

# Pupil Premium Strategy Statement – St Elizabeth’s

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	185
Proportion (%) of pupil premium eligible pupils	10.27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2026
Date this statement was published	8th December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Amanda Clemens
Pupil premium lead	Ros Wilby
Governor / Trustee lead	Patricia Chapman

PUPIL PREMIUM COHORT INFORMATION		
CHARACTERISTIC*	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	6 + 1 post LAC	36.84%
Girls	11 + 1 post LAC	63.16%
SEN support	5	26.31%
EHC plan	1	5.26%
EAL	2	10.53%

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27645
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£27645

# Part A: Pupil premium strategy plan

## Statement of intent

*We aim to work in partnership with families and pupils eligible for Pupil Premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement, including giving opportunities for children to experience a wider range of learning outside the classroom.*

*To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, including the use of specialist teachers, supported by use of additional, delegated funding.*

*To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement including giving opportunities for children to experience a wider range of learning outside of the classroom.*

*To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment in order to close the gap between PPG eligible and non eligible children.*

## Challenges

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

Challenge number	Detail of challenge
1	EYFS Communication and interaction
2	SEMH – Poor concentration and attention, poor retention of knowledge.
3	Writing – Poor spelling levels.
4	Arithmetic and fluency recall.
5	Cost of living crisis – Financial restrictions
6	SEMH – Emotional wellbeing

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
To improve the communication and interaction of the children in EYFS.	Children in EYFS will have good communication skills, enabling them to interact and resolve conflict with words.
To equip the children with the skills required to know more and remember more.	Children will be better able to maintain focus and attention during learning and will know ways of achieving this and will retain more of the curriculum.
To improve end of year outcomes for spelling for all children, bringing them at least in line with National figures.	Writing in KS1 will be at least in line with the national average.
To improve the fluency and instant recall for all pupils, including closing the gap for PP children.	Arithmetic and fluency recall will be improved and the gap between PP children and non PP children will be closed at the end of year results.
To ensure that Pupil Premium children still have access to school trips, residential despite the cost-of-living crisis.	Pupil Premium children will have the same opportunities and access to the wider curriculum as non-Pupil Premium children.
To develop the children's mental health and well-being and equip them with the tools to maintain it.	The mental health and well-being of the children will be greatly improved and the children will know how to maintain their own mental health and well-being.

## 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: £3077.44

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Fully implement the Neli programme for the whole class. No training needed Teacher and TA are trained.	The NELI programme has been shown to improve children's oral language skills by 7 months. The EEF toolkit's evidence base also supports this stating that oral language interventions have a high impact.	1

<p>Teacher to attend webinar Nov/Dec</p> <p>Neli to be used as an intervention.</p> <p>Use of PECS to aid communication and language across the school.</p>		
<p>Chris Quigley – Helping children remember CPD for staff member to then disseminate to rest of staff.</p> <p>Use of sensory circuits to refocus the children.</p>	<p>The EEF toolkit states that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Clark and Pavio's dual coding theory explains human cognition through the dynamic associative processing of verbal and non-verbal representations. Their paper demonstrates how dual coding can be applied to educational phenomena, suggesting that using multiple representations of information significantly enhances learning and memory.</p> <p>In their meta-analysis of the impact of graphic organisers on students with learning disabilities, Dexter, Park and Hughes suggest that graphic organisers can significantly improve the learning outcomes of students, helping them to organise, clarify and understand complex information.</p> <p>Carter suggests that the application of dual coding theory in Sketch Notes, indicating that the combination of visual and verbal information processing enhances memory retention. It also notes that Sketch Notes engage pupils more actively than traditional note-taking as it requires them to synthesise information, which is crucial for learning.</p>	2
<p>Read write Inc spelling scheme implemented across KS2.</p> <p>Direct children to strategies that will help the spellings of tricky /red words.</p> <p>With live feedback to the children.</p>	<p>The EEF toolkit states that Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	3

Weekly homework for spellings.		
Daily mental arithmetic sessions across all classes. With live feedback to the children. Maths lead training. Maths lead to attend trust SEG.	The EEF toolkit states that Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	4

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

Budgeted cost: £20841.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention throughout the day to model and work through how to communicate effectively. Use of visuals.	The EEF toolkit states that Small group tuition has an average impact of four months' additional progress over the course of a year. It is also most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1
Small group work to focus on spelling and phonics/rules and strategies needed.	The EEF toolkit states that Small group tuition has an average impact of four months' additional progress over the course of a year. It is also most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	3
Small group intervention work to address common misconceptions	The EEF toolkit states that Small group tuition has an average impact of four months' additional progress over the course of a year. It is also most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	4

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

Budgeted cost: £3027.10

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support school trips and residential as necessary.	The EEF states that 'enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	5
Autism Advocacy training. Compass support. Thrive free webinars to support emotional wellbeing. Trust SEG for behaviour and attitudes. De-escalate and Distract course	The EEF toolkit states that Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	6

**Total budgeted cost: £ 26,945.99**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Talk for Writing** – High Impact - There is an overall improvement in Communication language and literacy skills in EYFS. More children are meeting their early learning goal compared with previous years and more are exceeding their early learning goals compared with previous years. This teaching approach has now been embedded throughout the school with all teachers using this approach for their literacy lessons. This has been very successful and is now a part of curriculum.

**Neli** - Mid Impact - The use of the Neli programme to improve children's language skills was mid it has been used with a small group of children and has had some impact but the impact wasn't measured so we cannot fully see how much the children have improved. Due to the needs of the current EYFS cohort the Neli programme will be used again across the year with all children in EYFS accessing this programme.

**Consistent pedagogical strategies across the school including Talk for Writing, Talk for Reading, Big Maths and Power Maths.** - T4W – High Impact – There has been an improvement in PP children achieving the expected standard compared with previous years. There has also been an improvement in PP children exceeding the expected standard compared with previous years. The higher achievers are achieving higher.

This provision will continue as a pedagogical approach and now become a permanent teaching strategy of the school. This is because we have seen an improvement in the amount of PP children achieving the expected standard and those exceeding the expected standard.

T4R – Impact – High. There are more PP children achieving the expected standard, there are more PP children exceeding the expected standard compared with previous years. Higher attainers are achieving higher.

This provision will continue within school as a permanent pedagogical approach. Along with my book blog to continue to improve the children's reading skills. These strategies have seen an improvement in PP children either achieving the expected standard or exceeding it.

Power Maths – Impact – High

There has been an improvement in PP children achieving the expected standard in maths compared with previous years. There has also been an improvement in PP children exceeding the expected standard compared with previous years.

Power Maths will continue within the school as a permanent pedagogical approach across the school. As it has shown an improvement in PP children achieving or exceeding the expected standard.

Big Maths – Impact – Low

SATs data shows that overall attainment in fluency has dipped compared with previous years.

Other approaches for developing attainment in fluency are being looked at so as to improve the outcomes for all but especially those PP children.

**Talk for writing** - T4W – High Impact – There has been an improvement in PP children achieving the expected standard compared with previous years. There has also been an improvement in PP children exceeding the expected standard compared with previous years. The higher achievers are achieving higher.

This provision will continue as a pedagogical approach and now become a permanent teaching strategy of the school, as this strategy has shown improvements in attainment for PP children.

**Early identification of needs from baseline data for small group provision for targeted support.** – High Impact – More children in EYFS are achieving the expected in writing compared with previous years. Early identification led to the ability to tailor teaching and booster work. Precision teaching has shown



to improve the children's skills in phonics leading into their writing skills. This approach has meant that year on year the writing in EYFS has improved.

This provision will continue (for all children as part of our curriculum offer) based on in school evidence that early identification of children's needs from their baseline data and early intervention has an impact on children's attainment. Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year.

**Early identification of needs from baseline data for small group provision for targeted support, with an experienced teacher**

– High Impact – Data shows that across our core subjects of Reading, Writing, Maths, RE and Science more PP children are achieving the expected or are exceeding the expected standard. Early identification has allowed precision teaching and small group interventions to be targeted to what the children need.

This provision will continue (for all children as part of our curriculum offer) based on in school evidence that early identification of children's needs from their baseline data and early intervention has an impact on children's attainment. Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year.

**Early identification of needs from baseline data for small group provision for targeted support. Improved progress for high attainers.**

– High Impact – Data shows that across our core subjects of Reading, Writing, Maths, RE and Science more PP children are achieving the expected.

On the whole the higher achieving PP children are achieving higher year on year, with more PP children exceeding the expected standard compared with previous years.

Early identification has allowed precision teaching and small group interventions to be targeted to what the children need.

This provision will continue (for all children as part of our curriculum offer) based on in school evidence that early identification of children's needs from their baseline data and early intervention has an impact on children's attainment. Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year.

**To support the funding of: school trips, music provision, Kidzone (as necessary) sports provisions and clubs. Technology allocation.**

– Mid to High Impact - No PP children missed out on school trips due to funding issues. We are no longer funding Lamda for PP children as we are prioritising other strategies as oracy is already a high priority within the school with 2 teachers accessing a Derby City oracy project. Technology was allocated to those children in school who needed it during lockdowns and when lockdowns were thought to be returning.

This provision will not continue due to prioritising of funds to other strategies – all the children who were accessing this funding are still attending Lamda sessions with parents making the payments.

There will continue to be access to funding for trips and residential as this is seen as an essential part of the primary school experience.

## 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
Copy and paste if used in your review	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*