

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ely St John's Primary
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	43 (11%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	20.9.21
Date on which it will be reviewed	Spring 2022
Statement authorised by	Ely St John's Governing Body
Pupil premium lead	Liz Bassett
Governor / Trustee leads	Joseph Henry and Chris Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<u>2021/22</u> Anticipated Funding for Financial year 21/22: £61,645 Funding for Academic Year reporting Purposes 1/9/21 – 31/8/22 Estimated £61,645 x 7/12 (1/9/21 – 31/3/22) £35,959 £63,000 x 5/12 (1/4/21 – 31/8/21) <u>£25,685</u> Estimated total: £61,645
Recovery premium funding allocation this academic year	£6,230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total:	<u>£67,875</u>

Part A: Pupil premium strategy plan

Statement of intent

Key principles and Explanation of Approach:

Our main strategy for increasing the attainment of disadvantaged pupils is to ensure high quality teaching and outcomes across our broad and balanced curriculum, in all year groups. Excellent teaching has been shown to have a significant impact on the progress of disadvantaged pupils. Therefore, school leaders are using our Teaching and Learning Policy, in particular our agreed list of non-negotiables for teaching, learning and assessment, to ensure that the provision for all pupils meets the school's expectations. Through performance management, teachers are held accountable for the progress of their disadvantaged pupils, and have been set targets that include tackling barriers to learning for disadvantaged pupils.

We have committed over the last few years to much training – STEPs Therapeutic Behaviour techniques; Nurture with funding from the Opportunities Area and work with Nurture UK; PACE and other strategies to support social and emotional needs. We acknowledge many of our pupil premium children have SEND and SEMH needs attached to this or to life experiences. Expenditure is thus committed this year to building on associated strategies to ensure our training is being fully put into practice to support pupils in accessing learning

All the priorities on our school's single plan for 2021-2022 aim to positively impact on ensuring all pupils recover from the COVID period and continue to make progress and this includes disadvantaged pupils:

For pupils who require additional academic intervention and support, we are using the pupil premium grant to fund staffing costs for interventions. Some of these are literacy and numeracy based and some are to support social communication and to develop emotional literacy / social and emotional mental health. We are also using funding to ensure staff are trained in certain strategies in line with researched methodologies. The quality of interventions and pupil outcomes are regularly monitored to ensure pupils are making good progress, and interventions are chosen from evidence-based evaluations. They include Nuffield Early Language Intervention (NELI); Precision teaching for Phonics; White Rose interventions for Maths; EAL pre-teaching groups; Reading Inference and Zones of Regulation. The outcomes and progress of higher ability disadvantaged pupils are regularly monitored by the head, who works with team leaders and teachers to ensure their needs are met.

Improving access to opportunities is an important aspect of our strategy also. We fund school residential trips as well as school after school club fees and individual musical instrument tuition. The take-up and impact of this funding is recorded in the pupil premium budget.

2021-2022 expenditure has been considered alongside analysis of barriers to learning:

Our KS1 cohorts have experienced a very disjointed education in the last two years due to the COVID pandemic. The result is cohorts with gaps in phonics and reading and speech and language development as well as higher need regarding Personal and Social Education and gross and fine motor skills.

In addition;

The Year 1 PP cohort for 2021-2022 have a high level of SEND and social and emotional need. 5 of them have SEMH needs of varying types including three children who are PCIC (PLAC).

The Year 2 PP cohort for 2021-2022 is small and no one particular need prevails

The Year 3 PP cohort for 2021-2022 have a high level of contextual needs which can impact on their learning thus relationship with family is key along with catch up intervention.

The Year 4 PP cohort for 2021-2022 have a high level of SEND and social and emotional need.

The Year 5 PP cohort for 2021-2022 have a high level of SEND and social and emotional need.

The Year 6 PP cohort for 2021-2022 is a large cohort of 8 PP who have a high level of SEND and social and emotional need.

Breakdown of Pupil Premium Needs (correct Nov 2021 for yr 4)

Year Group	Number of Pupil Premium Pupils in September 2021	
EYFS	2 EFSM;	1 contextual
Year 1	5 EFSM; (includes 1 CIC); 2 PLAC; 2 service (9 PP)	3 contextual; 2 SEND; 1 EAL
Year 2	3 EFSM + 1 service (3 PP)	2 SEND/SS; 2 contextual need
Year 3	9 EFSM (inc 1 PLAC) + 1 service (10 PP)	5 SEND/SS or targeted support; 1 EAL; 5 contextual need
Year 4	7 EFSM (6 PP; 1 PP+)	4 targeted support; 3 SEND/SS/EHCP; 6 contextual need
Year 5	6 EFSM (1 inc PLAC) (6 PP)	1 targeted support; 2 SEND; 1 EHCP 1 EAL; 3 contextual need
Year 6	8 EFSM +(1 inc PLAC) (8 PP)	3 targeted support; 3 SEND/ EHCP; 6 contextual need
Total	46	

Challenges

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

Challenge number	Detail of challenge
1	Need arising from PP pupils with a Special Educational Need: we have a number of PP children who have ADHD or social communication disorders as well as pupils with SEND needs who do not have funding attached but who require additional intervention to progress
2	Social and emotional need arising from contextual issues and/or exacerbated by the impact of the Covid pandemic which has led to anxiety; attachment disorder; anti-social behaviours; lack of resilience for learning
3	The impact of COVID on early literacy skills (language development / reading / phonics / motor skills development)

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 listening, vocabulary and narrative skills in EYFS and Year 1	A positive impact on language skills and confidence and a resultant improvement in literacy skills and personal and social skills (baseline and end NELI assessment +)
To enable catch up of phonics skills for year 1 and 2	To maintain our usual higher than national phonics screening scores Evidence of children using phonics successfully in reading and writing as evidenced in book scrutiny and guided reading assessments
To develop a whole school approach to emotional literacy as an additional strategy to use for those individuals who find managing their emotions difficult – Zones of Regulation. To provide chat time and support for pupils who require support to manage their emotions and behaviours arising from their needs,	A consistent approach to use across the school to enable children to recognise and manage their emotions – resulting in improved support for individuals who need added input to manage their feelings. Time to talk and support to enable success for individuals in managing their emotions.
To train our TAs appropriately to manage the needs of the children they work with (both SEND and social and emotional)	That children progress along their flight path from individual starting points and where behavioural needs or SEND needs complicate this TAs are able to support pupils to impact on their ability to manage and therefore to make progress socially and academically.

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: £ £5,140

Activity	Evidence that supports this approach	Budgeted Cost	Challenge number(s) addressed
To remind TAs of the previous training and scaffolding model for support; to hold regular TA meetings and to ensure teachers and TAs liaise over learning; TAs to support with clear provision mapping laying out APDR; assessment and progress.	<p>Making best Use of teaching Assistants (MITA): EEF research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p>	1.5 hours refresher training after school £550	1 / 3

To invest in the NELI programme and to train key staff	NELI (** see below for explanation)	£1,040 for the cost of the programme and training	1
To resource and train staff for Zones of Regulation	This is a strategy often advised as a strategy by START for children with SEND	Overtime for TAs to train – video and face to face available Inset day am training for teachers 1.9.21 (no cost) Video training (no cost) 1.5 hours refresher training after school £550	2
To train TAs in the attention autism bucket activity	A strategy seen in outreach to Highfields Special School to encourage children to focus and attend to an adult-led activity	TA meeting time for peer coaching (no cost)	1
To carry out the yearly 3 hour refresher training for staff for STEPs; the 6 hour foundation training for new staff and the refresher for Step Up tutors	Our therapeutic behaviour approach enables high quality, needs-led support for all children and enables us to support and impact on those children who are internalisers or externalisers and who require input to develop pro-social behaviours and resilience – it is a county approved model which requires 6 hours foundation training; 3 hours yearly refresher training and a commitment to our trained Step On tutors updating/refreshing their training regularly.	£1,500	2
To invest in L3 TA time to provide support for the SENDCO to enable the SENDCO time to be devoted more to CPD for staff and supporting teachers to support those PP pupils with SEND	L3 TA admin time	£1,500	1

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

Budgeted cost: £ 23,747

Activity	Evidence that supports this approach	Budgeted cost	Challenge number(s) addressed
To complete the 20 week NELI programme started in EYFS for those year 1	** The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills. The 30-week programme starts in the final term of nursery and continues in reception year. The 20-week programme is delivered in reception only but we will finish the programme with our Year 1's as the lockdowns prevented some children finishing. The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is	£6,230 for the TA time (autumn term in Year 1)	3

<p>pupils who require it.</p> <p>To carry out NELI in EYFS again for the new cohort.</p>	<p>a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery and reception year programmes have been rigorously tested for impact. This is why the EEF funded the Nuffield Early Language Intervention.</p> <p>Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention.</p> <p>The 20 week programme should have the impact of 2+ months progress</p> <p>The programme is relatively cheap to buy but requires significant delivery time from TAs. The cost of the training and materials for one TA to deliver the 30-week intervention in the evaluation was just under £2,500. The TA could then deliver the intervention repeatedly. In terms of staff time, for the 30-week intervention there is a total requirement of 110 hours per group of four children.</p> <p>The commercial cost of a resource pack and training for the available 20 week programme is £1,040 and is available from Oxford University Press.</p>		
<p>To invest in TA time to ensure precision teaching for phonics in Year 1 and 2</p>	<p>We have successfully used letters and Sounds for phonics and developed an individual formative assessment model for zooming in on individuals weaker areas so as to inform precision teaching for those that need it.</p>	<p>£4,400</p>	<p>3</p>
<p>TA time in KS2 to support amongst others, PP pupils all of whom have higher SEND</p>	<p>We have had previous training for TAs on the scaffold model following head and SENDCO; training on STEPs and training on nurture all of which our TAs put into practice when supporting our pupil premium pupils where appropriate.</p>	<p>£13,117</p>	<p>1 / 2</p>

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

Budgeted cost: £ 39,590

Activity	Evidence that supports this approach	Budgeted Cost	Challenge number(s) addressed
<p>TA time in EYFS, KS1 and KS2, above and beyond SEND linked funding to support social and emotional needs</p>	<p>We have committed over the last few years to much training – STEPs Therapeutic Behaviour techniques; Nurture with funding from the Opportunities Area and work with Nurture UK; PACE and other strategies to support social and emotional needs. We acknowledge many of our pupil premium children have SEMH needs attached to SEND or to life experiences/contextual or family matters. Expenditure is thus committed this year to associated strategies to ensure our training is being fully put into practice to support pupils in accessing learning.</p>	<p>£22,000</p>	<p>1</p>

TA time for chat time/tea and toast and social skills work: 9.5 hours of L3 TA time	Nurture UK principles and training; STEPs training / Zones of regulation and PACE approach	£6,904	2
To provide milk for free to PP pupils	<p>Milk is very healthy for growing children and many across England are already entitled to it through different schemes. It contains the vitamins and minerals vital for good dental health, bone development, cognition and it also plays a key role in a healthy diet. The benefits of milk make providing it to children essential, particularly in light of increasing rates of childhood dental decay, obesity and hunger.</p> <p>Encouraging children to drink milk regularly helps them to form a healthy habit when they are young and leads to them making healthier choices throughout their lives. School and nursery milk is a source of safe, healthy nutrition, regardless of their household income. (The School and Nursery Milk Alliance)</p>	£600	2
To provide free music tuition for PP pupils	STEPs inclusion / equity; need for aspiration; belief in enrichment	£3,000	2
To provide a free activity after-school club for PP pupils	Broadening horizons; developing aspiration and interest; encouraging talents; increasing opportunities	£2,000	2
To pay for PP pupils to attend residential in year 4 and Year 6	<p>Outdoor Education Advisors: Objectives supporting outdoor learning: 10 key outcomes page 11</p> <p>e.g. enjoy participating and reflecting in outdoor activities and adopting a positive attitude to challenge and adventure; enhancing overall well-being by gaining personal confidence and developing character and resilience through taking on challenges and achieving success' developing self awareness and social skills; increasing enthusiasm, self-reliance, responsibility, perseverance; extending key skills of communication</p>	<p>8 pupils in Year 6 - £ 3,376</p> <p>potentially 7 pupils in Year 4 - £1,610</p>	2

Total budgeted cost: £ £68,477

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 2020 to 2021 academic year.

<p>Pupil premium children are largely progressing on a steady flight path from baselines/starting points – only 2 or 3 children in KS2 are adrift out of 43. Most below expected have significant SEND need and are on a flightpath well below expected.</p>			
Item/Project	Cost	Desired Outcomes	How impact will be measured
Supporting the Early Years – additional TA time to support those children with EAL; speech and language needs and social and emotional needs	10 hours L2 TA £5,500	The teacher does a lot of interventions including SALT support and social and emotional support	Good progress from baselines
<p>Review Interventions have included 1:1 intense support for a child on a part time programme to enable part access to school – success is increasing and as the child steadies we are increasing hours. This has included use of the multi suite nurture space. SALT support in place for two of the PP children in EYFS and the NELI language assessment has been used to assess then intervene to support language development; another child has been part time and required 1;1 most of the time – we have successfully secured a deferral for next year to provide further opportunity to make progress before moving up a year. This child participates more now in whole class discussions and is developing a wider vocabulary.</p>			
Additional SENDCO time (proportion of an additional day)	£3000	For those with pupil premium to have access to more support via advice/liaison with outside services and outcomes improved through more access to advice by teachers from the sendco	Timely support for our SEND pupils and evidence of strategies in place to meet needs
<p>Review Invaluable and much needed. Anna has already completed a number of RICS and EHCP requests – 4 successful and another potential 9 on list to complete; lots of liaison with outside services and parents to secure best provision and support.</p>			
Progress in Yr 2	25 hrs L2 TA £13,750	CLIC maths at lower level; phonics interventions / precision teaching; SALT support	Improved phonics screening scores / CLIC scores
<p>Review Phonics interventions successful and we achieved 41/50 82% which matched our target made at end of year 1. 8/10 passed phonics – a number with high scores / full marks. Of the two that didn't scores moved up due to intervention. 2 children had First Class@ Number intervention with the TA and made a lot of progress e.g. one child moved from Assessed: 5 years 1 m Actual age: 6 years 5 to 25/76 Assessed: 7 years 4m Actual age: 6 years 7m 54/76</p>			

Lots of work benefiting 5 of the PP children in year 2 massively in reading, maths and phonics - this has included a summer reading intervention Project Code X - additionally funded from CatchUp funding			
Progress in Yr 3	15 hours L2 TA Yr 3 £8,250	Reading / phonics / precision teaching + sensory circuits (which benefits pupil premium children across the years.	Individual progress resulting from interventions
Two children in particular are getting intensive bespoke support for reading, maths, phonics and writing. Another child is having 1:1 weekly chat time. Progress is good e.g. move from autumn work on phase 3 phonics to phase 5 by summer term.			
Progress in Yr 4	17 hrs L2 TA yr 4 £9,350		Individual progress resulting from interventions
Progress in Yr 5	14 hrs L3 TA Yr 5 £8,316		Individual progress resulting from interventions
5 children are receiving significant intervention time and making small steps of progress as a result.			
Progress in Yr 6	L3 TA Yr 6 £8,910	Support for reading / spelling; word aware in class literacy support	Individual progress resulting from interventions
Level 3 TA time for chat time to support those with social and emotional needs as well as TA time for supporting children in the sensory room	6.5 hrs L3TA £3,861	To support those children with social, emotional or mental health through time to chat – time to review and restore or to chat through consequences in a way that aids learning in such areas. Time also to enable those with sensory needs to access the sensory room.	Outcomes / progress linked to Boxall profile assessments and ability to access class learning
A number of PP children have had regular chat time this year – 7 have regular need to offload and to talk. For children with bereavement issues it has been essential and for those with issues placing them at child in need or child protection level. Having a regular chat to look forward to and to rely on to chat about things the child is anxious or worried about is absolutely essential to ensure they then settle to learn in class having offloaded their cares. Around 10 PP children have benefited from weekly time.			
Trips and residentials	Caythorpe 3 pupil premium £1,200	Caythorpe	All children accessing the residential which covers the following objectives: <i>See letter</i>
Review: all three children attended the residential Cost: £1712			
Activity clubs	£2000	To ensure equitable access to activity clubs that enrich, inspire and engage children	All children where they wish, able to access clubs
£700 Less due to cancelling clubs due to COVID			
Milk/snacks	£600	To ensure equitable access to a resource linked to health	All children where they wish, able to have milk
£540 spent – less due to COVID lockdowns			
Music Tuition	£400	2 pupil premium children to have free instrument teaching	All children where they wish, able to access the learning of an instrument and musical activity

£390 spent – less due to missed lessons due to covid lockdowns	
Summary	
Total Pupil Premium Grant received (estimated):	£64,856 (revised 17.6.21 £63,042)
Total planned expenditure as above:	£65,137
Total expenditure:	£64,279

As a result of above support and the support provided to PP pupils in being able to come in for learning during the lockdown period, our PP children have largely remained on the same progress flight path they were on prior to COVID.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	Nuffield Early Language Intervention
Nurture training / resources and Boxall Profiling	Nurture UK