



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	Elmtree School
Number of pupils in school	206 (including nursery)
Proportion (%) of pupil premium eligible pupils	17% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tracy Whitehill
Pupil premium lead	Tracy Whitehill
Governor / Trustee lead	Jamesina Sainsbury

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,040.00
Recovery premium funding allocation this academic year	£5,003.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Elmtree Infant and Nursery School, we have a strategy for developing the attainment of the disadvantaged learners within our school community. We aim for all our pupils to maximise their academic and social, emotional and behavioural potential in order for them to have high aspirations and a lifelong love of learning.

Our strategy is based upon providing support via quality teaching for all, targeted support and using other approaches for pupils with specific needs. We have used a range of evidence bases; including the DfE recommended Education Endowment Federation (EEF) Toolkit to inform us of strategies of support that will have the maximum amount of impact on the learning outcomes for our Pupil Premium Children.

There is an ongoing review of the impact of strategies using a variety of monitoring activities such as: Pupil Progress Meetings, Book Scrutiny, Data Analysis, Learning Walks and Pupil Voice.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality: Regular punctual attendance and readiness to learn is a challenge for a small minority of our disadvantaged pupils.
2	Multiple barriers to learning. Some disadvantaged pupils also have a SEND.
3	'Catch-up': Levels of engagement in remote/on school education varied during the pandemic. As a result there are some pupils who need 'catch-up' so that they are working at age-related expectations.
4	Weak language and communication skills.
5	Disruption due to Covid-19 has caused an increase in concerns around the mental health and wellbeing of some pupils.
6	Many of our children lack the cultural capital needed to access the curriculum

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
Improving attendance & punctuality and readiness to learn for the most disadvantaged pupils	Improved attendance of disadvantaged pupils to LA average (98.5%)
For children who do not have a cognitive SEND need to make at least 'expected progress' in reading, writing and maths and 100% to meet the expectations in the Year 1 and 2 phonics check.	100% of pupils who do not have a cognitive SEND need will reach ARE in reading, writing, maths and phonics. Achieve national average expected standard in Phonics outcomes.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupils to effectively use the zones of regulation. Evidence of growth mindset across the school.
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and professional development for teachers and the wider staff Training for staff to ensure assessments are interpreted and administered correctly	https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Knowledgeable staff are better placed to support the pupils.	2, 3, 4 & 5
Support for teachers early in their careers and new to our school	Consistency in approaches. Ordinarily available provision (OAP) supports all learners through different learning styles.	2, 3 & 4
Speech and language support (cued articulation)		2, 3, 4 & 6

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

Budgeted cost: £28,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Reading Interventions and reviews of Guided reading practice	<ul style="list-style-type: none"> • DFE Reading Framework • EEF Toolkit 	2, 3, 4 and 6
Small group and targeted phonic interventions to	<ul style="list-style-type: none"> • The Rose Report • DFE Reading Framework 	2, 3 & 4

close the gap in phonics knowledge to improve reading and then eventually writing outcomes	<ul style="list-style-type: none"> Phonics Toolkit EEF accredited phonics programmes Phonics Strategies, EEF Toolkit Targeted and personalised teaching in smaller groups to ensure identified pupils make progress. 	
Additional member of support staff in Reception	<ul style="list-style-type: none"> Higher ratio of staff numbers increases the modelling and engagement opportunities. Enables EY trained team to deliver targeted interventions 	2, 3, 4, 5 & 6
Additional member of support staff across KS1	<ul style="list-style-type: none"> Higher ratio of staff numbers increases the modelling and engagement opportunities. To deliver targeted intervention 	2, 3, 4, 5 & 6
Additional Nurture support	<ul style="list-style-type: none"> Member of staff dedicated to Nurture provision across the school 	1,2,3,4,5 & 6
Draw and Talk therapy	<ul style="list-style-type: none"> 1:1 programme 	2, 3, 4, 5 & 6
Nurture	<ul style="list-style-type: none"> 2:8 ratio programme two afternoons a week Improvements in well-being, resilience and attainment of pupils. 	2, 3, 4, 5 & 6

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

Budgeted cost: £5,043.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast clubs	<ul style="list-style-type: none"> Children struggle to concentrate when they are tired or hungry so providing them with a good breakfast within a relaxed environment can be beneficial in developing a positive mindset for the school day ahead. Eating a good breakfast wakes up the brain, improves concentration and provides a stable routine. Breakfast club benefits; - Positive start to the day - Noticeably reduced anxiety/stress - Improved behaviour/ results in school - developing 	1, 2, 4 & 5

	independence - Routine - Punctuality for the start of the school day.	
Help with the cost of educational trips and visits	<ul style="list-style-type: none"> Cultural capital. 	1, 2, 3 ,4 & 5

Total budgeted cost: £48,043.00

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.

Primary assessments, including SATs, did not take place in 2020 or 2021. As a consequence, no outcomes were verified and the progress of pupils was not recorded or reported publicly. Below is internal assessment information for the academic year 2021-22 compared to last published data in 2019.

Phonics Results Year One	% Meeting Expected Standard	
	Nat 2019	School June 2021
All Pupils (58)	83%	52%
Disadvantaged Pupils (14)	72%	29%
Non-Disadvantaged Pupils (44)	85%	59%

Phonics Results Year Two	% Meeting Expected Standard	
	Nat 2019	School June 2021
All Pupils (54)	91%	89%
Disadvantaged Pupils (15)	85%	86%
Non-Disadvantaged Pupils (39)	-	90%

KS1 Internal Results 2021: Percentage of Pupils achieving expected standard or above

	Reading		Writing		Mathematics	
	Nat 2019	Sch 2021	Nat 2019	Sch 2021	Nat 2019	Sch 2021
Disadvantaged Pupils (15)	62%	67%	55%	53%	63%	60%
Non-Disadvantaged Pupils (39)	79%	77%	74%	69%	80%	69%
Whole Cohort (54)	75%	74%	69%	65%	76%	67%

KS1 Internal Results 2021: Percentage of Pupils achieving greater depth

	Reading		Writing		Mathematics	
	Nat 2019	Sch 2021	Nat 2019	Sch 2021	Nat 2019	Sch 2021
Disadvantaged Pupils (5)	28%	0%	17%	0%	24%	0%
Non-Disadvantaged Pupils (55)	28%	33%	17%	5%	24%	3%
Whole Cohort (60)	25%	24%	15%	3%	22%	2%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

This school year and moving forward we are offering parent workshops and sessions to better understand the curriculum and expectations in school. These are followed up by in class sessions where families experience the school practice, in the hope that they can offer the same support at home. We started with Phonics and reading, moving forward we have a Maths and Writing session planned. Each year we will offer a rolling programme to support our community, ensuring we are moving forward together.