

# Pupil premium strategy statement – St. Elisabeth’s CE 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	258
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2025/26
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amanda Lancashire
Pupil premium lead	Jo Millen
Governor / Trustee lead	Ian Cole

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,305
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>	£6,695
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£110,00

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and the majority achieve age related or higher attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, diminishing the difference between their non-disadvantaged peers, including progress for those who are already high attainers.

We are aware of the challenges faced by vulnerable pupils and their families, such as those who are living in deprivation. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support 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 findings from 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 are 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

## Challenges

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

Challenge number	Detail of challenge
1	St. Elisabeth's is located within a pocket of deprivation with 49.8% of our deprived pupils coming from the most deprived areas nationally. The challenge is the social deprivation and impact on children's education and basic needs.
2	Observations and assessment show that communication, language and literacy are low. As many as 34% within some cohorts have been identified as having a speech and language need.
3	Ensuring this is high Quality First Teaching from Nursery to Year 6 with a focus on CPA approach in Maths and Reading.
4	Ensuring attainment and progress are in line or better than National.
5	Ensuring we develop and expand children's cultural capital through extra-curricular activities, trips, residential and visitors to school etc.

## 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
Improved communication, language and literacy skills amongst disadvantaged pupils.	<p>Clear identification of children with Speech &amp; Language needs.</p> <p>Focused and effective teaching by designated staff.</p> <p>Disadvantaged Sp &amp; L pupils making progress and achieving GLD, passing phonics assessment in Year 1.</p>
Quality CPA sessions taught daily within all classes	<p>Children able to recall number facts with increasing fluency.</p> <p>Increase in standardised scores for disadvantaged.</p> <p>% increase in pupils working at expected standard including positive progress measures.</p>
Quality Guided Reading taught daily within all classes.	<p>Children able to read with increasing fluency and able to skim and scan to retrieve information.</p> <p>Increase in standardised scores for disadvantaged.</p> <p>% increase in pupils working at expected standard including positive progress measures.</p>
Attainment gap between disadvantaged and non-disadvantaged pupils narrows in certain subjects and classes	As the academic year goes on, termly data and pupil progress meetings, show that the gap is narrowing in the classes and subjects identified.

	By the end of the academic year, the attainment in the focus subject in those classes has increased so that the gap between disadvantaged and non-disadvantaged pupils has narrowed or it has surpassed the attainment of non-disadvantaged pupils.
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## 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: £ 53,000

Inc. costing for consultancy, staff release time and resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a coaching approach with teachers and teaching assistants to further develop the CPA Approach (Maths) in school	Sharing good practice across a school that uses the same teaching approach in a curriculum area, has been proven to develop knowledge, skills and approaches <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">Effective Professional Development EEF</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 3 & 4
Provide CPD to class based staff to introduce a consistent approach to the teaching of CPA in Maths.	Sharing good practice across a school that uses the same teaching approach in a curriculum area, has been proven to develop knowledge, skills and approaches <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">Effective Professional Development EEF</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 3 & 4
Implementation of a coaching approach with teachers and teaching assistants to further develop Guided Reading in school	Sharing good practice across a school that uses the same teaching approach in a curriculum area, has been proven to develop knowledge, skills and approaches <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">Effective Professional Development EEF</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 2, 3 & 4

Embedding of Marking & Feedback policy to ensure written comments and marking are acted upon by supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">Teacher Feedback to Improve Pupil Learning EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	1, 2, 3 & 4
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 47,000

Inc. cost for staffing and resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide focused speech and language intervention for identified groups.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/oral-language-interventions">Oral language interventions   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/oral-language-interventions">(educationendowmentfoundation.org.uk)</a></p>	2 & 4
Use of class based staff to work with pupils in a group or on a 1:1 basis	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2, 3 & 4

for a limited amount of time in a specific subject that data shows disadvantaged pupils are attaining lower than their non-disadvantaged peers in	method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Inc cost for staffing

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all pupils including the disadvantaged develop greater cultural capital	Engagement in trips and residential experiences to promote well-being and develop non-cognitive skills including resilience, motivation and self-confidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1 & 5

**Total budgeted cost: £ 110,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **DISADVANTAGED PUPIL DATA (SEPT 23)**

*(Figures are taken from October 22 School Profile)*

**SCHOOL DISADVANTAGED: 82/259 = 31.6%**

**EYFS: (2/23 ELIGIBLE FOR FSM)**

**GOOD LEVEL OF DEVELOPMENT (GLD):**

	ALL PUPILS	DISADVANTAGED
SCHOOL	56.5%	0%
LA	67.6%	47.3%
NATIONAL	67.3%	51.8%

*Our % of pupils achieving a GLD was lower than both the LA & national averages.*

**Y1 PHONICS:**

	ALL PUPILS	DISADVANTAGED
SCHOOL	77.1%	83.3%
LA	79.5%	64.8%
NATIONAL	79%	67%

*Our % of pupils meeting the standard was lower than both LA & national averages.*

*More disadvantaged pupils met the standard in comparison to their peers in school in the LA & nationally.*

**KS1: % ACHIEVING EXPECTED STANDARD READING**

	ALL PUPILS	DISADVANTAGED
SCHOOL	60.5%	57.1%
LA	70.2%	49.6%
NATIONAL	68.4%	54.2%

**KS1: % ACHIEVING EXPECTED STANDARD WRITING**

	ALL PUPILS	DISADVANTAGED
SCHOOL	52.6%	42.9%
LA	61.8%	40.5%
NATIONAL	60.3%	44.7%

**KS1: % ACHIEVING EXPECTED STANDARD MATHS**

	ALL PUPILS	DISADVANTAGED
SCHOOL	57.9%	50%
LA	72.1%	52.6%
NATIONAL	70.5%	56%

*Our % of pupils achieving the expected standard in Reading, Writing & Maths was lower than both the LA & national averages. Our disadvantaged performed better than the LA and National in Reading in addition to performing better than the LA in Writing.*

**KS2: % ACHIEVING EXPECTED STANDARD READING**

	ALL PUPILS	DISADVANTAGED
SCHOOL	61.5%	31.3%
LA	75.2%	58.2%
NATIONAL	72.6%	60.2%

**KS2: % ACHIEVING EXPECTED STANDARD WRITING**

	ALL PUPILS	DISADVANTAGED
SCHOOL	76.9%	62.5%
LA	73.3%	53.4%
NATIONAL	71.5%	58.1%



**KS2: % ACHIEVING EXPECTED STANDARD MATHS**

	ALL PUPILS	DISADVANTAGED
SCHOOL	59%	43.8%
LA	75.2%	54.8%
NATIONAL	72.8%	58.8%

*Our % of pupils achieving the expected standard in Reading, Writing & Maths was lower than both the LA & national averages. Our disadvantaged performed better than the LA and National in Writing.*

## 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
Little Wandle	DfE validated phonics programme