# Pupil premium strategy statement – Elmley Castle First School 2024-2025

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 | 83 |
| Proportion (%) of pupil premium eligible pupils | 7 |
| 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)** | 2024-2025, |
| Date this statement was published | 1st December 2024 |
| Date on which it will be reviewed | 1st December 2025 |
| Statement authorised by | Mrs Penney  Headteacher |
| Pupil premium lead | Mr Jarvie  Deputy Headteacher |
| Governor / Trustee lead | Katy Rooke  Chair of Governors |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11,450 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0 |
| 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* | £11,450 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At Elmley Castle C of E First School we are driven for all our pupils to have opportunities to thrive and succeed. This is irrespective of their personal differences, background and ongoing challenges in both the home and school setting. It is important for us that they are happy in school and make strong progress and develop at their personal best so they can feel a sense of achievement across the curriculum. The goal of our pupil premium strategy is to develop the capabilities of our disadvantaged learners whether they are high or low attainers.  We strive to build relationships with the children, parents, young carers and external professionals so we can best understand the challenges our learners face so we are best equipped to support their needs.  First and foremost, we endeavour to deliver high-quality teaching, teachers all know their children and are informed of key focus areas where disadvantaged pupils require the most support. We know that by delivering high-quality teaching pupils from all backgrounds benefit. Alongside this, we fully believe that we are providing our disadvantaged pupils every opportunity for success by following the outcomes detailed below.  With the advantage of being a small setting we are able to know our pupils and families very well. This allows us to understand the individual’s needs in greater detail and we use this to ensure that our approaches suit and are effective. It also allows us to act early and take whole school approaches where all staff take responsibility for our disadvantaged pupils are appropriately challenged so that we are able collaboratively to raise standards in all areas. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Social emotional and mental health  Conversations with families, pupils and class teachers have identified social and emotional issues for many pupils. These issues are particularly prevalent for our disadvantaged pupils which understandably has a negative impact on their academic success. Our SENDCo has documented a significant rise in time allocated supporting the social and emotional support; seeking HLN funding and outsourcing guidance from external agencies to best support the needs of our vulnerable and disadvantaged pupils. |
| 2 | Gaps in reading and writing  Through assessments, observations and pupil voice it is clear that learners from a disadvantaged background were disengaged with our current approach to reading and writing.  From teacher and summative assessment, it is clear that our disadvantaged learners have a significant need to improve outcomes in writing as they are falling further behind in age related expectations. |
| 3 | Gaps in phonics  Our assessment data has indicated that the pupils understanding of phonics is significantly below there has been a growing gap for those from disadvantaged backgrounds to those from non-disadvantaged backgrounds.  This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations particularly in reading and writing as they progress through the school. |
| 4 | Improved attendance  Our attendance data across the school last year indicated that attendance was a primary concern and has been lower for our disadvantaged pupils compared to our non-disadvantaged pupils.  It is evident based on observations and assessments that this has had a detrimental effect on both the learners academically and social and mental 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.

|  |  |
| --- | --- |
| Intended outcome | Success criteria |
| Improved reading attainment among disadvantaged pupils – We will invest further in our reading books and prioritised reading as a focus on the SDP and invested in new books as well as a key priority in interventions | Reading outcomes in 2024/25 show more than 75% of disadvantaged pupils meet the expected standard. |
| Improved writing attainment for disadvantaged pupils – we are implementing a new writing approach throughout the school (The WriteStuff) | Writing outcomes in 2024/25 show more than 75% of disadvantaged pupils meet the expected standard. |
| Improved phonics attainment for our disadvantaged learners. We are implementing a new writing approach throughout the school (Unlocking Letters and Sounds) | The phonic assessment in 2024/25 show that 75% of our disadvantaged learners meet the expected standard. |
| To achieve a higher level of attendance, particularly our disadvantaged learners | Sustained high attendance:   * The overall unauthorised absence rate for all pupils to be no more than 2% from both disadvantaged and their non-disadvantaged peers. * The percentage of pupils who are persistently absent being 2% from both disadvantaged and their non-disadvantaged peers. |

## 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: £ *5,362*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TheWriteStuff | Having a consistent whole school approach that has a clear teaching sequence, lessons, differentiation and opportunities for independent writing will positively improve teaching and learning outcomes as well as maximising learning outcomes for pupils. [TWS Evidence Final.pdf (dropbox.com)](https://www.dropbox.com/scl/fi/i44hcm8z75vmmgw2a691c/TWS-Evidence-Final.pdf?rlkey=clzh4z0lwpplmhtjcfmoi7ovq&e=1&dl=0)  Significant time out for everyone who will be teaching this to complete training for the new scheme. | 2 |
| Pupil Premium cluster meetings cost of course and cost to release our pupil premium lead | To greater understand how to support our disadvantaged pupils, our pupil premium lead will be attending pupil premium lead network meetings. | 1-4 |
| Subscription to Unlocking Letters and Sounds (ULS) which is used as an intervention to support the growing need for our disadvantaged pupils.  Training for staff to administer [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3 |
| Staff meetings – adaptations for lowest 20% | Every half term we have staff meetings that is specifically designed to discuss the needs of our lowest 20% attainers. Many of whom are also pupil premium. During these meeting we also discuss the pupil premium individuals who are not in the lowest 20% and how best we can support them. This dedicated time looking at each individual child with pupil premium has proven invaluable to understanding their needs and ensuring they are met. | 1-4 |

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

Budgeted cost: £ *2,500*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading and phonics interventions through ULS scheme | Use high quality structured interventions to help pupils who are struggling both in key stage 1 and 2.  [Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1)  [Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 3 |
| Nessy intervention to support development of phonics. | Phonics is a formative phase of a childs education and lays the foundation for so much more. Those that do not master reading will struggle with the essentials of life.  <https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading>  We specifically chose Nessy due to the positive references and more importantly the research they have put into creating a successful and engaging platform for its learners.  <https://www.nessy.com/en-gb/about-us/our-expert-research> | 3 |
| Purchase a program of phonic books that allows progress based on sounds learnt.  Purchase a set of books for our KS2 pupils that is progressive and helps engage and sustain them with their reading. | The aim is that as they are systemically taught the relationship between the written symbols and sounds. Through building a steady progression supported with appropriate books to cement what they have learnt they will develop early reading skills required to be successful learners.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 2 |
| Purchase a scheme (Fluency in Five) to develop and use as a reading comprehension intervention. | Research suggests that a specifically targeted reading fluency will improve the reading comprehension for those partaking.  [KS2 Reading Fluency Project - trial | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial?utm_source=/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial&utm_medium=search&utm_campaign=site_search&search_term=ks2%20readom)  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2 |
| Provide external support for those with significant early communication and social interaction needs. Addition SEND support through the CCN, LST, Educational psychologists and the SALT service. | Provision targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  We have had a number of visits from the LST and SALT team to greater understand the needs of our learners. We then give dedicated time to create resources needed and discuss how we are able to implement the recommendations and guidance they have set out in their reports. | 1-4 |

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

Budgeted cost: £ *4,028*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue and extend Thrive approach to support our disadvantaged children. | A 2018 review of published policies and information – Mental health and wellbeing provision in schools – was commissioned in response to the Green Paper ‘Transforming children and young people’s mental health provision’. This review included Thrive as an initiative that supports and promotes positive mental health. (DfE 2018). | 1 |
| Embedding principles of good practice set out in the DfE’s guidance on improving school attendance.  Staff meetings will be held focused around imparting knowledge from the guidance and executing a plan from our SDP. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence.  [Working together to improve school attendance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance#:~:text=Guidance%20for%20schools,%20academy%20trusts,%20governing%20bodies%20and%20local%20authorities) | 4 |
| Contingency fund for acute issues. | 1. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   £1000 contingency | 1-4 |

**Total budgeted cost: £** *11,890*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| Our phonics data including those that are on PP has decreased this year despite the new scheme that was implemented. This alongside the cost of the scheme meant that we were only able to train 2 members of staff with the scheme. 1 of which moved on to a new job. Therefore, due to the cost and ineffectiveness of the scheme we have opted to change to a new scheme which is recommended by the DfE called ULS which allows more staff to be trained so can be utilised as a method of intervention.  Our writing data has shown a decline to 67% working at age related expectations or greater. This is lower for our pupil premium learners who are at 57%. However, this percentage was significantly higher for our pupil premium learners in KS2 as opposed to KS1. To counteract this, we have closely analysed and through observations, pupil voice and discussions with both class teachers and SLT the support and interventions have been changed alongside a new phonics and writing scheme.  As a school we have also slightly underperformed from our target by achieving 74% of learners to be working at age related expectations. However, from observations, teacher assessment and data it was clear that KS2 were significantly stronger than KS1. That is why we have planned to invest in a range of new books designed around the phonics that they are learning so they can develop progressively. This is supported by a new reading comprehension approach and interventions so that they are developing their understanding alongside.  21% of our SEND register is made up of our pupils premium children. Out of all of our pupil premium individuals 67% of them have some form of SEND. We have therefore worked closely in offering increased support to our pupil premium children to reduce this percentage and ensure they are receiving the support they require. This has come in the form of increased and specific interventions and school funded external support in various forms such as SALT (Speech and Language therapists), LST (Learning Support Team), CCN (Complex Communication Needs), PRU (Pupil Referral Unit), FSW (Family Support Worker) and Social workers. We use these external reports/advice and guidance to support our individuals. Some of these strategies have had instant impact whereas others have taken longer to embed and show impact.  It has also been clear that there has been an increased number and complexity of our learners. With some services closing mid-way through the year and others having a long waiting list we have endeavoured to support these learners using on-site resources and working collaboratively as a team; discussing techniques and evaluating their success. With the growing pressure on external agencies and increased complexity and number of individuals with needs we will be developing our SEN resources and facilities next year.  Our attendance data for the previous year was 94.8% across the school which is slightly higher than the our disadvantaged learners which was 92.23%. As a school we are striving for 98% attendance for both out non-disadvantaged learners and disadvantaged learners. We currently still have a number of students who are persistent absentees, many of whom are our disadvantaged learners. We have focused to support this on a case by case base and have worked alongside the family to devise solutions which has helped build and maintain strong relationships with the families. A number of our pupil premium learners benefitted from our Thrive approach last year and enjoyed their weekly sessions which have shown an improvement in the individual’s attendance.  The cost of living crisis has increased the number of requests we have to support enhancement activities which we believe all pupils should have the opportunity to access. We believe the pupils home life and the family’s circumstances should not impact on what opportunities they should have access to. With the increasing need to supplement school trips, school dinner, uniform, before and after school provision and extension activities for those most in-need we have set a contingency budget as such for 24/25. |

## 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 |
| Thrive | Thrive Approach |
| Behavioural consultant support | Perrifields Pru and Jane Osbourne |
| CCN advice | WCF |
| SALT input | Worcestershire Acute Trust NHS |
| Nessy Reading and Spelling | Nessy |
| ULS | Unlocking Letters and Sounds |
| The Write Stuff | Jane Considine Education |
| FFT Aspire | Fisher Family Trust |
| Scode advanced phonics | SCODEspelling |

# 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.* |