

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	317
Proportion (%) of pupil premium eligible pupils	105/318 = 33%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Penny Shaw, Headteacher
Pupil premium lead	Kate Stubbings
Governor lead	Currently vacant lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 92 200
Recovery premium funding allocation this academic year	£ 10 150
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	£ 102 350

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We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily.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 learners 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 number	Detail of challenge
1	<p>The challenge: Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. (89.9% for our disadvantaged children and 92.2% for our non-disadvantaged children.) 24.8 % of our disadvantaged pupils are persistently absent compared to 11.7 % of their peers during the same period.</p> <p>The impact: Our assessments and observations indicate that absenteeism is negatively influencing disadvantaged pupils' progress.</p>
2	<p>The challenge: From internal monitoring and pupil conferencing, we have learned that disadvantaged pupils often require additional social, emotional support SEMH to be able to access school life. Many also believe that they will not be successful in the future as adults.</p> <p>The impact: Our findings show that this low resilience affects pupils learning and they give up easily when faced with a challenge.</p>
3	<p>The challenge: Internal assessment by teachers indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Tracking shows that % of these children do not read at home and do not take books home that they have scanned out at the library.</p> <p>The impact: This has resulted in low engagement in reading for these pupils, with many still requiring phonics teaching in year 3. This leads to significant knowledge gaps leading to pupils falling further behind age-related expectations. Also having a limited vocabulary affects word reading, comprehension and creative writing skills.</p>
4	<p>The challenge: Many of our disadvantaged pupils have had a lack of exposure to listening to stories for pleasure so find it difficult to create their own. In addition, following along with the class novel can be a challenge due to absenteeism, reading ability and limited vocabulary.</p> <p>The impact: Internal assessment by teachers indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
5	<p>The challenge: Careful monitoring shows that many of 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: Internal assessment by teachers indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</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.

Intended outcome	Success criteria
<p>Improved attendance for our disadvantaged children: 75% of the group to meet our whole school attendance target of 96%</p>	<ul style="list-style-type: none"> • An increase from 89% average attendance for disadvantaged children to 96% in the termly attendance report • The half termly attendance meeting to identify specific barriers for individual children and actions to remove them. • All staff to be involved in promoting positive attendance. • Pupil conferencing will show a more resilient attitude to attendance and reasons they should come to school will be positive. • The percentage of persistent absentees to reduce and be in-line with non-disadvantaged children.
<p>Improved resilience from disadvantaged children impacting attendance and pupils' progress. Assessments, observations, and discussions with pupils indicate significantly improved positive pupil behaviour, mental health and well-being and academic performance</p>	<ul style="list-style-type: none"> • All staff to be involved in the mental health of their pupils and keep pastoral passports. • All children to join in with weekly wellbeing Wednesday activities • All children to join in with weekly circle time • A clear improvement in responses to key questions in the resilience questionnaire • ELSA to provide wellbeing groups each week for key children. • Implementation of Stormbreak physical movement program equipping children with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life.

<p>Improved reading attainment among our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • KS2 reading outcomes in 2024/25 to show that more than 75% of disadvantaged pupils met the expected standard. • Regular reading interventions for disadvantaged pupils – including Phonics and the Hertz Reading Project • Tracking of fluency across the school and using this data to make changes • PM benchmarking – training to TAs
<p>Improved writing attainment among our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. • Daily starters in English based on Writing Revolution and Vocabulary Ninja training – including displays in classrooms • Development of the sensory approach for spellings across the school • Multiple copies of class novel in each classroom for children • Staff training – editing skills / TA training – marking and feedback policy
<p>Improved maths attainment among our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. • Improved engagement in TTRS for disadvantaged pupils in-line with non-disadvantaged pupils. • A consistent approach to using TTRS, use of chrome books and certificates for ‘studio speed’ • The number of disadvantaged children who achieve at least 20/25 in the Year 4 multiplication test to be in-line with non-disadvantaged children. • Chromebooks for children to use at home.

	<ul style="list-style-type: none"> • Progression clearly tracked for all pupils and interventions in place when needed • Whole school approach to teaching times tables using counting sticks, matching cards, connect 4 etc numberlink boards • Vocabulary ninja for maths. Displays of rich vocabulary displayed in classrooms
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop metacognition and self-regulation through editing and evaluating their own writing	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Teachers modelling their own thinking to demonstrate metacognitive strategies Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p>	4
Enhancement of our English teaching and planning in line with DfE, EEF and HIAS Tackling Education Disadvantage (TED) documents.	<p>The EEF report offers seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	4, 6

Enhancement of our maths teaching and curriculum planning in line with DfE, EEF and most recent Ofsted research review guidance	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	5
Develop oral language and vocabulary through the implementation of vocabulary Ninja .	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress and have a high impact on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3, 4, 6
Editing		
Spelling	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop reading comprehension which enables children to comprehend the meaning of what they read	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3

<p>To develop oral language and vocabulary through the implementation of Hertz Reading Intervention</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>encouraging pupils to read aloud and then have conversations about book content with teachers and peers</p> <p>modelling inference through the use of structured questioning</p> <p>group or paired work that allow pupils to share thought processes</p> <p>implicit and explicit activities that extend pupils</p>	<p>3</p>
<p>To develop times tables skills</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided.</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teach social and emotional learning skills explicitly in the classroom through circle time with the aim of developing resilience</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>1</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>1</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 2022 to 2023 academic year.

Aim	Outcome
<p>Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. (89.9% for our disadvantaged children and 92.2% for our non-disadvantaged children.) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Average attendance for disadvantaged children is 91% Pupil conferencing showed that children enjoyed school and wanted to come.</p> <p>34% of our disadvantaged children meet our whole school attendance target of 96% 42% are above 95% 28% are between 90 and 94.99%</p>
<p>From internal monitoring and pupil conferencing, we have learned that disadvantaged pupils often have lower resilience. Our findings show that low resilience affects attendance, and absenteeism is negatively affecting disadvantaged pupils' progress.</p>	<p>All staff are now involved in the mental health of their pupils and many pupils now have a pastoral passport that identifies their needs and challenges.</p> <p>All classes now complete weekly wellbeing Wednesday activities.</p> <p>All classes now complete a weekly circle time to develop resilience, positivity and growth mind-set that lead to positive mental health and well-being.</p>
<p>Internal assessment by teachers indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>	<p>KS2 reading outcomes in 2024/25 to show that more than 75% of disadvantaged pupils met the expected standard.</p> <p><i>In 2023 Year 6 sats results 59/78 76% ARE 11/21 PP achieved ARE 52% 48/57 non PP Achieved ARE 84%</i> In year 3 39% of children reached ARE 12/31</p> <p>In year 4 69% of all pupils reached ARE including those who are disadvantaged</p>

	<p>In year 5 48% of all pupils reached ARE, PP 39% and 51% non PP</p> <p>The number of disadvantaged children engaging with the home reading challenges increases to being in-line with non-disadvantaged children. (from 47% to 82%) At the end of the year 32% of PP read at home. 45% of non PP children joined in with reading challenges</p> <p>Children in years 4, 5 and completed a multi-dimensional Multi-dimensional Fluency Rubric to record children's progress of how they read aloud – expression and volume, phrasing, smoothness and pace. 80.5% of PP could read an age appropriate text with expression and volume, phrasing, smoothness and pace by the end of the school year. Whereas children who were non PP 91%. Planning shows lots of emphasis on reading fluency and fluency displays in classrooms too</p> <p>Regular reading interventions for disadvantaged pupils. For example the Hertz Reading Project. All children who completed the intervention in year 6 achieved ARE in their SATs. They all said they loved the sessions and many found the books that extracts were from so they could read more. It definitely developed a love of reading for these children.</p>
<p>Internal assessment by teachers indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>	<p>KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>In 2023, Year 6 moderation showed that 65.4 % reached age related expectations. 60% pp children 67% non pp children</p> <p>Book monitoring to show evidence of secure sentence structure based on the skills taught during Writing Revolution daily starters</p>

	See Karen for quotes from monitoring/conferencing
<p>Internal assessment by teachers indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. May test 37/77 achieved ARE 9/21 PP achieved ARE 43% 28/56 non PP achieved ARE 50%</p> <p>Improved engagement in TTRS for disadvantaged pupils in-line with non-disadvantaged pupils. Conferencing quote from Millie</p> <p>A consistent approach to using TTRS, use of chrome books and certificates for 'studio speed'</p> <p>Shared expectations from maths lead. Certificates in year group assemblies and wall of fame in year 6</p> <p>The number of disadvantaged children who achieve at least 20/25 in the Year 4 multiplication test to be in-line with non-disadvantaged children. 58/68 got above 20 in the MTC – 85%</p> <p>PP – 10/17 59%</p> <p>Non PP – 48/51 91%</p>
<p>Observations by teachers and discussion with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. Our findings show that having a limited vocabulary affects word reading, comprehension and creative writing skills.</p>	<p>Regular use of talking time and talk partners in the 'we do' part of the Elson Lesson.</p> <p>Monitoring from SLT ECT watching more experienced teachers</p> <p>Displays of rich vocabulary displayed in classrooms and used in children's discussions and writing. Vocabulary ninja display in all classrooms. Evidence in books across the school</p>

	Regular use of Vocabulary Ninja activities based on all curriculum areas
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