

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	493
Proportion (%) of pupil premium eligible pupils	126 children (26%)
Academic year that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Christian Park (Headteacher)
Pupil Premium Lead	Jonathan Moon
Governor / Trustee Lead	Jane Henderson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,233
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£213,233

Part A: Pupil Premium Strategy Plan

Statement of Intent

Eldon Grove Academy strives to get it right for all pupils, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils in all areas of their education from entry to give them the chance to realise their full potential. Our aim is that every disadvantaged pupil will make good progress and achieve across the curriculum, having every opportunity to experience success and be fully prepared for the next stage in their education and future employment. We endeavour that no child will be left behind on our journey.

High quality teaching is at the heart of our approach, focussing on areas which disadvantaged pupils require the most support. Wider strategies, (including a wealth of enrichment experiences to widen horizons and pastoral support) which support our pupils' physical and mental wellbeing, will also be central to our strategy to enable pupils to fully engage in learning.

Our approach will be responsive to common challenges and individual needs, supported by robust assessment rather than a "one size fits all" assumption about disadvantage. Some disadvantaged pupils face many complex barriers during their education, making effective learning very difficult. Other pupils have very specific, individual needs, whilst others encounter few barriers. When designing provision, we recognise that the difficulties encountered are not unique to those who are socially disadvantaged. We understand 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.

To ensure our approaches are effective we will:

- Act early to intervene so that disadvantaged children reach their potential. Potential is Our Passion.
- Aspire, Believe & Achieve: We will work to raise the aspirations of all disadvantaged children.
- Although we have a designated Pupil Premium Lead, we adopt a whole school approach in which all staff take responsibility for the success of disadvantaged pupils and have high expectations of what they can achieve.
- Develop disadvantaged pupils' cultural capital and wider curriculum experiences.
- Ensure pupils receive high quality careers information, advice, and guidance so that they have high aspirations for themselves and for their future.
- Ensure pupils personal development is well supported and that they are ready for secondary education.
- Work with pupils and their families to identify the causes of attendance concern and support good attendance.

Challenges

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

Challenge number	Detail of Challenge
1	Our data indicates that the outcome for disadvantaged pupils, in five out of six year groups, is below that of their peers in Reading, Writing and Maths.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
3	Although our attendance data for disadvantaged pupils was better than national, the gap between disadvantaged children and the cohort as a whole is not narrowing fast enough. Persistent absenteeism for our disadvantaged children is significantly higher than the persistent absenteeism for all pupils.
4	Increased numbers of pupils who are both disadvantaged and SEND (23%), requires staff training and support to ensure progress and achievement for all pupils.
5	Some disadvantaged pupils face financial barriers in relation to wider educational experiences which prevents them from accessing the core and wider curriculum: a wealth of enrichment is needed to widen their horizons and unlock potential.

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 attainment in Reading, Writing and Maths for disadvantaged pupils.	A greater proportion of children achieve age-related expectations in Reading, Writing and Maths. Subsequently, this supports the school aim to diminish the attainment gap between its disadvantaged pupils and their non-disadvantaged peers.
- Oral language skills, and vocabulary, has improved over time. - The vocabulary gap between disadvantaged and non-disadvantaged pupils has narrowed.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident through formative assessment, pupil voice and observation.
Improved attendance for disadvantaged pupils, particularly regarding persistent absenteeism.	Attendance for disadvantaged pupils to be in line with their non-disadvantaged peers and above national average.
Increased staff knowledge, skill and understanding when supporting children with multiple vulnerabilities.	Observations and assessments show improved application of inclusive practices in the classroom by trained staff. As a result, there is increased attainment for those disadvantaged children who also have a SEND.
Improved opportunities for pupils to enrich their life experiences and deepen their knowledge and understanding of the curriculum.	An increase in participation in enrichment activities, with a greater representation among disadvantaged 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: £103,110.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Oracy CPD time for staff, at all levels, to equip educators with the expertise to transform their students' learning and life chances through talk. An Oracy Lead in post to support SLT with the implementation and evaluation of Voice21 activities.	High quality staff CPD is essential to follow EEF principles and underpins our belief in high quality first teaching for all to improve pupil attainment for all particularly the most disadvantaged pupils. It is pivotal that every teacher is supported in developing their practice to deliver high-quality teaching.	2, 1, 4
Dedicated CPD time for classroom-based staff to understand the purpose, implementation strategy and impact of the Writing resource, 'Clicker'.	Effective writers use a number of strategies to support each component of the writing process. Improving Literacy EEF	1
Robust monitoring activities and evaluation cycle will support all cohorts with early identification and achievement.	EEF guide to the Pupil Premium 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving...should be the priority of the Pupil Premium spending'	1, 2
Senior Leadership Team Learning Enquiry foci will provide a robust and comprehensive report (including actions and impact) on the progress of disadvantaged children, throughout school.	EEF research shows that great teaching is the most important factor in improving pupil outcomes.	1, 4
Reading volunteers in school support the recommended entitlement for disadvantaged children reading, twice weekly, to an adult.	EEF research shows a wealth of evidence which highlights the important role fluency plays in pupils' reading development. Pupils must master fluency before being able to comprehend texts effectively.	2, 1

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

Budgeted cost: £99,322.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tutoring for identified pupils in Years 5&6, needing additional support in Mathematics. This is delivered through ThirdSpace Learning.	By targeting specific needs and knowledge gaps of pupils, impact small group tuition sees 4 months additional progress over an academic year. Short, regular sessions over a set period. High-quality one-to-one and small group tuition. EEF – evidence of high impact.	1
Implementation of the writing resource 'Clicker' to support those disadvantaged children working below age-related expectations in Writing.	Access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum. EEF	1, 4
Homework Clubs for children in Years 1-6, with an increased representation of disadvantaged children working below age-related expectations in Reading and/or Mathematics.	Small groups can support pupil learning when provided in addition to, and explicitly linked with, normal lessons. EEF	1
Deployment of Classroom Assistants: • Pre/post teach sessions when applicable • Specific targeted support based on real-time misconceptions • Whole school CPD to ensure consistency of approach	Targeted deployment, where staff are trained to deliver academic intervention to small groups or individuals, has a high impact on progress. EEF.	1, 4
Little Wandle Rapid Catch-Up interventions, throughout school, supporting children's stage appropriate phonics. This includes 21 Key Stage 2 pupils, (48%) disadvantaged.	Phonics approaches have strong evidence based suggesting a positive impact on the accuracy of word reading including disadvantaged pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1, 2, 4
Continuation of the Scholars Programme to challenge children and their academic interests, with a greater representation of disadvantaged pupils.	Ensuring students have the knowledge and skills to progress towards their aspirations is likely to be effective. EEF	2, 5

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

Budgeted cost: £10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Breakfast Programme continues within school, providing free places for families who are disadvantaged. This supports families financially and ensures children are in school and on time.	This programme means that children, who might otherwise not have breakfast, do so with other peers before learning begins.	3, 5
Half-termly family coffee mornings, with workshops from professionals and workshops, support families and increase engagement.	Parents play a fundamental role in supporting their child's learning with better academic outcomes consistently associated with parental engagement. Evidence from EEF toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	3, 5
An increase in opportunities and real experiences for children. Curriculum enrichment provides a wealth of enrichment to increase attitude for learning, attainment and progress.	Ensure all pupils experience what school has to offer and therefore we want no child to miss out on opportunities, ensuring we poverty proof.	5, 3
Increased capacity within the Social Inclusion team, offers further support to children and families with mental health difficulties, their well-being and/or emotional needs that either school and/or families identify.	Extensive evidence shows link between childhood social and emotional skills with improved outcomes at school and in later life. Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	3, 4
Robust monitoring of attendance and support targeting the attendance and punctuality of disadvantaged pupils.	There is a clear link between poor attendance at school and lower academic achievement. DfE.	3

Social Inclusion Manager and Assistant to support the most vulnerable families.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Parental engagement has a positive impact on average of 4 months' additional progress. Therefore, it is vital we continue to engage with all parents, breaking down barriers to allow us to work with families to support their children at home both academically and emotionally to avoid widening attainment gaps. E.g. places at Breakfast Club, vouchers for uniform, gifts for Christmas.	5, 3
Increase in opportunity for disadvantaged pupils to attend sporting activities and competitions, through the Hartlepool School Sports Calendar.	The EEF has identified the positive impact of engaging pupils in physical activity as a means to increasing educational engagement and academic performance. EEF	3, 5

Total budgeted cost: £213,233

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 2023 to 2024 academic year.

Aim	Outcome																																																								
Accelerate Pupil Progress	Reading % achieving Age Related Expectations +																																																								
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Impact Pupil Premium attainment in Reading has shown consistent year-on-year improvements across all year groups, except for current Year 4 (steady at 50% over three years) and last year's Year 6, which declined in their last academic year. For context, Year 4 has the highest proportion of children with multiple vulnerabilities, including SEND and Pupil Premium needs. The decrease in Year 6 was due to an unexpected and higher-than-normal amount of in-year mobility. Positive progress stems from targeted strategies: early language acquisition work, rigorous delivery of our Phonics scheme, a successful phonics-to-fluency programme in Year 2, rapid catch-up phonics in KS2, and reading lessons independent to writing lessons to form a rich and deep English offer. These initiatives enrich the English curriculum for all.																																																									
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Impact

Writing outcomes show an improvement in Pupil Premium (PP) attainment, across all year groups, from Summer 2022 to Summer 2024, demonstrating clear progression over a three-year period. Significant gains are evident in Year 5 (27% increase) and Year 6 (25% increase) over this time. Over a three-year period, Pupil Premium attainment improved across all year groups, influencing the attainment gap in several ways:

- Current Year 3 gap narrowed
- Current Year 4 gap narrowed 7%
- Current Year 5 gap widened in favour of Pupil Premium children, with a 13% swing
- Current Year 6 gap widened by 1% but there was a significant rise in attainment for all
- Previous Year 6, gap narrowed 14%

This is clear impact from strategies that have been part of the Pupil Premium Strategy over this time. These include: a strong writing focus in Early Years and their outdoor learning provision, refined Year 1 outcomes aligned with Early Years transitions, a rigorous phonics programme and a revamped school-wide writing cycle. Supporting measures include clear assessment tools, refined novels as hooks, effective resources such as working walls and flipcharts, CPD on adaptive teaching, and strategies informed by the Great Teaching Toolkit.

Maths

% achieving Age Related Expectations +

	Summer 2022%		Summer 2023 %		Summer 2024 %	
	Other	PP	Other	PP	Other	PP
Year 1	74	57	86	50		
Year 2	80	58	81	50	84	47
Year 3	58	55	73	74	77	50
Year 4	86	58	62	40	82	91
Year 5			80	44	74	60
Year 6					82	50

Impact

Maths outcomes show a positive trend in Pupil Premium attainment across three out of five year groups from Summer 2023 to Summer 2024. The current Year 5 cohort saw consistent year-on-year growth, with attainment rising from 58% to 91%. Both the current and previous Year 6 cohorts demonstrated notable two-year increases of 20% and 19%, respectively. The current Year 4 cohort, however, maintained steady attainment at 50% over the past two years. The attainment gap shifted as follows:

- Current Year 3, the gap widened by 1%.
- Current Year 4 cohort, the gap widened due to higher attainment among non-Pupil Premium children.
- Current Year 5, the gap narrowed significantly in favour of Pupil Premium children, with a 31% swing.
- Current Year 6 gap widened, although all pupils showed increased attainment.

This progress reflects targeted strategies, including the purchase of concrete maths resources in all year groups, Early Years home support materials, fidelity to the White Rose Maths programme, the introduction and development of working walls, and tutoring via Third Space Learning in Years 5 and 6.

	<u>External Validation – Peer Review (February 2024)</u> To what extent does quality first teaching have an impact on attainment for disadvantaged students? <u>What we (the review team) found:</u> - Adaptive teaching is evident and children respond positively - Children can articulate their learning and understanding - Consistency across year groups - Children know the systems for support in school - Embedded approaches – evident in observations and in pupil discussions
Develop Early Language Acquisition	Successful completion of Elklan (3–5-year-olds) programme, which resulted in Eldon Grove Academy Early Years becoming an accredited Elklan setting until 2027. Training disseminated to all Early Years practitioners, with two members of staff delivering bespoke interventions to groups of identified children. Attention Autism training undertaken by one member of staff in Early Years. Bespoke interventions to develop language acquisition with some of our most vulnerable learners started in January 2024 and will continue this academic year and beyond. Little Wandle Phonics continued to be used across Reception and Nursery, with the 'Foundations' programme being introduced in January 2024. The impact of these initiatives will be significant in fostering early language acquisition among all learners, particularly the most vulnerable. This will ensure concrete foundations are built within our young learners ahead of their journey through school. Key outcomes anticipated include: - Targeted interventions (Elklan and Attention Autism) will improve vocabulary, communication, and comprehension for identified groups of children. - Continued use of Little Wandle Phonics, alongside the new 'Foundations' programme, will strengthen early phonics knowledge, supporting literacy development in Nursery and Reception. - Disseminated training ensures all Early Years staff are equipped to effectively support language development, embedding best practices across the setting.
Develop resilience in our pupils & improve Home-School Partnerships	Key headlines include: - 97% of parents and carers are actively using Class Dojo. - The Social Inclusion Team supported 77 children and worked closely with parents and carers to assist them both at home and in school. - Parent and Carer Coffee Mornings were launched, with various services such as the School Nurse, Alliance, and SENDIASS attending to provide support and resources.
Improve attendance and provide support and services for families of disadvantaged children to positively impact on pupils' attainment.	<u>External Validation – OFSTED (March 2024)</u> 'The number of pupil absences has reduced over time. For some vulnerable groups or individuals, specific support is in place. This is intended to help these pupils re-engage with education. The school has been highly successful in this regard.' The reduction in pupil absences is crucial for academic progress and wellbeing, tailored support for vulnerable pupils ensures that these students are receiving the necessary interventions to overcome barriers to learning and successful re-engagement of pupils with education will likely result in improved academic outcomes, social development, and overall school experience for these children and their families.