

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	102
Proportion (%) of pupil premium eligible pupils	9.8% (10 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 2023
Date on which it will be reviewed	November 2024
Statement authorised by	E Mitchell (CEO)
Pupil premium lead	J Fermor (Head of School) A Solomides (Inclusion Manager)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,775
Recovery premium funding allocation this academic year	£833
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£18,608

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 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
- ensure learning is enhanced through experiential learning and quality first teaching

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>Some 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 some pupils being support by Spurgeons for Well-Being.</p>
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the post-Covid effects to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Changes in dynamics following the Covid epidemic has created a generation of younger pupils that did not access the same level of family/extended family interactions, impacting on language development and social interaction.</p>
3	<p>Internal assessments indicate that reading and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils and is significantly below in writing.</p>
4	<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 supporting children with tasks set.</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
<p>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 physiological, safety, belongingness and esteem needs are met</p>	<p>PP children with emotional needs will have access to:</p> <ul style="list-style-type: none">• External therapy (Fegans, Emotional WellBeing Service etc)• 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 in being able to support their children at home by being able to use technology to increase pupil independence with homework	Pupil premium children are able to access home learning through the use of technology. Pupils are better able to access the home learning independently and with that, will gain a sense of achievement which will help pupils to feel motivated in completing work at home.
Gaps are identified and targeted through quality first teaching	<p>PP pupils without multiple vulnerabilities to reach at least age related expectations in reading, writing and maths in line with their peers.</p> <p>PP pupils with multiple vulnerabilities are working within Key Stage outcomes in reading, writing and maths.</p> <p>PP pupils with multiple vulnerabilities make small-step progress in reading, writing and maths which overtime reduces gaps in their learning.</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 to increase cultural capital of pupil premium children	PP children have access to culturally rich experiences, and more exposure to positive and inspiring role models to increase aspiration.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum development (concepts, skills, personalisation) with external quality assured CPD	<p>The singular most important factor in ensuring that organisations remain forward looking and thinking, is the recognition of the need to continually learn. Within mixed age classes the focus needs to be on quality first teaching and the adaption to needs and levels of engagement.</p> <p>Teaching mixed- age classes</p>	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
English writing and language curriculum development and staff training	<p>Most children develop speech and language skills effortlessly, but some are slow to develop these skills and then go on to struggle with literacy and academic skills throughout their schooling. It is the first few years of life</p>	2,3

	<p>that are critical to their subsequent performance.</p> <p>Investigating the role of language in children's early educational outcomes</p> <p>The DFE paper is based on a range of the best available evidence:</p> <p>What is the research evidence on writing?</p>	
Improving Reading Resources	<p>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.</p>	2,3,5
Engaging parent programme (Use of technology to engage parents and children, particularly those with multiple vulnerabilities)	<p>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.</p> <p>Supporting children with the adaptations so that they are able to access learning through a structured, sequential computing platform</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £4,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Phonics approaches have a strong evidence base indicating a positive	2,3

disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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	
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) Small group tuition EEF (educationendowmentfoundation.org.uk)	2,3
Reading fluency and Comprehension interventions (Accelerated reader)	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 writing 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

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

Budgeted cost: £8,608

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	1,4

	<p>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.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
Well-being 1:1 sessions	<p>These sessions are a talking therapy which can work very effectively for children and adolescents to help them 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>	1,4
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>	4,5

	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	
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

Total budgeted cost: £18,608

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To be updated November 2024.

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