

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	Eldon Grove Academy
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	31.5%
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Christian Park
Pupil premium lead	Vikki Gallafant-Brown
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198, 265
Recovery premium funding allocation this academic year	£19,865
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	£225,130 (including £7,000 carried forward from Catch-Up Funding)

Part A: Pupil premium strategy plan

Statement of intent

The primary intent of pupil premium funding is to diminish the difference between the attainment of disadvantaged and non-disadvantaged pupils. We are determined to ensure that all of our children are given every chance to realise their full potential and endeavour that no child will be left behind on our journey towards success for all. Pupil premium funding, along with allocations made from the school's own budget, will help ensure this money is spent to maximum effect to enable each and every pupil at Eldon Grove Academy to achieve. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

In order to achieve our aims stated above, we use an evidence driven approach to target our spending and ensure that it has the maximum impact. We have used a range of evidence sources to inform our decision making, including recognising the importance of looking at local factors. We have made our decisions in accordance with research findings from the Department of Education, aimed at identifying the factors that have the most impact on raising the achievement of disadvantaged pupils. The research undertaken by NFER for the Department for Education identified seven areas which were common in schools which were the most successful in narrowing the gap and we have used this evidence driven approach as our rationale for our pupil premium spending. The seven areas are as follows:

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching first
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

We feel that the recommendations in the EEF guidance documents underpin these broader areas and therefore these are also fundamental to the decisions that we have made in this pupil premium strategy.

We believe that although we have a designated PP lead, it is all staff's responsibility to ensure success for all our pupils and it is therefore an expectation for all staff in school. We also believe, in line with the EEF guidelines, that the needs of the disadvantaged children are best served by high quality first teaching and this is supplemented by targeted support and wider strategies to ensure that children are supported and able to learn.

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 deficit, especially in early language acquisition
2	Gaps in key areas of learning
3	Poor reading skills and understanding
4	Lack of parental engagement or skills to support child's education
5	Social and emotional issues affecting learning behaviours
6	Attendance and punctuality
7	Lack of opportunities to widen children's 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
Accelerated progress in reading	Achieve above national average progress scores in KS2 Reading
Accelerated progress in writing	Achieve above national average progress scores in KS2 Writing
Accelerated progress in mathematics	Achieve above national average progress scores in KS2 Maths
Phonics	Achieve above national average expected standard in PSC
Improved attendance	Pupil Premium children attendance to be within 1% of attendance of all pupils

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: £30,558

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop pedagogy and practice of teaching staff to improve pupil outcomes for all through whole school CPD and targeted support for individual staff. All subject leads will be released once a term and supported to lead their subject effectively. (£8819)	High quality staff CPD is essential to follow EEF principles and underpins our belief in high quality first teaching for all. In the 'Transforming Tees – High Achievement Review' in the strand 'Tackling Disadvantage' one of the key drivers is to ensure a 'differentiated professional improvement culture, that invests substantial resource in leadership, teacher and staff development, including research, is securely in place	1, 2, 3
Research, implement and monitor a new Phonics scheme across Early Years and KS1. In addition, implement bespoke interventions for those children who did not pass the PSC in KS1. (£8000)	A complete systematic synthetic phonics (SSP) programme is one that provides: <ul style="list-style-type: none"> • all that is essential to teach SSP to children in reception and key stage 1 years of mainstream primary schools • sufficient support for children in reception and key stage 1 to become fluent readers • a structured route for most children to meet or exceed the expected standard in the year one phonics screening check • all national curriculum expectations for word reading through decoding by the end of key stage 1 (DFE 2021) 	1
Develop vocabulary throughout the curriculum to narrow the language gap, including improving resourcing across the curriculum	Evidence from research shows the extent to which language affects the gap between disadvantaged and non-disadvantaged (Hirsch 2003). He describes the language gap as the chief cause of the achievement gap between socio-economic groups. In the EEF Guidance Report 'Improving Literacy' one of the recommendations is to 'Develop pupils' language capability to support their reading and writing.'	1,2,3

<p>Early Reading Assistant employed to recover lost phonic learning across EYFS and KS1 (£6443)</p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary. (EEF ‘Preparing for Literacy)</p>	<p>1</p>
<p>Improve the provision within Maths and embed a Mastery approach (£2699)</p>	<p>Teachers should help pupils to use a range of mental and other methods and be able to recall number facts efficiently and quickly. The evidence suggests that those who are unable to do this may have difficulty with harder maths later in school. But while fluent recall is important, teachers should also help pupils understand how different calculations work and when they are useful. (EEF ‘Improving Mathematics’)</p>	<p>2, 7</p>

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

Budgeted cost: £128,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Classroom Assistant/ Inclusion Team time to focus on PP children:</p> <ul style="list-style-type: none"> • Pre-teach sessions • Emotional and social support groups • Support within the classroom • Whole school CPD to ensure consistency of approach • Interventions – fine motor, gross motor, visual perception • 1-1 support for targeted children • Access to Academic Mentor/skilled tuition (through NTP) • Coaching/Mentoring of classroom assistants by SLT. <p>(£105,441)</p>	<p>Maximising Best Use of Teaching Assistants (2021) outlines key recommendations for the use of Tas to support learning.</p>	<p>1, 2, 3</p>
<p>Increase licenses for Reading Plus and embed across Key Stage 2 and Lexia (KS1) (£3333)</p>	<p>Developing reading and comprehension strategies can improve progress by 6+months. Developing and increasing pupil vocabulary allows greater understanding of text and examination materials. (EEF)</p>	<p>1, 2, 3</p>
<p>Focused tuition for those children who have been impacted the most by temporary closures. (£3960)</p>	<p>Small group tuition can increase progress by 4+months when targeted effectively. (EEF)</p>	<p>1, 2, 3</p>

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

Budgeted cost: £65,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parents open days/ workshops to increase parental engagement and break down barriers for disadvantaged children's parents to ensure they engage with their children's education and are equipped with the skills they need to support them. Social Inclusion Manager to work with key families to support them with supporting their child.</p>	<p>The EEF Guidance Report 'Working with parents to support children's learning' states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.' Evidence from their Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>1,2,3,4,6</p>
<p>Enable all eligible children to access residential visits. (£8000)</p>	<p>Through our strong belief that residential visits can enhance classroom learning and develop self-esteem and social skills, we feel that ensuring this is an opportunity available to all is very important. This is particularly important following lockdown where children have had more limited experiences and have had fewer opportunities to experience time away from immediate family.</p>	<p>7</p>
<p>Support vulnerable children and address their emotional needs through the ELSA programme. Programme delivered by Social Inclusion Assistant/ Learning Support Behaviour Mentor.</p>	<p>Ensure that our most vulnerable children are supported and able to access education through strong social and emotional support.</p> <p>Following lockdown, we have had increased family breakdowns and incidents of poor parental mental health impacting on the mental health of pupils.</p>	<p>5</p>

<p>Target attendance and punctuality of disadvantaged pupils through close monitoring, the use of rewards to incentivise attendance and the support of the Social Inclusion Manager.</p>	<p>Data shows that attendance percentages for our PP children is below that of our non-PP children. This is a continued focus for us to try to narrow this gap.</p>	<p>6</p>
<p>Provide targeted support for children who have emotional, social needs and their families through the use of play therapy, 1:1 and group therapies, Social Inclusion Manager support and the support of the Educational Psychologist and SENDCO.</p>	<p>Children’s emotional, social and behavioural needs should not be a barrier to learning and every effort should be made to minimise this through use of the services provided by external agencies and in school support.</p> <p>Due to the impact of lockdowns, we have more children needing support with their social and emotional needs</p>	<p>5</p>
<p>Deploy Social Inclusion Manager to support the most vulnerable families.</p>	<p>In the ‘Transforming Tees – High Achievement Review’ in the strand ‘Tackling Disadvantage’ one of the key drivers is that ‘There is substantial, but intelligent investment in securing pupils’ academic progress, their personal development and mental health. Significant resource is similarly targeted in providing familial support with targeted engagement particularly for the most vulnerable families often using a single point of contact acting as a confidence builder.’</p> <p>Our Social Inclusion Manager is this single point of contact. We feel following the pressures of the pandemic that this role supporting our most vulnerable families is more important than ever.</p>	<p>5</p>
<p>Enhance, and improve, the access to technology for disadvantaged pupils. (£2230)</p>	<p>Technology can supplement class teaching outside lesson time by enabling pupils to continue their learning at lunchtime, after school or at home. Indeed, technology use can have greater impact when used in informal settings rather than formal settings. As well as being motivational and with learning activities designed for specific contexts such as museums, learning outside the classroom can extend the time spent learning. Evidence suggests that supplementing standard teaching rather than replacing it with technology interventions can have the most positive impact (Higgins et al., 2012; Kulik, 2003; Means et al., 2013; Outhwaite et al., 2017; Rutten et al., 2012). (EEF)</p>	<p>2, 5, 7</p>

<p>Bring learning alive for some of the most disadvantaged pupils in Year 5 through Wilderness Schooling. This is an innovative and evidence-based approach to raising attainment by using the outdoor world to bring maths, science and English alive. (£1900)</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (EEF)</p>	<p>5, 7</p>
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Total budgeted cost: £225,130

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.

Aim	Outcome																											
<p>Teaching Improve the knowledge and understanding of pupils at greater depth so that teachers enable targeted pupils to reach GDS.</p> <p>Improve fluency in maths, specifically the Y4 MTC.</p>	<p>Pupils at EXS+/GDS</p> <table border="1" data-bbox="799 600 1406 999"> <thead> <tr> <th></th> <th colspan="2">Combined R, W & M</th> </tr> <tr> <th></th> <th>All Other</th> <th>PP</th> </tr> <tr> <th></th> <th>EXS+/GDS</th> <th>EXS+/GDS</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>77%/11%</td> <td>64%/9%</td> </tr> <tr> <td>Y2</td> <td>55%/11%</td> <td>64%/9%</td> </tr> <tr> <td>Y3</td> <td>85%/11%</td> <td>52%/4%</td> </tr> <tr> <td>Y4</td> <td>84%/16%</td> <td>58%/0%</td> </tr> <tr> <td>Y5</td> <td>70%/17%</td> <td>50%/12%</td> </tr> <tr> <td>Y6</td> <td>79%/24%</td> <td>54%/8%</td> </tr> </tbody> </table> <p>65% 20+ marks - 18% full marks, 36% scored 24/25</p>		Combined R, W & M			All Other	PP		EXS+/GDS	EXS+/GDS	Y1	77%/11%	64%/9%	Y2	55%/11%	64%/9%	Y3	85%/11%	52%/4%	Y4	84%/16%	58%/0%	Y5	70%/17%	50%/12%	Y6	79%/24%	54%/8%
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<p>Targeted support Improve fluency in phonics: improved outcomes with majority of pupils in Y2 passing autumn phonics screening and majority in Y1 passing summer phonics screening.</p>	<p>Pupils who sat Y1 summer 2021 phonics screening – PP 81% (others 77%)</p> <p>Pupils who sat the Y2 autumn 2020 resit – PP 90% (others 80 %)</p>																											
<p>Wider strategies Support for parents and pupils during the pandemic around anxiety on return, poor mental health and wellbeing.</p>	<p>PP children’s mental health and wellbeing supported through targeted Alliance sessions, weekly ELSA, 1:1 support and Wilderness schooling.</p> <p>Attendance on return to school was 96.4% Attendance at Breakfast and After School clubs, once reinstated, was consistent.</p>																											