

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	495
Proportion (%) of pupil premium eligible pupils	126 children (27%)
Academic year that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	December 2023
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
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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	<u>Accelerate pupil progress</u> School data indicates a lower percentage of disadvantaged pupils achieve expected outcomes compared their non-PP peers in Reading, Writing, Maths and Phonics. School data also indicates that a lower percentage of disadvantaged pupils achieve greater depth in Reading, Writing and Maths compared to their non-PP peers.
2	<u>Develop early language acquisition.</u> Our assessments, and observations, indicate some disadvantaged pupils need opportunities to become more effective speakers and listeners to empower them to better understand themselves, each other and the world around them.
3	<u>Develop resilience in our pupils</u> Social and emotional challenges affect disadvantaged pupils, including their attainment. Requests for support from our Social Inclusion Team and Early Help support are increasing. 13 disadvantaged pupils currently receive intervention/support.
4	<u>Improve home school partnership</u> Attendance of parents/carers at parental consultations, family lessons and assemblies increased during the 2022/23 academic year. To positively impact on their child's learning, this is an area for us to improve.
5	<u>Improve attendance and provide support and services for families of disadvantaged children to positively impact on pupils' attainment.</u> Attendance in 2022/23 was 92.9% for PP and 95.1% for non PP - below the national target of 95% and the schools' own target of 96%.
6	<u>Raise Aspirations</u> Limited enrichment experiences to broaden experiences and develop cultural capital.

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, Mathematics and Phonics.	A greater proportion of disadvantaged children achieve above national average progress scores, reducing the gap between them and their non-disadvantaged peers. Outcomes for pupil premium pupils are improving.
Improved oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
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.
Parents and carers feel they are equipped to support their child's learning at home.	Most parents and carers of disadvantaged pupils engage with school. Qualitative data from parent surveys, increased parental attendance at classroom workshops and parent consultations results in increased communication from those hard to reach.
Improved attendance	Attendance rate for all pupils improves to be in line with national attendance. The attendance of those pupils in receipt of the PPG increases to be in-line with their non-PPG peers. Whole school attendance improves – target 96%. Whole school PA is reducing. Individual cases demonstrate positive impact on attendance and attainment.

Improved opportunities for pupils to enrich their life experiences and deepen knowledge and understanding of the curriculum.	Increased participation in a breadth of experiences, particularly for our disadvantaged pupils. Curriculum enrichment has a positive effect on behaviour & attitudes to school life and learning. Pupils develop a range of transferable skills that can be used beyond the classroom. Pupil and parent feedback is positive.
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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
Develop pedagogy and practice of teaching staff to improve pupils' outcomes for all through whole school CPD and targeted support for individual staff through implementation of the Great Teaching Toolkit.	EEF principles, which underpin quality first teaching, are used throughout staff CPD sessions. The intended impact is to improve pupil attainment for all, particularly the most disadvantaged.	1 & 2
Teachers implement the most effective strategies (feedback + 8 months, metacognition and self-regulation + 8 months, reading comprehension strategies + 5 months, oral language interventions + 5 months, phonics +4 months) to increase % of disadvantaged children achieving CRWM and/or GDS in RWM.	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. Research from EEF	1 & 2
Strengthen opportunities to promote and develop oracy with a particular focus on EYFS and KS1 utilising Elklan training.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth high-quality interactions from an early age form the foundations for language and cognitive development. The quantity and quality of the conversations they have with adults and peers throughout the day, in a language-rich environment, is crucial. Development Matters 2021	1 & 2

Continue to use Phonics scheme to secure stronger phonics teaching for all pupils including resources to use at home. Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)	Phonics approaches have a strong evidence base suggesting a positive impact on the accuracy of word reading. 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
Careers Curriculum	Strengthening the whole school careers curriculum, to raise aspirations, whilst developing personal life skills.	1 & 6

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 (Third Space Learning for Y5 and Y6 pupils) Support identified pupils to close gaps in learning and accelerate progress where needed	By targeting specific needs and knowledge gaps of pupils, high-impact, small group tuition sees 4 months additional progress over an academic year.	1
Classroom Assistants time to focus on PP pupils: • Pre-teach/post-teach sessions • Specific targeted support within the classroom • 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. <i>EEF</i>	1
Strengthening the use of resources targeting specific needs of pupils.	Explicitly linked to teaching in classroom and this should be robustly evaluated by teachers to ensure maximum impact. <i>EEF</i>	1

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

Budgeted cost: £65,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide more opportunities for parents/carers to be involved in the life of the school.	Parents play a fundamental role in supporting their child's learning with better academic outcomes consistently associated with parental engagement. Evidence from the 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 life experiences for children. Curriculum enrichment widens opportunities available and has a positive effect on attitudes to school and pupils learning.	Ensure all pupils experience all that school has to offer, ensuring no child misses out on opportunities, ensuring we effectively poverty proof. Cultural Capital is 'the essential knowledge that children need to be educated citizens' Ofsted	1 & 6
Through our Social Inclusion Team, offer additional support to children with SEMH needs.	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, interactions with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF	3
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.	4 & 5

Social Inclusion Manager 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.	4 & 5
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Total budgeted cost: £198,254

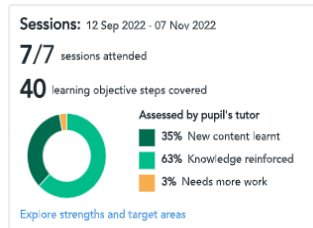
Part B – Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome																							
Teaching Improve the knowledge and understanding of pupils so a greater proportion of disadvantaged children achieve ARE, reducing the gap between them and their non-disadvantaged peers.	Pupils at EXS+/GDS The gap between disadvantaged and non-disadvantaged pupils has narrowed, for example:																							
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PSED: TB successfully participated in the Standing Ovation Project, celebrating completion in December 2022 at an awards ceremony.

TB's mum via Parent Survey regarding the impact of the project:

Responses

He seems more confident in himself and doesn't seem to have problems expressing the way he feels

Case Study 2

Year 4 pupil

Barriers to Learning

Self-belief, confidence, attainment

Actions

Academic Learning: Small Group Reading Tutoring, 1:1 reading twice per week

Actions

PSED and Other: Let Us Shine Project Pastoral Support

Impact

PSED:

"Let Us Shine taught us about being a strong female. It's helped with my confidence – to be braver and to believe in myself."

"I really enjoyed The Deep. We learned about different animals and how they adapt to where they live."

