

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	472
Proportion (%) of pupil premium eligible pupils	126 children (27%)
Academic year that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Christian Park
Pupil Premium Lead	Jonathan Moon
Governor / Trustee Lead	Jane Henderson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,294
Recovery premium funding allocation this academic year	£19,485
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	£219,779

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	Children underperformed compared to non-PP peers across school in key learning areas (Reading, Writing and Maths)
2	Listening and understanding, speaking and self-regulation deficit
3	Attainment of PP children in Phonics
4	Lack of parental engagement and/or limited skills to support child's learning journey
5	Social and emotional issues affecting learning behaviour
6	Attendance and punctuality
7	Limited enrichment experiences to broaden 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, writing and mathematics	A greater proportion of disadvantaged children achieve ARE, reducing the gap between them and their non-disadvantaged peers. Outcomes for pupil premium pupils are improving.
Improved wellbeing of all pupils, particularly disadvantaged pupils	Qualitative data from pupil voice surveys and teacher observations. Children have positive attitudes to learning and behaviour for learning is outstanding. Families are supported to reduce barriers to children's achievement.
Phonics	Phonics outcomes improve from last year and back in line with historical data and at least in line with national standard in PSC

Improved attendance	Attendance rate for all pupils improves to be in line with national attendance. The attendance of disadvantaged pupils monitored for attendance or persistently absent reduces so it is in line with their non-disadvantaged peers. Parents work with Attendance Team who support where possible to bring positive outcomes regarding a child's attendance. Whole school attendance is improving – target 96%. Whole school PA is reducing. Individual cases demonstrate the impact of improving attendance and impact on pupil achievements.
Improved opportunities for pupils to enrich their life experiences and deepen knowledge and understanding of the curriculum.	Curriculum enrichment widens opportunities available and has a positive effect on attitudes to school and pupils learning. Children have a range of after school opportunities to participate in – uptake continues to increase. Pupils develop a range of transferable skills that can be used beyond the classroom. Pupil/Parent feedback is positive.

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: £19,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance Quality First Teaching through implementation of the GTT to improve pupil outcomes for all. All staff to complete key elements and receive phase-specific CPD including coaching and modelling.	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.	1 & 3
Improve the provision within Writing and embed whole school Writing Cycle approach. In addition, embed approaches to Phonics and Writing that compliment each other in KS1 & EYFS.	Targeted academic support. Successful schools emphasise the importance of quality teaching first. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. DfE Publishing (Research from EEF)	1 & 2
Continue to use Phonics scheme to secure stronger phonics teaching for all pupils including re-sources to use at home.	Phonics approaches have a strong evidence based suggesting a positive impact on the accuracy of word reading including disadvantaged pupils.	3 & 4
Lyfta Personal Development /videos and texts from other cultures	Experiencing different cultures and perspectives gives pupils the opportunity to see and connect with positive human stories around the world, providing context to their schoolwork. Experience can be a barrier to attainment. Lyfta helps to expand their experiences to support their understanding of the world. Studies show this has a positive impact on key skills, values and competencies including resilience, problem-solving and teamwork.	1 & 7
Careers Curriculum	Strengthening the whole careers curriculum to raise aspirations whilst developing personal life skills progressively. Mapped in opportunities to meet adults from a range of careers as well as taking part in activities linked to specific career paths e.g. STEM opportunities.	1 & 7

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

Budgeted cost: £112,734

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tutoring (NTP) (Third Space, White Rose & School Led) Support identified pupils to close gaps in learning and accelerate progress where needed.	By targeting specific needs and knowledge gaps of pupils, impact small group tuition sees 4 months additional progress over an academic year. EEF Short, regular sessions over a set period. High-quality one-to-one and small group tuition. EEF – evidence of high impact	1
Classroom Assistant/Inclusion Team time to focus on PP pupils: • Pre-teach/post-teach sessions • Emotional and social support groups (Year 6) • Specific targeted support within the classroom • Whole school CPD to ensure consistency of approach	Targeted deployment, where staff are trained to deliver an intervention to small groups or individuals, has a high impact on progress. EEF.	1, 5
Strengthening the use of resources targeting specific needs of pupils. (Reading Plus, TTRS, Mathletics)	Explicitly linked to teaching in classroom and this should be robustly evaluated by teachers to ensure maximum impact. EEF Reading Plus is proven to improve pupils' reading proficiency. Reading Comprehension activities are high impact (on average +6months)	1

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

Budgeted cost: £65,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parents open days/ workshops/ expectations to increase parental engagement and break down barriers for disadvantaged children	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.	4
Increase opportunities and real experiences for children. Curriculum enrichment widens opportunities available and has positive effect on attitudes to school and pupils learning.	Ensure all pupils experience what school has to offer and therefore we want no child to miss out on opportunities, ensuring we poverty proof.	1 & 7
Additional support for children with mental health and/or emotional needs through Social Inclusion Lead, Learning Behaviour Mentor and SENCO to support pupils in the classroom ELSA Alliance Wilderness	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. EEF	5
Close monitoring 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.	6
Deploy Social Inclusion Manager to support the most vulnerable families	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.	4 & 5

Total budgeted cost: £198,254

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.

Aim	Outcome																											
Teaching Improve the knowledge and understanding of pupils at greater depth so that teachers enable targeted pupils to reach GDS. Improve fluency in Mathematics, specifically the Y4 MTC.	Pupils at EXS+/GDS <table><tr><th></th><th colspan="2">Combined R, W & M</th></tr><tr><th></th><th>Other</th><th>PP</th></tr><tr><th></th><th>EXS+/GDS</th><th>EXS+/GDS</th></tr><tr><td>Y1</td><td>74%/18%</td><td>44%/6%</td></tr><tr><td>Y2</td><td>60%/6%</td><td>52%/9%</td></tr><tr><td>Y3</td><td>44%/9%</td><td>47%/11%</td></tr><tr><td>Y4</td><td>71%/18%</td><td>42%/4%</td></tr><tr><td>Y5</td><td>74%/14%</td><td>46%/0%</td></tr><tr><td>Y6</td><td>75%/13%</td><td>67%/11%</td></tr></table> 60% 20+ marks - 10% full marks, 40% scored 24/25		Combined R, W & M			Other	PP		EXS+/GDS	EXS+/GDS	Y1	74%/18%	44%/6%	Y2	60%/6%	52%/9%	Y3	44%/9%	47%/11%	Y4	71%/18%	42%/4%	Y5	74%/14%	46%/0%	Y6	75%/13%	67%/11%
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Y4	71%/18%	42%/4%																										
Y5	74%/14%	46%/0%																										
Y6	75%/13%	67%/11%																										
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.	Pupils who sat Y1 summer 2022 phonics screening – PP 56% (others 74%) Pupils who re-sat phonics screening in Y2 – PP 100% (others 78%)																											
Wider Strategies Support for parents and pupils during the pandemic around anxiety on return, poor mental health and wellbeing.	PP children’s mental health and wellbeing supported through targeted Alliance sessions, weekly ELSA and 1:1 support. Attendance on return to school was 96.4% Attendance at Breakfast and After School clubs, once reinstated, was consistent.																											