



Elveden C of E Primary Academy 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:	Elveden C of E Primary Academy
Number of pupils in school:	93
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Lorna Rourke, Head Teacher
Governor / Trustee lead	Lynne Proudlock

Funding overview

Detail 2021-22	Amount
Pupil premium funding allocation this academic year	£22,795.00
Recovery premium funding allocation this academic year	£2175.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,300.60
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	£39,270.60



Detail 2022-23	Amount
Pupil premium funding allocation this academic year	£22,795.00
Recovery premium funding allocation this academic year	£2131.00
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	£24,926.00



Part A: Pupil premium strategy plan

Statement of intent

In light of COVID and the recovery premium, we aim to

- Ensure that we address curriculum gaps, in Maths and English particularly.
- Support children to develop their communication and language skills.
- Focus on how children are dealing with change in returning to school
- Develop our outdoor space to maximise outdoor learning and continuous provision
- Continue to develop cultural capital through our 'Treasured Memories' programme now that restrictions are easing post COVID-19.
- Focus staff CPD on subject leadership and the knowledge and skills taught across year groups in all areas of the curriculum.
- Use a coaching model to develop teaching and learning and SLT will work alongside staff to develop practice.

Our current pupil premium strategy plan focuses on the following to achieve the objectives set out above:

- Implementation of Little Wandle Letters and Sounds Phonics programme (Validated scheme) to address gaps in phonics and reading, including catch up sessions.
- Use of the NCETM Curriculum prioritisation documents (NCETM) alongside our current White Rose mixed age plans to provide maths interventions.
- Work with the English and Maths hubs to develop our practice further.
- Use of NELI and voice 21 resources to ensure we address gaps in communication and oracy skills.
- Implement 'Zones of Regulation' across the school to support children to self-regulate behaviour and emotions.
- Mental Health support through wellbeing hub, ELSA and Mental Health First Aider.
- Work with OPAL to develop outside space and resources-appoint a play coordinator to oversee lunchtimes.
- Promote 'Treasured Memories' across the school and subsidise visits and trips for children entitled to PP.
- Staff meetings will focus on knowledge and skills across the curriculum in each subject area so staff fully understand the prior learning.
- Coaching of staff by SLT to improve practice in English and Maths initially, followed by wider curriculum subjects.



Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills.
2	Working below age related expectations due to gaps in knowledge.
3	Emotional wellbeing and behaviour difficulties.
4	Low cultural capital which means they may lack opportunities to experience a range of different opportunities outside of school.
5	There may also be complex family situations that prevent children from flourishing. These challenges are varied and there is no 'one size fits all' model.

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
For more children entitled to PP to be working in line with their peers in reading.	For at least 75% of PP children to be working at expected levels in Reading by 23/24.
For more children entitled to PP to be working in line with their peers in writing.	For at least 75% of PP children to be working at expected levels in Writing by 23/24.
For more children entitled to PP to be working in line with their peers in maths.	For at least 75% of PP children to be working at expected levels in Maths by 23/24.
For more children entitled to PP to be working in line with their peers in communication and language.	For at least 75% of PP children to be working at expected levels in CCL and speaking and listening by 23/24.
For children to be settled in school and experiencing positive mental health	Pupil perceptions demonstrate this. Fewer referrals needed to wellbeing hub/ELSA Successful implementation and use of Zones of regulation, evidenced through observations.
Excellent provision of outdoor learning and utilisation of outside areas to enhance wellbeing.	OPAL programme has been successfully implemented across the school and resources have been provided to train staff and purchase equipment. Pupil perceptions evidence impact.



For all children to experience wider opportunities irrespective of background.	All children engage with 'Treasured Memories' programme and are able to articulate experiences and evidence this through memory boxes.
Staff subject knowledge is strengthened and they are able to articulate knowledge and skills across the key stages in all areas to demonstrate progression in learning.	Knowledge and skills mapping complete for all subjects and CPD delivered to all teaching staff including TAs.
Teaching and learning is strengthened through coaching with staff building on their pedagogy.	Class drop ins demonstrate secure teacher subject knowledge and innovative approaches to teaching and learning to meet the needs of all.

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, software, online resources)

	Budgeted Cost (£)	Actual Spend (£)
2021/22	£10,000	£10,000
2022/23	£6000	£1100
2023/24		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy Training and implementation.	The Education Endowment Foundation's evaluation of oral language interventions as part of its 'Teaching and Learning Toolkit' shows that they have a 'positive impact' on learning at a very low cost. It summarised that "Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year."	1



<p>Working with English and Maths hubs to improve teaching and learning further.</p>	<p>(EEF) Professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources. This may include internal or external expertise. Teacher developers should choose activities that suit the aims and context of their professional development programme. Successful models have included regular, expert-led conversations about classroom practice, teacher development groups and structured interventions.</p>	<p>2</p>
<p>Implementation of Little Wandle Letters and Sounds Phonics programme</p>	<p>The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. This is the only 5 padlock finding in the Toolkit, so we can be sure that it can make a positive contribution to pupils' reading ability. There are different ways of teaching phonics: the most common of which uses a systematic synthetic approach. Systematic synthetic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships in a pre-planned sequence. There is extensive evidence that this benefits Key Stage 1 pupils' learning, and also older pupils who struggle to decode.</p>	<p>1 and 2</p>
<p>Progression mapping used for all subjects to ensure teachers and TAs subject knowledge is strengthened further through staff training.</p>	<p>(EEF) As Rauch and Coe (2019) explain, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better (William, 2016)'. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities.</p>	<p>2</p>
<p>Coaching of staff by SLT to improve practice in English and Maths initially, followed by wider curriculum subjects.</p>	<p>The new National Professional Qualification frameworks, which were quality assured by the EEF, provide a series of useful statements for what we can currently say with regards to what effective CPD looks like. These include: Effective professional development is likely to involve a lasting change in teachers' capabilities or understanding so that their teaching changes. Professional development should be developed using a clear theory of change, where facilitators understand what the intended educational outcomes for teachers are, and how these will subsequently impact pupil outcomes. Ideally, they should check whether teachers learn what was intended. More effective professional development is likely to be designed to build on the existing knowledge, skills and understanding of participants. Teachers are more likely to improve if they feel that they working within a supportive professional environment, where both trust and high professional standards are maintained.</p>	<p>2</p>



	Supportive environments include having the time and resource to undertake relevant professional development and collaborate with peers, and the provision of feedback to enable teachers to improve. They also include receiving support from school leadership, both in addressing concerns and in maintaining standards for pupil behaviour.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

	Budgeted Cost (£)	Actual Spend (£)
2021/22	£19,000	£19,000
2022/23	£10,000	£22,100
2023/24		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle 'Catch up' sessions (phonics and reading)	Little Wandle Letters and Sounds Revised has been developed by Wandle and Little Sutton English Hubs and taken forward by Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and early reading experts. The complete SSP has been built around the update (Letters and Sounds improving rates of progress 2021) and draws on many schools' excellent practice, around the country. Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.	1 and 2
NCETM Mastering Number Programme for EYFS and KS1 (Maths)	Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact	2



	on future learning for all children. It also involves high quality professional development for teachers.	
Wellcom-Introduced and implemented in EYFS (Communication and Language)	This is based on the evidence of impact developed through the Early Talk for York approach (find out more about the approach via the Early Talk for York webpage) and is the first step towards city wide scale up of these evidence informed ways of working.	1
Lexplore	<p>This assessment method, invented in January 2013, is based upon data from the Kronoberg project; an entirely unique longitudinal study of reading and writing which began almost 30 years ago at the Karolinska Institute in Stockholm. As part of the project, eye movement recordings were taken for hundreds of children, both with and without reading difficulties. Their academic and reading progress was then followed from year 3 to adulthood. By analysing eye movement patterns from this study combined with additional research from the Dyslexia Project in the Swedish municipalities of Järfälla and Trosa, our researchers and founders Gustaf Öqvist Seimyr and Mattias Nilsson Benfatto were able to show that the statistical models they had developed could accurately predict which students would experience difficulties after as little as 30 seconds of reading. The cumulative results from their work were published in PLoS One (Benfatto et al., 2016).</p> <p><i>” Eye movements provide one of the best ways to measure reading ability at an incredibly in-depth level. “</i></p>	1 and 2

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

	Budgeted Cost (£)	Actual Spend (£)
2021/22	£10,000	£10,000
2022/23	£8,926	£1750
2023/24		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement 'Zones of Regulation' across the	The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit	3 and 5



<p>school to support children to self-regulate behaviour and emotions.</p>	<p>disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the CASEL SEL core competencies. The Zones integrates Systemizing Theory, Central Coherence Theory and Cognitive Behaviour Management. It ties in Social Thinking®, visual supports and is a tool to build self-management skills. Some of these evidence-based practices are developmental in nature, while others are related to learning-styles, concepts or characteristics important to neurodiverse populations.</p>	
<p>Mental Health support through wellbeing hub, ELSA and Mental Health First Aider.</p>	<p>The Department for Education (DfE) recognises that: “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”. There is good evidence to support this assertion and Ofsted has highlighted that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy. Moreover schools have a duty to promote the wellbeing of students. The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a comprehensive, ‘whole school’ approach to promoting the social and emotional wellbeing of children and young people. Such an approach moves beyond learning and teaching to pervade all aspects of the life of a school, and has been found to be effective in bringing about and sustaining health benefits. DfE also identifies a whole-school approach to promoting good mental health as a protective factor for child and adolescent mental health.</p>	<p>3 and 5</p>
<p>Work with OPAL to develop outside space and resources-appoint a play coordinator to oversee lunchtimes.</p>	<p>An independent evaluation of OPAL was commissioned by Play England and carried out by academics Drs Wendy Russell and Stuart Lester from Gloucester University and Dr Owain Jones from the University of West of England in 2011. This demonstrated the effectiveness of OPAL and established the benefits for schools from participating in the OPAL Primary Programme. In 2015 a report on play by the All Party Parliamentary Group (APPG) on childhood cited OPAL four times as good practice and in 2018 OPAL won first place in the European Schools Moving Together Awards. Also, in 2018 and 2020 Ryerson University in Toronto published research showing how OPAL improved happiness and wellbeing in Canadian school children. In 2020 Sport England awarded OPAL £250,000 to enable us to expand its reach to many more schools.</p>	<p>1,3,4 and 5</p>
<p>‘Treasured Memories’ initiative to develop cultural capital and provide all children with a</p>	<p>In the 1970s Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu defined cultural capital as ‘familiarity with the legitimate culture within a society’; what we might call ‘high culture’. He saw families passing on cultural</p>	<p>4</p>



wealth of wider opportunities.	capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table. Evidence suggests that the cultural capital passed on through families, helps children do better in school. The education system values the knowledge and ways of thinking, developed by acquiring cultural capital, both abstract and formal.	
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Total budgeted cost: £24,926 Actual Spend: £24,950

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.

2021/22 Outcomes
<p>Our internal assessments during 2021/22 for pupil premium pupils demonstrate that in Year 3, 4 and 5, 100% of pupils achieved the expected level in reading which is extremely positive. Y1 pupils are at 50% (2 pupils), Y2 pupils are at 67% and we had 1 pupil in Y6 who did not achieve the expected standard. Our focus for next year, will be to ensure that these pupils reach the expected standard in Y2 and Y3 respectively using the targeted interventions listed in this plan.</p> <p>In writing, 100% of Year 1 and Y4 pupil premium pupils reached the expected standard. 33% achieved this in Y2 and Y3 (1 pupil) and 50% in Y5. The 1 pupil in Y6 did not achieve the expected standard however, has specific individualised targets.</p> <p>In Maths, 100% of pupil premium pupils in Y1, Y4 and Y5 achieved the expected standard 67% of pupils in y2 and Y3 achieved the required standard and the pupil in Y6 did not but again had individualised targets instead which were met.</p> <p>In speaking and listening, 100% of Y1 and Y4 pupils achieved the expected standard in speaking and listening, 33% of Y2 pupils achieved the standard, 67% of year 3 pupils achieved the standard, 50% of Y5 and 0% of Y6 (1 pupil). Speaking and listening continues to be a focus through the use of OPAL and Wellcom in EYFS.</p> <p>We have had fewer ELSA referrals this year and only 1 referral for next year indicating that children are more settled. We have also developed SEND socials with parents and continue to work with the mental health team to identify and provide support as needed. Pupil perceptions stated that 90% of all children enjoyed school, 93% said that they could talk to someone in school if something was worrying them and 98% said the school encourages them to look after their emotional and mental health.</p>



OPAL has been implemented successfully this year and we have worked with the OPAL coordinator to embed the project across the school. Behaviour incidents have reduced along with time taken to resolve issues. Our accreditation as an OPAL school will be achieved this academic year.

Treasured memories will be relaunched this year as it was hard to establish this due to the pandemic and places limiting visits. This will also be developed for KS2 children to make more age appropriate.

Knowledge and skills mapping has been completed for all subjects and is used as part of medium term planning. This has had a significant impact on the quality of the curriculum and is very focused on cognitive load. This has supported subject leaders to monitor their subjects and provide effective and targeted feedback.

Instructional coaching was used last year to identify areas of development and this was successful with teachers in moving learning on. This will be rolled out with support staff this academic year, building on this positive practice. We will target pupil premium children as part of this strategy.

2022/23 Outcomes

Our internal assessments during 2022/23 for pupil premium pupils demonstrate that in Year 1,3, 5 and 6, 100% of pupils achieved the expected level in reading which is extremely positive. Y2 pupils are at 50% (2 pupils), Y4 pupils are at 50% (4 pupils). Interventions through Little Wandle Catch up and Lexia will support with this alongside working with parents to read daily.

In writing, 100% of pupil premium pupils reached the expected standard in all year groups apart from Y2, this child has specific SEN needs and has made progress against their individual ISP targets.

In Maths, 100% of pupil premium pupils in all year groups achieved the expected standard which is fantastic progress from their starting points and exceeds the target set out in the plan.

In speaking and listening, 72% of Y1, 86% of Y2, 73% of Y3, 75% of Y4, 79% of Y5 and 100% of Y6 achieved the expected standard in speaking and listening. Speaking and listening continues to be a focus through the use of OPAL and Wellcom in EYFS. We have launched an Oracy project focusing on 'Thinking big' when speaking and identifying what makes a successful communicator. This is something that will continue into next year to fully assess impact.

We have had more ELSA referrals this year for emotional support, bereavement and family upheaval. SEND socials with parents continue and attendance is increasing. Pupil perceptions stated that 85% of all children enjoyed school, 98% said that they could talk to someone in school if something was worrying them and 98% said the school encourages them to look after their emotional and mental health.

OPAL continues to have a significant positive effect on the culture and ethos of our school and we were awarded our platinum award this year, taking us to the top 5% in the country. Behaviour incidents are rare and children state they feel safe at lunchtimes (pupil perceptions).



'Treasured Memories' has had a relaunch to make it age appropriate and it is still something that needs to be targeted next academic year. Children in KS2 now have journals to record experiences and this will be a focus for staff.

This year we have used Rosenshine's principles to monitor the quality of teaching and learning and all staff have a secure understanding of what makes excellent teaching and learning. They are reflective in their approach and are able to make reasonable adjustments to ensure all children can achieve.

2023/24 Outcomes

Externally provided programmes

Programme	Provider
Lexia	Lexia Core 5
Talk 4 Writing	Pie Corbett
IPEELL	National Literacy Trust
Wellcom	GL assessment
Sharing Parenting	Sharing Parenting
ELSA	Elsa support Ltd.
Dyslexia outreach	Dyslexia outreach team (DOT)
Discover Arts Award	British Council
Lexplore	Lexplore
OPAL	Michael Follett (Founder)
Times Tables Rockstars	Maths Circle
Spelling shed	Edshed

Service pupil premium funding



Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired an academic mentor who worked with these children to address gaps in learning. We provided extra-curricular opportunities such as the Children's parliament and tapped into their interests.
What was the impact of that spending on service pupil premium eligible pupils?	Children were settled in school and made excellent progress against their individual targets.

Further information

Subsidised financial support is also provided to those entitled to PP funding in order to access the above and remove specific barriers-see Pupil premium policy.