

# Pupil premium strategy statement 23/24



**ELTHAM**  
CHURCH OF ENGLAND  
PRIMARY SCHOOL  
SINCE 1814

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	Eltham Church of England Primary
Number of pupils in school	421 (plus 36 Nursery)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Matthew Wills
Pupil premium lead	Ella Gardiner
Governor / Trustee lead	Alberta Rosenior

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71, 630
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£71,360

# 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 achieve their potential across all subject areas. We strive to ensure that disadvantaged pupils achieve to the best of their ability, and where possible, to achieve or exceed their end of year standard through making adaptations where necessary and providing targeted support and strategies (e.g. intervention or tutoring for example) to enable them to learn and thrive. Overcoming barriers to learning is at the heart of our Pupil Premium strategy. We understand that needs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium grant. Instead, we identify the barriers to be addressed through robust assessment and by utilising staff's comprehensive knowledge of the pupils that they teach to ensure that strategies and support whether in small groups, the whole school or as individuals are targeted and effective. High-quality teaching is also 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.

## Challenges

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

Challenge number	Detail of challenge
1	Understanding the complexities of the different challenges faced by children receiving Pupil Premium and ensuring that funding is therefore allocated appropriately
2	The percentage of children in receipt of PP funding with barriers to learning including social communication, cognition and learning or sensory/physical needs
3	Assessments (WellComm screener), observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils particularly in the Early Years and KS1.
4	Assessments, observations and reviewing books suggest disadvantaged pupils are having greater difficulties than their peers in achieving the end of year group standard for their chronological age. This is amongst children not meeting age related expectations as well as children who should be on track for GDS.
5	Observations and discussions with pupils and families have identified social and emotional issues disproportionately affect children in receipt of pupil premium funding. These challenges can have an impact on their attainment.

## 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, writing and mathematics attainment among disadvantaged pupils including the number of pupils achieving GD in their year group standard. (2022-23 R 63%, W 60%, M 58% at year group standard in receipt of PP across Y1-6)	Ongoing formative and summative assessment to establish progress. Support and intervention allocated as appropriate. Increased number of pupils in receipt of PP achieving year group standard or GD in R,W, M at end of year.
Improved oral language skills and vocabulary among disadvantaged pupils. Work with all staff across EYFS and KS1 to ensure speech and language and vocabulary acquisition is prioritised and focuses on strengthening language and vocabulary development to particularly support disadvantaged children.	Assessments (WellComm) and observations to indicate significantly improved oral language among disadvantaged pupils. Feedback from SALT therapist and assistant. This should also be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
To support PP children with complex needs through a carefully adapted curriculum, 1:1 and small group work	Learning walks, book looks, pupil voice, assessment outcomes (PIVAT data). Staff voice-feedback on CPD.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  To support children's access to wider opportunities through music lessons and access to clubs and trips.	Parent and pupil voice regarding sessions with the Family Support Worker. Surveys e.g. wellbeing survey. (Involvement from Student Voice)  Monitor number of children accessing after school clubs.

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: £10,884.9

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teachers will adapt the curriculum – ensuring a close match to individual and small group needs ('tracking back') and plan any additional adult support accordingly and challenging those who are capable of achieving GD</b></p> <p>We will purchase resources (PIVATs, SONAR tracking software) and fund ongoing professional development (opportunities for training through STEPs-Support Team for Education in Primary Schools) and release time.</p>	<p>Effective use of differentiation can help to increase students' motivation, academic achievement and constructively build on students' previous knowledge (Munro, 2012 and Konstantinou-Katzi, 2013). "Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, &amp; Stack-Cutler, 2008).</p>	<p>1, 2, 3, 5</p>
<p><b>Embedding evidence-led curriculum structures</b>, such as retrieval, spaced retrieval practice and interleaving through the 'CUSP curriculum model.'</p> <p>Three twilight sessions to understand the research evidence base and structure as well as directed time to begin to plan lesson sequences. Ongoing subscription cost to access CUSP website, resources and CPD.</p>	<p>Benefits from retrieval practice are greater for students with lower working memory capacity. Agarwal et al. COGNITIVE SCIENCE APPROACHES IN THE CLASSROOM: A REVIEW OF THE EVIDENCE, EEF. <a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</a></p>	<p>1, 2, 4</p>
<p><b>Enhancement of our writing curriculum.</b></p> <p>Continue to embed progression of key skills with a focus on SPAG in written work.</p> <p>Literacy lead to evaluate effectiveness of current spelling programme. Funding of ongoing professional development and release time for English lead and other teaching staff as directed by English lead. Series of staff meetings across the year.</p> <p>Re-planning of writing sequences in light of move to CUSP for foundation subjects. Focus on contextual SPaG, supporting children to use accurate punctuation and oral rehearsal.</p>	<p>Let's Think in English is based on 30 years' research at King's College London which shows that structured development of pupils' cognitive skills over two years raises their attainment by between 1 and 2 GCSE grades see Evidence of success. Previously called Cognitive Acceleration, it is one of only three programmes which have repeatedly been shown in international trials to have this effect. (The others are Philosophy for Children and Feuerstein's Instrumental Enrichment, but these do not relate directly to school subjects.) <a href="https://www.letsthinkinenglish.org/about-lets-think-in-english/">https://www.letsthinkinenglish.org/about-lets-think-in-english/</a></p>	<p>1, 2, 4, 5</p>
<p><b>To develop oracy skills across the school ensuring a high level of spoken language is utilised across the curriculum (evaluated need following pandemic).</b></p>	<p>Oracy builds speaking and listening skills. It can also help children improve their written language skills. With an oracy skillset, children can gain the vocabulary</p>	<p>2,4,5</p>

<p>CUSP-Introduction of tiered vocabulary through foundation subjects</p> <p>Word Aware integrated into mathematics lessons</p>	<p>to say what they want to say. They'll learn how to structure thoughts in a way that makes sense to others. As well as being a tool of communication, effective oracy skills enable pupils to participate in deep learning activities where they can exchange ideas, explore new areas and challenge assumptions. This area of pedagogy has particular significance for disadvantaged or low-attaining pupils.</p> <p><a href="https://www.structural-learning.com/post/the-importance-of-oracy-in-language-development">https://www.structural-learning.com/post/the-importance-of-oracy-in-language-development</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,776.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Early intervention to target language acquisition in EYFS and KS1 in order to increase understanding of vocabulary as well as expressive and receptive language skills, in turn supporting all areas of the curriculum.</b></p> <p>Cost of half day per week during term time of SALT assistant: All children in Reception and Nursery will be screened by the SALT assistant by December with intervention strategies and groups set up accordingly (overseen by therapist). WellComm screener and intervention tool.</p>	<p>Research shows that when children don't catch up in their language skills, they may have persistent language difficulties, as well as difficulty with reading and writing when they get to school. Sharma M., Purdy, S.C. &amp; Kelly, A.S. (2009). Comorbidity of auditory processing, language, and reading disorders. <i>Journal of Speech, Language and Hearing Research</i>, 52(3),706-22.</p> <p>Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds A Report for the Education Endowment Foundation October 2017</p>	<p>4, 3</p>
<p><b>Lexia Core 5</b></p> <p>Children working below their chronological age standard will access additional reading support through the Lexia programme.</p>	<p>Disadvantaged/FSM update 2022: In February 2022, the EEF reported subgroup analysis findings on FSM status pupils who took part in the study. This reported a statistically significant difference between intervention and control arms, representing an effect of 3 months' additional progress, which is greater than the effect shown in the primary analysis. A similar effect was observed in the intervention-FSM interaction model (Hedges' g 0.3), which represents 4 months' additional progress in the FSM group. These results suggest that the Lexia programme may be more effective in FSM pupils; however, the sample was limited and the study was not powered to detect an effect in any subgroup.</p>	<p>1, 2, 4</p>

	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</a>	
<p><b>School led tutoring led by current staff.</b></p> <p>YR Targeted daily phonics intervention TP/ZJ</p> <p>Y1 Targeted daily phonics intervention KF/SB</p> <p>Y2 Targeted daily phonics intervention of (phonics threshold not secure in Y1)</p> <p>Breakfast 'boost' groups to target progress-reading or mathematics as needed (twice weekly) Y6 Y2</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p><a href="https://educationendowmentfoundation.org.uk/">https://educationendowmentfoundation.org.uk/</a></p> <p>(See Technical Appendix)</p>	3, 4, 5
<p><b>Targeted academic support for children in receipt of PP funding working significantly below age expectations.</b></p>	<p>Enabling chn with significant and complex needs to have enhanced levels of targeted support (1:1 and small groups) while waiting for local authority SEND top up funding.</p> <p>EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND, Kirsten Mould</p> <p>EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf See Recommendation 4</p>	2, 4

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

Budgeted cost: £15,968.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority access to Family Support Worker.</b></p> <p>Ensure support for mental health and well-being.</p> <p>Foster a sense of belonging through class RHE sessions and collective worship.</p>	<p>The link between pupil health and wellbeing and attainment. A briefing for head teachers, governors and staff in education settings. Public Health England, 2014.</p> <p>CHILD MENTAL HEALTH AND EDUCATIONAL ATTAINMENT: MULTIPLE OBSERVERS AND THE MEASUREMENT ERROR PROBLEM</p> <p>David Johnston, Carol Propper, Stephen Pudney, Michael Shields, (2013)</p>	1, 5
<p><b>Participation in enrichment activities</b></p> <p>Costs are subsidised for children in receipt of PP funding for after school clubs (1 term of a club of family's choice) and 1 trip of family's choice, subsidising the cost of residential trips</p>	<p>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility</p> <p>Donnelly, Lažetić, Sandoval-Hernandez, Kumar and Whewall</p> <p>Department of Education and Institute for Policy Research, University of Bath</p>	1, 4, 5

for Y6 pupils in receipt of PP		
<b>CAFC community trust lunch time sports activities</b> Positive role models, promoting healthy exercise and team work	Investigation of the associations between physical activity, self-regulation and educational outcomes in childhood, F Vasilopoulos.	1, 4, 5

**Total budgeted cost:** £71, 630

## 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 2022 to 2023 academic year.

#### Targeted academic support

The use of additional TA support allowed us to release our STEPs trained TA each afternoon to run high quality 1:1 sessions daily for some of our KS2 pupils. We were also able to facilitate daily small group targeted intervention for our Y1, Y2 and Y3 children. Lexia software was provided for children to access from home. This supported 50% of our Year 1 children in receipt of PP to meet the screening check threshold and 82% of the cohort. At the beginning of the year, 37% of the Reception cohort screened as red or amber on the Wellcomm language tool. By July due to weekly sessions with the SALT assistant as well as targeted support in class this was down to 17%-only 5% remained on red and 12% amber. Early morning boost groups were also facilitated in Y2 and Y6 which our children in receipt of PP were given priority access too.

#### Teaching

Phonics for children who were attaining below expectation was delivered in small groups by trained staff with additional reading sessions time tabled. The purchase of decodable books meant that children always had access to reading books which were closely matched to their phonetic ability reducing cognitive load and allowing children to practice decoding as well as building their 'orthographic map.' The purchase of the DfE validated ELS scheme meant that all children received high quality, research based and consistent daily phonics teaching. 82% of Y1 cohort met the threshold set in the Y1 phonics screen with 50% of pupils eligible for PP meeting. Additional staffing in Y6 allowed focused small group teaching to target children working below age related standard with a focus on children in receipt of PP funding. This meant that 64% of pupils in receipt of PP funding reached age related standard in both Reading, Writing and Mathematics. Per subject- 64% Reading, 73% Writing and 64% Mathematics. Analysis of all PP data indicates that children in receipt of PP who do not have additional needs meet year group standard but less make GD than their peers. This will be a focus for next year. Teachers received training on the 'Let's Think in English' approach which enabled them to centre oracy in their Guided Reading and Literacy sessions with more confidence. This focus will continue in 2023-24 with the implementation of the CUSP curriculum and associated focus on oracy and vocabulary.

#### Wider strategies

Just under 50% of the FSW's clients were in receipt of PP funding. This allowed children support for varying needs e.g. self-esteem, anxiety etc. as well as supporting wider family- mainly parents. Children were able to access a club of the family's choice for a term as well as attend a trip free of charge supporting children's access to enrichment activities and cultural capital.