

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	174
Proportion (%) of pupil premium eligible pupils	7.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Amanda Clemens
Pupil premium lead	Ros Wilby
Governor / Trustee lead	Patricia Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23680.00
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 (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£23680.00

Part A: Pupil premium strategy plan

Statement of intent

At St Elizabeth's we aim to work in partnership with our families and pupils, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement. Our aim for our disadvantaged pupils is to enable them to overcome barriers that they face both in school and externally and give them the prerequisite academic and social skills along with the meaningful cultural capital required to achieve in line, and if not better, than those from non-disadvantaged backgrounds. We aim to improve the percentage of disadvantaged children achieving expected outcomes and above in Reading, Writing, Maths and the entire curriculum so that it is in line with that of our non-disadvantaged pupils. We aim to provide wider opportunities for all pupil premium children so that they can engage in and experience activities that increase their understanding, appreciation and acceptance of the wider world and the communities which inhabit it.

We aim 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. Our current pupil premium strategy is formed around the Education Endowment Foundation's three-tiered approach. We engage in promoting and enabling quality first teaching as the main focus of our funding and provision ensuring that children experience high-quality education in all areas of the curriculum.

Teachers make use of adaptive teaching strategies to ensure that effective scaffolds are in place to ensure that all learners are able to access learning and achieve. The curriculum is being refined using current educational research to ensure that disadvantaged children have the chance to learn from carefully planned sequences of lessons to enable them to learn more and remember more. We ensure that targeted academic support is provided in smaller groups to ensure that children can be supported individually and in small groups to further tailor their learning journey and apply the correct level of support for them.

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 – Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	SEMH – Poor concentration and attention, poor retention of knowledge. – Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably resilience and retention of knowledge. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Writing – Poor spelling levels. – Our assessments, observations, book scrutinies and moderations across years shows that poor spelling skills is a significant barrier to attainment across the school. With children unable to transfer spelling strategies to their independent work. With our disadvantaged children being particularly affected.
4	Arithmetic and fluency recall. – Our in-school assessments and SATS results alongside observations, and discussions with pupils indicate that arithmetic, particularly maths fluency recall is low. Causing a barrier to higher attainment in maths particularly for our most disadvantaged children.
5	Cost of living crisis – Financial restrictions. – Pupil voice and parent surveys indicate financial challenges for our disadvantaged children. With parents and children worried that they will not be able to participate in extra activities within school due to the financial cost attached. Impacting upon the children's cultural capital and learning outside the classroom on educational trips.

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
To improve the communication and interaction of the children in EYFS.	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 and ongoing formative assessment.
To equip the children with the skills required to know more and remember more.	Sustained high levels of well-being, including resilience and retention of knowledge by 2025/26 demonstrated by: <ul style="list-style-type: none">• Qualitative data from student voice, student and parent surveys and teacher observations.• A significant increase in participation in class, particularly among disadvantaged pupils.• Assessments, book scrutiny, revisits and moderations show a significant increase in children, particularly our disadvantaged, knowing and remembering more.
To improve end of year outcomes for spelling for all children, bringing them at least in line with National figures.	KS1 spelling and literacy outcomes in 2025/26 show that more than 65% of disadvantaged pupils met the expected standard.
To improve the fluency and instant recall for all pupils, including closing the gap for PP children.	KS1 and KS2 arithmetic and fluency outcomes over the next 3 years will show a 75% narrowed gap between disadvantaged pupils and their peers.
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.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chris Quigley – Helping children remember CPD for staff member to then disseminate to rest of staff. Use of sensory circuits to refocus the children.	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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> <p>https://psycnet.apa.org/record/1992-07049-001</p>	2
Read write Inc spelling scheme implemented across KS2. Direct children to strategies that will help the spellings of tricky /red words.	<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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	3

With live feedback to the children. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	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
Fully implement the Neli programme for the whole class. No training needed Teacher and TA are trained. Teacher to attend webinar Nov/Dec Neli to be used as an intervention. Use of PECS to aid	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.widgit.com/about-symbols/9-reasons-to-use-symbols.htm	1

communication and language across the school.		
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4

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

Budgeted cost: £3027.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support school trips and residentials 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	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

support. Thrive free webinars to support emotional wellbeing. Trust SEG for behaviour and attitudes. De-escalate and Distract course	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £ 26,945.99

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)

<i>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</i>
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.