



ELSENHAM C.OF E. PRIMARY SCHOOL

Pupil premium strategy statement 2022-25

This statement details our school's planned use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name	Elsenham CofE Primary
Number of pupils on roll	357
Number of pupils eligible for pupil premium	39
Proportion (%) of pupil premium eligible pupils	32/344 11.3%
Academic year / years that our current pupil premium strategy plan covers	22/23 , 23/24, 24/25
Date this statement was published	Oct 2022
Date this will be reviewed	Sept 2022 Sept 2023 Sept 2024 Sept 2025
Pupil premium lead	Ellie Carruthers
Governor lead	Sarah Alderton
Statement authorised by	Linda Todd, Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,835
Recovery premium funding allocation this academic year?	£8,243
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£68,078

Part A: Pupil premium strategy plan Statement of intent

At Elsenham C. of E. Primary school we believe that every child matters and we aim to provide an inclusive approach to teaching and learning. Our intention is that ALL pupils, irrespective of their background or the challenges they face, make good progress and attain well and that no one is destined to underachieve.

This pupil premium strategy will be a clear and coherent strategy to support disadvantaged pupils in achieving that goal.

Implicit in our intended outcomes is the intention that non-disadvantaged pupils' attainment will be improved and sustained alongside their disadvantaged peers.

High quality teaching is at the heart of our approach, with a focus on the areas that we believe 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.

Our 3 year plan has been informed by Marc Rowlands's publication: 'Addressing Educational Disadvantage in Schools and Colleges – the Essex Way'.

Our strategy is integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been most affected by the Covid 19 Pandemic, including non-disadvantaged pupils. Our pupils will receive 1:1 or small group high quality tutoring from our trained staff, dependent on the continuation of targeted funding.

Our objectives fall into the following key areas:

- Speech and language
- Reading
- Maths
- SEMH (Social, emotional and mental health)
- Wider opportunities

Our approach will be responsive to the common challenges and individual needs of our disadvantaged pupils, informed by robust diagnostic assessment. To ensure they are effective we will:

- Ensure ALL children are challenged by the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff are accountable 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	Speech and Language: Speech, language and communication skills are key to accessing the curriculum and developing relationships. A low baseline in this area will in turn slow down reading, writing and maths in subsequent years. Evidence: Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in EYFS but also through to KS2 and in general, are more of a challenge among our disadvantaged pupils than their peers.
2	Reading attainment Being able to read is an essential skill to enable children to access a broad curriculum. Research confirms that children who can read and do read regularly for pleasure are more likely to succeed and have greater life chances. Evidence: Assessments, observations and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with phonics, reading fluency and comprehension than their peers.
3	Numeracy Being numerate improves pupils' life chances and it is essential that ALL children are competent in the basic skills Evidence: Summative and formative assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils across the school. The disruption to the education of pupils during the pandemic has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations in maths. These findings are supported by national studies.
4	SEMH Mentally healthy children can approach learning with greater resilience and confidence. Evidence: Observations and discussions with pupils and families have identified social and emotional issues for an increased number of pupils post covid, particularly for those disadvantaged pupils. There has been a regression in pupils' abilities to self-regulate following a period where there was a lack of consistent access to school support. Our internal data shows there has been an increase in teacher referrals to our Pastoral Lead and to external services for support for children with SEMH issues.
5	Attendance Good punctuality and attendance rates impacts positively on pupil outcomes. Evidence: Lower punctuality for some of our disadvantaged pupils has meant that they are regularly missing out on SODA (Start of day activities) and have an unsettled start to their day. In turn their late arrival impacts on the wider class group and on the individual's wellbeing, causing anxiety. For some pupils, anxiety about school has impacted upon their attendance rates.
6.	Wider opportunities Enrichment activities enhance and motivate learners, as well as ensuring cultural capital Evidence: Our disadvantaged pupils have shown less engagement in clubs and extracurricular activities than non-disadvantaged pupils with a difference of ? %.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils, following the WellComm baseline assessments. This is evident when triangulated with other sources of evidence including engagement in lessons, discussions with pupils and ongoing formative assessment.
Improved reading attainment and progress among all pupils including disadvantaged pupils.	KS1 and KS2 reading outcomes will improve and the gap between disadvantaged and non-disadvantaged pupils will close year on year. Gap analysis will show that vocabulary is less of a barrier for answering questions. By 2023/24: Yr 1 phonics will show that more than 75% of disadvantaged pupils pass their phonics screening (above national 2019 data for DA pupils of 71%) KS1 reading outcomes will show that at least 70% of disadvantaged pupils reach the expected standard (above national 2019 data for DA pupils of 62%) KS2 reading outcomes will show that at least 75% of disadvantaged pupils reach the expected standard (above national 2019 data for DA pupils of 62%) Currently the national picture is that disadvantaged pupils track on average 20% below non disadvantaged peers and we would like to see this gap decrease year on year.
Improved maths outcomes among disadvantaged pupils.	KS1 and KS2 maths outcomes will improve and the gap between disadvantaged and non-disadvantaged pupils will close year on year. Gap analysis will show that vocabulary is less of a barrier for answering questions. By 2023/24: KS1 maths outcomes will show that at least 70% of disadvantaged pupils reach the expected standard (above national 2019 data for DA pupils of 62%)

	KS2 maths outcomes will show that at least 75% of disadvantaged pupils reach the expected standard (above national 2019 data for DA pupils of 62%) Currently the national picture is that disadvantaged pupils track on average 20% below non disadvantaged peers and we would like to see this gap decrease year on year.
Improved wellbeing and behaviour for all pupils in our school, particularly for our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 Demonstrated by: • Qualitative data from student voice, student and parent surveys and teacher observation. • A significant reduction in referrals for mental health support.
Improved attendance and punctuality for our disadvantaged pupils.	Sustained high attendance by 2023/24 demonstrated by: • The overall unauthorised absence rate for all being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • The % of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2 % lower than their peers.
Increased uptake of extracurricular activities for disadvantaged pupils.	A significant increase in participation in enrichment activities among disadvantaged pupils.

Activity in this academic year 23/24

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: £ 15,500

Activity	Evidence that supports this approach	Challenge numbers addressed
Engagement of speech therapy services.	Evidence shows that early intervention to tackling speech and language challenges of our youngest children impacts on their wider educational success.	1

Employment of SENDCo support 1 day per week to be allocated to speech and language support.	Evidence shows that early intervention to tackling speech and language challenges of our youngest children impacts on their wider educational success.	1
Staff training to facilitate delivery of speech and language programmes.		1
Purchase of RWInc phonics programme to secure stronger phonics teaching.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2
Staff training to facilitate delivery of RWInc and SHINE programmes.		2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance, to include White Rose	The non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of maths, drawing on evidence based approaches	3

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

Budgeted cost: £ 27,500

Activity	Evidence that supports this approach	Challenge numbers addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.	2 and 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.	2
Purchase of the SHINE programme to provide a framework to the assessment,	Targeted interventions can have positive overall effects.	2 and 3

diagnostics and implementation of targeted interventions.		
Employment of LSAs to deliver intervention programmes 1:1 and small group.	Targeted interventions can have positive overall effects.	2 and 3

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

Budgeted cost: £25,078

Activity	Evidence that supports this approach	Challenge numbers addressed
Employment of a Pastoral Lead to provide support for individual pupils and families. This will include 1:1 counselling activities, addressing attendance issues, supporting staff in managing behaviour.		4 and 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
CPD in Trauma Perceptive Practice for two key members of staff who will then lead training for all teachers and LSAs		4 and 5
Financial support to enable pupils to access wrap around care, clubs and trips.	Findings suggest that, not only eating breakfast delivers improvements but attending a breakfast club, due to the social and educational benefits of the club itself.	5 and 6
Contingency fund for acute issues	Based on our experience and those of similar schools, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £68,078

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was higher than their peers in 2021/22 and persistent absence was also higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.