

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Elson Junior School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	118/310 = 38%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Penny Shaw, Headteacher
Pupil premium lead	Kate Stubbings
Governor / Trustee lead	Chris Blakeman

Funding overview

Detail	Amount – April 2023 – March 24
Pupil premium funding allocation this academic year	(56 pupils x £1455) £81 480 FSM (32 pupils x £ 335) £10 720 SS £92 200
Recovery premium funding allocation this academic year	£ 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	£ £92 200

Part A: Pupil premium strategy plan

Statement of intent

Our school values at Elson Junior School underpin our belief that every pupil, regardless of background or barrier to learning, can attain well. Our Governors, leaders and teachers believe that the greatest impact comes from the quality of pupils' classroom experience.

We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily. This is key in promoting their self-confidence, self-esteem, participation in learning and positive social interaction. Our class teachers have the highest expectations of all pupils. Pupils are supported to work constantly to aspire to their personal best, which raises self-esteem and contribution. We use interventions in a targeted way, so children are where they should be – participating in the classroom as much as possible.

At Elson Junior School we understand the social, emotional and wellbeing needs of our pupils before deciding how to approach their academic needs. This holistic approach helps our pupils to improve their self-confidence, self-regulation, metacognitive strategies, and improves their self-esteem. Every Elson family is different and requires a bespoke approach. What we learn from our local community and families always informs teaching and learning, and social, emotional and wellbeing support strategies.

We aim to foster positive, consistent relationships throughout. We know that if you provide high-quality teaching that is effective for disadvantaged pupils then you are providing effective teaching for all.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic 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're 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	Detail of challenge
#1 – Attendance	<p>The challenge: Twenty of our disadvantaged children were persistently absent in the academic year 2023/24 and did not attend school regularly which impacted their attainment and progress.</p> <p>The impact: Our assessments and observations indicate that absenteeism is negatively influencing disadvantaged pupils' progress.</p>
#2 – Reading	<p>The challenge: Teacher assessments show that our disadvantaged children do not understand fully the words they are reading. This means that have limited enjoyment of the book and are unable to answer comprehension questions about it successfully.</p> <p>The impact: Year 6 data shows that our disadvantaged children do not achieve in line with their peers at the end of the key stage.</p>
#3 – Writing	<p>The challenge: Teacher observations show that our disadvantaged children struggle to write cohesively and find it hard to see mistakes in their own writing and are therefore unable to edit and improve independently.</p> <p>The impact: Internal assessment by teachers indicate that writing attainment among disadvantaged pupils across the school is significantly below that of non-disadvantaged pupils.</p>
#4 – Maths	<p>The challenge: Careful monitoring shows that our disadvantaged children struggle with working memory and are unable to recall their times tables. This results in an increased cognitive load when faced with complex calculations during years 5 and 6.</p> <p>The impact: Data shows that children who do not pass their multiplication check in year 4 do not achieve EXS at the end of year 6.</p>

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.

<u>Challenge 1 - ATTENDANCE</u>	
Intended outcome/Success criteria – What am expecting to see?	Actions
<p>At the end of 2023/24, attendance for all pupils was 94.57% and disadvantaged pupils was 93.45% compared with 95.21% Non-disadvantaged.</p> <p>Target: For disadvantaged pupils' attendance to be in line with non-disadvantaged pupils and more inline with our whole school target of 96%</p> <p>In 2024, we have +++children who are SEND and disadvantaged and of this group +++ have attendance below 90% and fall into the PA category.</p> <p>Target: For less than +++ of our SEND and disadvantaged pupils to fall into the PA group</p>	<p>TEACHING CPD</p> <ul style="list-style-type: none"> • developing independence within lessons • Faded scaffolding <p>TARGETTED ACADEMIC SUPPORT</p> <ul style="list-style-type: none"> • Pupil conferencing to show a more resilient attitude to attendance and reasons to come to school will be positive. • Inclusive practice to be detailed in Pupil Passports • Targeted interventions and resources to meet specific needs <p>WIDER STRATEGIES</p> <ul style="list-style-type: none"> • The half-termly attendance meetings to monitor attendance trends • Working with families to identify specific barriers and to develop actions to remove them. • All staff to be involved in promoting positive attendance. • Adapted attendance policy • School cultures to develop good attendance • Social events on the Facebook page and parents invited into school to develop a sense of community • Weekly attendance statistics for all staff

Challenge 2 - READING

Intended outcome and success criteria What am I expecting to see?	Actions
<p><u>Year 6</u> At the end of year 5, 53% of disadvantaged pupils were on track for reading. 4 of these pupils were on track for other subjects, but not reading.</p> <p>Target – for 3 out of 4 of these pupils to be on track by the end of the year 6</p> <p>Target - for the PP(not SEND) children to achieve ARE in their KS2 SATs to be in line with the national percentage (64% in 2024)</p> <p><u>Year 4</u> At the start of year 4, 40% of disadvantaged pupils have scored 20/28 or above in the fluency reading assessment which shows that 7 children, (PP not SEND) are not on track</p> <p>Target - for 4 out of 7 of these pupils to be on track by the end of year 4</p> <p>Target - 60% of disadvantaged pupils to score at least 20/28 in their reading rubrix assessment by the end of year 4</p>	<p>Book looks show that although the children read aloud clearly, they do not understand fully some of words they are reading and often guess and answers, or rely on their peers.</p> <p>TEACHING CPD</p> <ul style="list-style-type: none"> • Task design – reduction of cognitive load (same pitch, but less of it) • Scaffolding e.g cloze text with less writing to complete and faded scaffolds. • Specific/precise answers insisted upon by teacher. • Teaching of fluency driven by diagnostic analysis • Reading moderation <p>TARGETTED ACADEMIC SUPPORT</p> <ul style="list-style-type: none"> • Regular reading interventions for disadvantaged pupils in Year 4 and Year 6 • Gap analysis from testing and AFL in order to inform teaching plans • Pre-teaching/reading of the class novel • Teaching and understanding of vocabulary e.g ticking the correct definition • Visualising, cloze text, not too much writing to answer questions <p>WIDER STRATEGIES</p> <ul style="list-style-type: none"> • To develop independence • Attendance for 5 of the pupils

<u>Challenge 3 - WRITING</u>	
Intended outcome and success criteria – What am expecting to see?	Actions
<p><u>Year 4</u> At the end of year 3, 25% of the disadvantaged pupils were on track for writing. 7 pupils were on track for reading and/or maths, but not writing. Target - for 2 of these 7 pupils to be on track for writing by the end of year 4 and 5 to be on track by the end of year 6. This would also increase the combined score</p> <p><u>Year 5</u> At the end of year 4 29% of the disadvantaged pupils were on track for writing. 6 pupils were on track for reading and/or maths, but not writing. Target – for 2 of these 6 pupils to be on track for writing by the end of year 5 and 4 to be on track by the end of year 6. This would also increase the combined score</p> <p><u>Year 6</u> Target - for the PP(not SEND) children to achieve ARE in their KS2 SATs to be in line with the national percentage (60% in 2024)</p>	<p>Monitoring shows that children follow the taught grammar skills, but their sentences do not always make sense. This impacts the cohesion of their writing. Children will write a series of sentences rather than develop a link between them.</p> <p>TEACHING CPD</p> <ul style="list-style-type: none"> • Cohesion skills development • Process of shared writing • Editing skills using a colour-coded criteria to support children to identify skills • Oracy to develop writing skills <p>TARGETTED ACADEMIC SUPPORT</p> <ul style="list-style-type: none"> • Building sentences activities. • Provide word banks for children who have a barrier with spelling • Target groups within lessons • Task variation • Flexible grouping • Reading aloud what they have written to check that it makes sense/flows • Develop use of an editing menu • Pre-teaching of vocabulary • Specific models and text drivers • Limit cognitive load <p>WIDER STRATEGIES</p> <ul style="list-style-type: none"> • To develop independence in writing and editing • Attendance for 3 of the pupils •

Challenge #4 MATHS

Intended outcome and success criteria – What am expecting to see?	Actions
<p><u>Year 5</u> At the end of year 4, 44% of the disadvantaged pupils were on track for maths. 14/32. 5 pupils were on track for reading and or writing, but not for maths</p> <p>Target - for 3 of these 5 pupils to be on track by the end of the year 5 and all of them to be on track by the end of year 6. This will also increase the combined score.</p> <p><u>Year 6</u> At the end of year 5, 5% (1/20) of the disadvantaged pupils were able to recall their times tables and achieve more than 95/100 in a timed test at the end of year 5.</p> <p>Target - for at least 10 of these pupils to achieve 95/100 in the times tables check or above by the end of year.6</p> <p>Target - for the PP(not SEND) children to achieve ARE in their KS2 SATs to be in line with the national percentage (61% in 2024)</p>	<p>Book looks show that children are able to calculate problems when following a process, but often make mistakes with simple addition and subtraction and accurate recall of times tables.</p> <p>TEACHING CPD</p> <ul style="list-style-type: none"> • application of fluency to problem solving • Basic skills, times tables and arithmetic • Purposeful use of tracking and assessment <p>TARGETTED ACADEMIC SUPPORT</p> <ul style="list-style-type: none"> • Times table catch up groups including 'Tables and Toast' before school in Year 6 • Times tables catch up groups • Weekly arithmetic tests each week in years 5 and 6 with overlearning <p>WIDER STRATEGIES</p> <ul style="list-style-type: none"> • To develop independence • Attendance for key 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
PDM, monitoring and further targeted support to develop reading fluency	Local network/core provision for English leader EEF blog: Shining a spotlight on reading fluency EEF	#2 reading
PDM, monitoring and further targeted support to develop reading comprehension skills across the school	Developing high-quality teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	#2 reading
PDM, monitoring and further targeted support to develop cohesion skills development (using shared writing model)	Literacy Leader training - providing cover time to undertake professional development such as National Professional Qualifications (NPQs)	#3 writing
PDM, monitoring and further targeted support to develop oracy skills	Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -... EEF Local network/core provision for English leader Oral language interventions EEF	#2,3,4 reading, writing and maths

PDM, monitoring and further targeted support to develop editing menu (using a colour-coded criteria)	Local network/core provision for English leader Teaching Walkthrus (Questioning and feedback) by Tom Sherrington and Oliver Caviglioli	#2,3,4 reading, writing and maths
PDM to focus on introduction of faded scaffolds	Teaching Walkthrus (explaining and modelling) by Tom Sherrington and Oliver Caviglioli Professional development to support implementation of approaches - 'Progress Across LKS2' Maths Maths leader core provision Teaching Walkthrus (practice and retrieval) by Tom Sherrington and Oliver Caviglioli	#2,3,4 reading, writing and maths
INSET day training to focus on the development of independence	Teaching Assistant Interventions EEF	#2,3,4 reading, writing and maths

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Times Table Rockstars – to support fluency in multiplication and division	Not enough children scored highly on the multiplication tables check last year. Times tables knowledge is a key skill in maths fluency and children have regular and instant access to times tables practice through this programme. This will in turn be used to support learning through all aspects of maths.	#4 maths
Tables and Toast intervention before school Reading Breakfast before school	Extending school time EEF	#3 and 5 reading and maths
Disadvantaged children to participate in writing conferencing with LSA/class teacher	Verbal Feedback can be highly effective, especially if taking place soon after learning has been completed. Writing conferencing offers feedback about specific area that needs to be improved. When feedback is given well it can add 6 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback	#3 writing
Targeted interventions to support language development Teaching assistant deployment and delivering structured interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping	#2, 3 and 4
Targeted interventions to specific needs of disadvantaged pupils with SEND	Special Educational Needs in Mainstream Schools EEF	#1, 2, 3 and 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Half termly monitoring, meetings with families and follow-up actions.</p> <p>Attendance officer, ELSA and admin team</p>	<p>Termly attendance Hub meetings</p> <p>Working together to improve school attendance - GOV.UK</p>	<p>#1 attendance</p>
<p>Weekly ELSA lead 'Elson Heroes' group and local area visits and links to local veteran group</p>	<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Pastoral support allows children to feel safe and cared for while their parent/carer serves away from home. This also allows early intervention should a child's mental health and wellbeing be deteriorating as a result of having a family member in the services.</p> <p>https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p>	<p>#1 attendance</p>
<p>Weekly ELSA lead Wellbeing Allotment group.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>#2,3,4 reading, writing and maths</p>
<p>Weekly Happy Llamas young carers group – offering support in a small targeted group.</p>	<p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>#2,3,4 reading, writing and maths</p>

Part B: Review of outcomes in the previous academic year

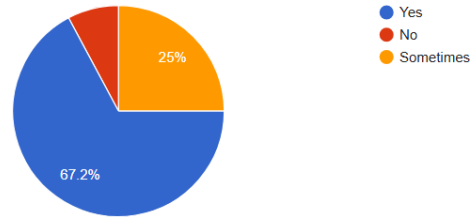
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Aim #1 Attendance	Outcome
<p>Improved attendance for our disadvantaged children: 75% of the group to meet our whole school attendance target of 96%</p>	<p>In 2023/24 attendance: All pupils 94.57%. PP eligible 93.45% Non PP eligible 95.21%</p> <p>We saw an improvement in attendance outcomes for PP student 6/7 identified children improved attendance through intervention from the Elson Attendance team.</p> <p>What next? Focus on sub group of SEND and PP</p>
Aim #2 Resilience	• Outcome
<p>Improved positive pupil behaviour, mental health and well-being for our disadvantaged children leading to improved resilience, academic performance and future aspirations.</p>	<p>Following weekly circle time and wellbeing activities children were more positive when asked about their feelings</p>

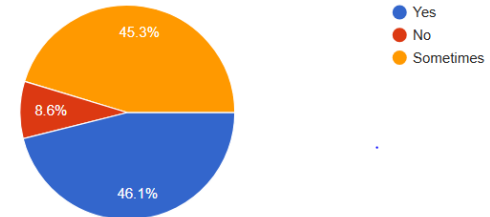
There are children at my school who would miss me if I was not at school.

128 responses



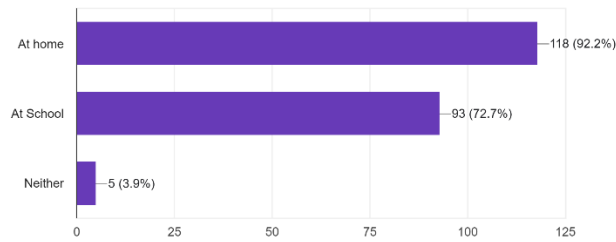
There are children at my school who would tell me that I am good at doing things.

128 responses



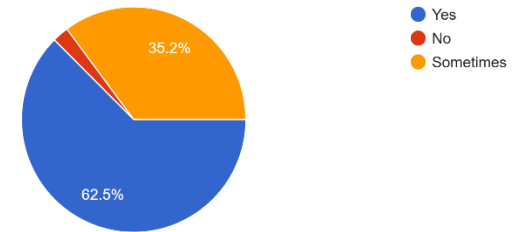
There is an adult who believes that I will be successful:

128 responses



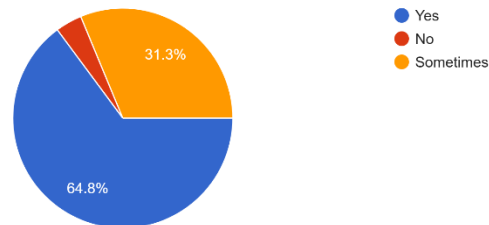
At school, there is an adult who listens to me when I have something to say.

128 responses



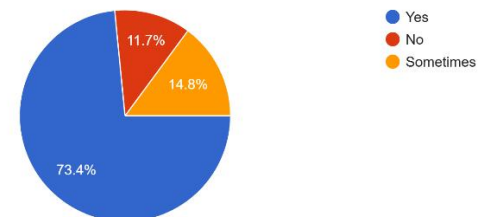
There are many things I do well.

128 responses



I have goals and plans for the future.

128 responses



Aim #3 Reading

Outcome

<p>Improved reading attainment among our disadvantaged pupils.</p>	<p><u>From Reading Rubrix assessments</u></p> <ul style="list-style-type: none"> many classes have over 50% increase in children reading fluently over the year PP (not SEND) achieve greater than non PP children in all year groups <table border="1" data-bbox="584 268 2056 432"> <tr> <td>Y6 83%</td> <td>Y5 88%</td> <td>Y4 76%</td> </tr> <tr> <td>Y6 PP(not SEND) 84% (100%)</td> <td>Y5 PP (not SEND) 82% (94%)</td> <td>Y4 PP (not SEND) 78% (92%)</td> </tr> <tr> <td>Y6 non PP 85%</td> <td>Y5 non PP 90%</td> <td>Y4 non PP 75%</td> </tr> </table> <p><u>From Teacher Assessments</u></p> <ul style="list-style-type: none"> More PP (not SEND) achieve ARE than non PP children in years 5 and 6 The same % of PP (not SEND) and non PP children achieve ARE in Year 6 <p><u>From KS2 SATs results</u></p> <table border="1" data-bbox="584 659 2056 715"> <tr> <td>All 60%</td> <td>FSM 32%</td> <td>FSM not SEND 40%</td> <td>Non PP 68%</td> </tr> </table> <p>What next? Fluency focus</p>	Y6 83%	Y5 88%	Y4 76%	Y6 PP(not SEND) 84% (100%)	Y5 PP (not SEND) 82% (94%)	Y4 PP (not SEND) 78% (92%)	Y6 non PP 85%	Y5 non PP 90%	Y4 non PP 75%	All 60%	FSM 32%	FSM not SEND 40%	Non PP 68%
Y6 83%	Y5 88%	Y4 76%												
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Y6 non PP 85%	Y5 non PP 90%	Y4 non PP 75%												
All 60%	FSM 32%	FSM not SEND 40%	Non PP 68%											
<p>Aim #4 Writing</p>	<p>Outcome</p>													
<p>Improved writing attainment among our disadvantaged pupils.</p>	<p><u>From Teacher Assessments</u></p> <ul style="list-style-type: none"> In year 4, more PP (not SEND) achieved ARE than non PP children In year 6 58% PP (not SEND) achieved EXS. Gap reduced to 6%. Progress over time <p><u>From KS2 TA results</u></p> <table border="1" data-bbox="584 1217 2056 1273"> <tr> <td>All 61%</td> <td>FSM 37%</td> <td>FSM not SEND 50%</td> <td>Non FSM 68%</td> </tr> </table> <p>What next? Reading and writing journey from the same book in year 6 to reduce cognitive load for learners. Vocabulary focus within reading and writing lessons.</p>	All 61%	FSM 37%	FSM not SEND 50%	Non FSM 68%									
All 61%	FSM 37%	FSM not SEND 50%	Non FSM 68%											

	Focus on editing element to enable children to reflect and refine skills.				
Aim #5 Maths	Outcome				
Improved maths attainment among our disadvantaged pupils.	<p><u>From Times Table tracking</u></p> <ul style="list-style-type: none"> All classes had more children who got 95/100 by the end of the year, than the start. In Y3 PP children scored lower than non PP, although children who were PP not SEND scored higher In Y4 PP children scored lower than non PP, although in some classes % of children who were PP not SEND exceeded the overall scores (2/3 classes) Improved engagement in TTRS for disadvantaged pupils in-line with non-disadvantaged pupils. A consistent approach to using TTRS across the school <p><u>From Teacher Assessments</u></p> <ul style="list-style-type: none"> In year 6, more PP (not SEND) achieved ARE than all and non PP In year 4, more PP (not SEND) achieved ARE than all and non PP (6%) In year 3 the gaps has reduced to 2% between PP and non PP In year 6 more PP than non PP achieved ARE <p><u>From Year 4 Multiplication check</u></p> <ul style="list-style-type: none"> PP not SEND group scored who achieve at least 20/25 highest overall <table border="1" data-bbox="542 1034 2020 1090"> <tr> <td>All 64%</td> <td>PP 56%</td> <td>PP not SEND 71%</td> <td>Non PP 69%</td> </tr> </table> <p>What's next? Focus on key number facts and times tables across the school to improve fluency and quick recall to support problem solving Introduction of faded scaffolds to support children to make progress and apply key learning</p>	All 64%	PP 56%	PP not SEND 71%	Non PP 69%
All 64%	PP 56%	PP not SEND 71%	Non PP 69%		