

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	Eldersfield Lawn CE Primary School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 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	£12,035
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	£12,035

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 two 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 pre and post intervention assessments. Support will also 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 and school trips.

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	Although 2019 results demonstrated that 100% of PP pupils made expected or better progress at the end of KS2, further input is needed to ensure that this happens in 2022. Children will achieve a standardised score of 100 or more.
Achieve national average progress or greater at KS1	Although 2019 results demonstrated that 100% of PP pupils made expected or better

	progress at the end of KS1, further input is needed to ensure that this happens in 2022. Children will achieve a standardised score of 100 or more.
Reaching GLD in EYFS	The proportion of disadvantaged children reaching a good level of progress in EYFS is narrower to that of their peers at ELS. Input will be needed to narrow this gap. At least 71.8% will achieve GLD (2019 national figures)
Improved attendance of disadvantaged children.	Attendance of disadvantaged children will fall in line with their peers (above 95%)

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: £ N/A delivered through quality first teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged children have strategies and support in place to enable them to access the curriculum and to make progress, including those with behavioural and emotional needs. Improve vocabulary and oracy skills	Early identification of speech and language difficulties and provision of strategies for support will enable professional to address difficulties and gaps earlier. Pupil interviews 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
Targeted interventions timetabled to allow children to fill gaps in learning.	RV appointed to work with KS2 children last year during the Summer term. Pre and post intervention assessment demonstrated children making 1.5 terms progress compared to Spring term.	1,2
One to one support delivered by TA specifically appointed for this purpose	MW appointed to work with PP children providing pre teaching, to allow children to participate in whole class teaching.	1,2

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

Budgeted cost: £ 2,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
All disadvantaged children to have access to the full and extended curriculum provision at ELS, including music lessons, after school clubs and wrap around care.	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: £ 12,035

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.

2020 end of KS Teacher assessments demonstrated that 100% of disadvantaged children in Year 2 and Year 6 met national expected standards in reading, writing and maths with 50% exceeding these standards.

Pupil Premium and COVID Catch up funding 2020-2021

Measure	Details
Appointment of teacher 2 days per week to run targeted one to one and small groups sessions.	RV worked with KS2 to provide reading, writing and maths support to individuals and small groups. Accelerated progress was demonstrated through pre and post intervention strategies.
Purchase of a new phonics scheme and associated reading books to identify gaps in phonetical knowledge in KS1 left by lack of face to face teaching due to lock downs.	A consistent approach to phonics was observed with children developing the knowledge needed by the end of Year 1.

Further information (optional)

Due to the COVID situation and consequence lock down and time away from school, considerable attention has been given for developing positive social opportunities to enable children to interact and learn more effectively. Mental health is at the forefront of what we do and we have trained two mental health first aiders who are very aware of their responsibility to the whole school community and take this responsibility seriously.