

Pupil premium strategy statement 2022-2023 – Four Elms Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	7% (8 chn)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2025-2026
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	E Mitchell (Exec Head)
Pupil premium lead	J Fermor (Head of School) L Smurthwaite (Exec SENCo)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£15,850

Part A: Pupil premium strategy plan

Statement of intent

At Four Elms Primary School, every child is valued and will achieve their full potential through outstanding teaching, additional support and a planned programme of pastoral support. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We are determined that all our pupils receive a first class education that gives them the skills, resilience and confidence to build on their successes and make their way in the world. We work with families and outside agencies to identify possible barriers and carefully plan how we can help minimise the impact of any obstacle in their path to achieving their potential. Quality first teaching is paramount as we believe that this has the greatest impact. Good quality CPD and coaching for all teachers ensures a focus on improving outcomes for all pupils with additional support as appropriate. We have regular meetings to review and focus on children's progress to ensure that effective strategies are being implemented. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Pupils at Four Elms Primary School, will make at least expected progress in reading, writing and maths, through quality first teaching and increased opportunities for targeted pre-teach interventions. We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils, enabling them to experience the full learning experience. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, progress and well-being.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments (using Leuven scales and, where needed, Boxhall profile), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a rise in anxiety and trauma. These challenges particularly affect disadvantaged pupils, including their attainment. Pupils do not have the tools to support their emotional regulation so that they are ready to learn.</p> <p>Many pupils supported by our school counsellor are disadvantaged, increasing from the previous year. We continue to make a higher than average number of referrals to EWBS and Early Help and have 3 pupils being support by Spurgeons for Well-Being.</p>
2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in aspects of learning.</p>
3	<p>Internal assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils and is significantly below in maths.</p>
4	<p>Attendance data within the school shows that the attendance and punctuality of disadvantaged pupils is significantly lower than that of non-disadvantaged pupils and that this will be affecting both academic and emotional needs.</p>
5	<p>Observation and monitoring of support with learning at home has demonstrated that fewer disadvantaged pupils engage with home learning. Through discussions with parents, this stems from difficulties know how to access home learning and having the knowledge to support this e.g. phonics knowledge.</p>

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
Pupils have the tools to support their emotional regulation so that they are ready to learn and pupils can access learning in class because their	<p>PP children with emotional needs will have access to:</p> <ul style="list-style-type: none">• External therapy (Fegans, Emotional WellBeing Service etc)

physiological, safety, belongingness and esteem needs are met	<ul style="list-style-type: none"> Internal support (Wellbeing sessions and counsellor, ELSA, trauma informed schools support) <p>They will be able to independently implement strategies taught within those sessions to ensure reduced anxiety, higher levels of wellbeing, attendance and punctuality.</p> <p>PP children are supported by trained adults in recognising their emotions and are able to work in collaboration to develop children's skills in communicating, labelling and regulating their emotions.</p>
Parents are empowered to support their children at home supporting through discussions of learning	<p>Parents' evenings and workshops have a higher rate of participation.</p> <p>Parents engaging with home learning and supporting pupils academically at home.</p> <p>Parents participating in Support Groups organised by SENCO increases.</p>
Gaps are identified and targeted teaching/interventions teach to gaps	<p>PP pupils without SEN/D to reach at least age related expectations in reading, writing and maths in line with their peers.</p> <p>PP pupils with SEN/D are working within Key Stage outcomes in reading, writing and maths.</p> <p>PP pupils with SEN/D make small-step progress in reading, writing and maths.</p> <p>PP children make strong measurable progress in their interventions, closing the gap between themselves and their peers.</p> <p>All children have the opportunity for small group or reduced number of pupils to ensure increased access to qualified teacher support.</p>
Pupils are exposed to a wide range of social/cultural and sporting experiences	<p>PP children have access to culturally rich experiences, and more exposure to positive and inspiring role models</p>

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: £3,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development (concepts, skills, personalisation) with Educational Consultant	The singular most important factor in ensuring that organisations remain forward looking and thinking, is the recognition of the need to continually learn. The challenge of leading this can be daunting, as it requires an acceptance that change is both necessary and inevitable. The rewards, however, of a collaborative workforce, working with each other and engaged in knowledge creation, demonstrates the true value of this investment.	2,3
RWInc development	<p>Embedding principles of good practice set out by RWInc. This will involve training and release time for staff to develop and implement new procedures. This will be overseen by a RWInc lead to ensure consistent high quality intervention to improve progress and attainment.</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	3
Maths curriculum development and staff training	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2,3

	Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Release time for teacher training from English Leads – Raising attainment in reading (plus release time to implements strategies and cascade training)	The average cost of reading comprehension strategies is estimated as very low. The cost to schools is largely based on training and professional development, books and learning resources, the majority of which are initial start-up costs paid during the first year of delivery. Effective teaching of reading comprehension strategies will also require a moderate amount of staff time, compared with other approaches. Alongside time and cost, school leaders will consider how to develop teachers' ability to use specific techniques for particular pupils' needs and ensure they use texts that provide an effective challenge to readers. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,3
Improving Reading Resources	The average impact of targeted reading strategies is an additional six months' progress over the course of a year. Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	2,3,5
Engaging parent programme	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Supporting parents in understanding the Inspire curriculum and how to support their children at home will improve understanding and engagement to raise attainment. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £3,535

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led Tutoring programme	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,2
Reading interventions – Lexia	Reading intervention can improve learning by an additional 5 months over a school year, being particularly effective for older readers not making expected progress.	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Targeted teaching assistant Support	Specific focused interventions to target accelerated progress across the curriculum in high impact manner delivered by our Teaching Assistant team. To include pre-learning of vocabulary and concepts. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2,3
One-to-One Support and Small group tuition	There is a strong and consistent body of evidence demonstrating the benefit of one-to one or small-group tutoring using structured interventions for children who are struggling with literacy. One to one tuition EEF (educationendowmentfoundation.org.uk)	2,3

	Small group tuition EEF (educationendowmentfoundation.org.uk)	
Reading fluency and Comprehension interventions	Reading comprehension intervention can improve learning by an additional 5 months over a school year, being particularly effective for older readers not making expected progress. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,3
Targeted Mental Maths Interventions	Intensive tuition in small groups to be provided to support lower attaining learners or those who are falling behind and improve learning by 6 months in a school year.	2,3
Homework Support Club run by AHT and HoS	Experience has shown that PP children are unable to access learning from home and parents are less able to offer the required support to complete this successfully. Pupils do not always have access to the appropriate materials to access the home learning. Homework club allows them to consolidate learning with resources and teacher support.	5

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

Budgeted cost: £8,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being KS2 curriculum	Well-being education builds emotional intelligence and breaks down barriers to learning. Many children come to school not having dealt with emotions from outside of school as well as inside. Well-being sessions allows pupils to address and deal with issues that stand in the way of learning. When looking at the pupils most vulnerable and in need of 1:1 support, the majority are those eligible for pupil premium funding. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,4
Well-being 1:1 sessions	These sessions are a talking therapy which can work very effectively for children and adolescents to help them	1,4

	<p>overcome conditions such as <u>anxiety</u>, <u>depression</u>, OCD and anger management. Children with <u>ADHD</u> and <u>ASD</u> can also benefit from CBT as it helps them manage some of their experiences in a positive and healthy way. Being able to manage these emotions leaves them more able to access their environment in a positive and successful way.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
Extra curricular music/singing lessons	<p>There is some evidence that disadvantaged pupils benefit disproportionately, making two and a half months additional progress in addition to attendance, behaviour and peer relationship improvement.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1,5
Extra curricular sports and creative clubs (provided by outside agencies, funded through school)	<p>Taking part in after school clubs is thought to have a range of positive benefits. These include providing access to enriching new experiences, providing opportunities for children to succeed, fostering self-esteem and confidence, supporting the academic curriculum, improving fitness, providing opportunities to socialise, as well as opportunities for relaxation and enjoyment.</p>	1,5
Supporting families to access residential/school trips	<p>As well as the physical health benefits, school residential trips have been proven to have a positive effect on children's self-esteem and confidence levels, thereby improving their emotional health and wellbeing. The importance of allowing children to explore their environment, take responsibility for themselves and generally sustaining themselves with minimal adult intervention is significant.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	4,5

Emergency fund - Funding for school uniform and sports clothing	Uniform purchases, support in payments for educational visits and wider curriculum activities. The impact of poverty on young children's experience of school (basw.co.uk)	1,5
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Total budgeted cost: £15,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Well-Being curriculum continues to have a positive impact, increasing pupil confidence and reducing the impact of anxiety. Feedback from pupils parents show that the new curriculum leaves children feeling more empowered and understanding how to support themselves. Pupil premium children are prioritised for our in school counsellor and referral to Surgeons. Over the course of the year 3 pupil premium children were supported for their SEMH needs.

Our internal assessments of pupil premium children shows that attainment remains low at 60% of pupils meeting the expected standard in reading and 40% for writing and 50% in maths. However, the percentage of SEND pupils who are also pupil premium remains above average at 70% of the pupil premium cohort. In the whole school context, the progress aligns to their flight path since the end of the previous key stage was 100% in all areas. **This is a vast improvement from the percentage of pupil premium children making the expected level of progress the previous year.**

All pupil premium children attend homework club. Additionally, all pupil premium pupil attend at least one other club throughout the week with three out of eight pupils attending an additional two clubs as well as homework club. with an average attendance of 95%. As a school we have targeted pupil premium pupils to attend additional clubs and taken away barriers they may have had. E.g subsidising costs and arranging transport. The number of pupil premium children attending clubs has increased since last year as 7/8 of these pupils only attended homework club last year and therefore by attending more of a variety of clubs, this has had an impact on their personal development by providing them enrichment which they had not previously had. 3 pupils for Isle of Wight (all pupil premium) have been subsidised by at least 50% to enable them to attend. These pupils would not be able to attend the trip if this was not subsidised.

Pupil premium family engagement in workshops and support for parents continues to be a barrier. Whilst support from families is positive at Four Elms, in general terms, pupil premium parents do not attend workshops or coffee afternoons run by the school. This will continue to be a priority over the course of the next year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider