadvantaged children on the SEN register and the amount of time away from school over the last three years, due to the Covid pandemic, gaps in learning and basic concepts have become apparent. The funding will be used to address these gaps in learning through the use of one to one sessions and small group interventions, giving all disadvantaged children the best chance to make accelerated progress. This progress and the effectiveness of any intervention will be measured through the use of a pre and post intervention assessments. Support will be given to families to guarantee that no child lacks the opportunities available to their peers. This includes, but is not limited to, funding wrap around care, school uniform, music lessons, school trips and the use of technology for learning.

Challenges

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

Challenge number	Detail of challenge
1	Under developed reading, spelling and numerical skills in 55% of PP children
2	Lack of independent strategies in 55% of PP children
3	Lower attendance by 22% of PP children

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
Achieve national average progress or greater at KS2	In 2022 67% of PP children taking the KS2 SATS achieved ARE in reading, writing and maths. The PP progress measure was strong at 5.9. In 2023 we hope to maintain or improve this progress measure, whilst increasing attainment.
Achieve national average progress or greater at KS1	In 2022, none of the children taking KS1 SATS were disadvantaged.

Working at age related expectations in EYFS	All disadvantaged children to be working at ARE by the end of Reception.
Improved attendance of disadvantaged children	All disadvantaged children to maintain attendance of at least 95%. This currently sits at 95.48%

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: £ 1,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged children have strategies and timetabled support in place, to enable them to access the curriculum and to make good progress. This includes all disadvantaged children, including those with behavioural and emotional needs.	Early identification of speech and language difficulties and provision of strategies for support has enabled professionals to address difficulties and gaps earlier. This has contributed to last year's KS2 progress measure for disadvantaged children of 5.9.	1,2
Improve vocabulary and oracy skills through comprehension and discussion groups.	Pupil interviews will demonstrate confident and articulate young people at ELS including those eligible for the Pupil Premium Grant.	1,2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targetted interventions timetabled to allow children to fill gaps in learning	All disadvantaged children receive support to enhance their learning. This can be seen in classes individual intervention records. Pre and post intervention assessments demonstrates accelerated progress.	1,2
One to one support delivered by TA specifically appointed for this role.	TA's allocated specific intervention time away from regular classroom duties. Timetables displayed in classroom	1,2

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

Budgeted cost: £ 3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All disadvantaged children to have access to the full and extended curriculum provision at ELS including music lessons, after school care and wrap around care.</i>	Measurable uptake of the following provision: Instrumental music lessons, swimming, class trips, outdoor education, educational and residential visits, extra curricular trips. Wrap around care ensures that children are in school on time and parents have been able to return to work.	3

Total budgeted cost: £ 14,415

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2021-22 academic year, outcomes for disadvantaged children indicated that provision had been effective. In all SATs assessments the disadvantaged children outperformed non-disadvantaged children. Progress was good, with a value added score of +8.8 in reading, +6.5 in writing (externally moderated) and +1.9 for maths.