

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	301
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Penny Shaw, Headteacher
Pupil premium lead	Kate Stubbings
Governor / Trustee lead	Paul Tyler, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93 126
Recovery premium funding allocation this academic year	£ 9 243
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	£ 102 369

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We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily.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	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.
2	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.
3	Internal assessment by teachers indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal assessment by teachers indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Internal assessment by teachers indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	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.

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. • Interclass competitions and award certificates to show impact on reducing absences • 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. • Pupils to have a pastoral passport that identifies their needs and challenges. To be regularly updated and kept in communication folders on teachers desks. • Engagement of pupils and positive feedback from weekly wellbeing Wednesday activities

	<ul style="list-style-type: none"> • Introduction of a weekly circle time to develop resilience, positivity and growth mind-set that lead to positive mental health and well-being.
Improved reading attainment among our disadvantaged pupils.	<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 tracking of reading data for disadvantaged pupils by the Pupil Premium Lead • Lowest 20% of readers across the school tracked by the Pupil Premium Lead to show improvements • The number of disadvantaged children engaging with the home reading challenges increases to being in-line with non-disadvantaged children. (from 47% to 82%) • Regular reading interventions for disadvantaged pupils. For example the Hertz Reading Project
Improved writing attainment among our disadvantaged pupils.	<ul style="list-style-type: none"> • KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. • Regular tracking of writing data for disadvantaged pupils by the Pupil Premium Lead • Book monitoring to show evidence of secure sentence structure based on the skills taught during Writing Revolution daily starters
Improved maths attainment among our disadvantaged pupils.	<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.

	<ul style="list-style-type: none"> • 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.
An improvement in oral language and conversation skills used by children, which in turn will increase their confidence in word reading, comprehension and creative writing skills.	<ul style="list-style-type: none"> • Regular use of talking time and talk partners in the 'we do' part of the Elson Lesson. • Displays of rich vocabulary displayed in classrooms and used in children's discussions and writing. • Regular use of Vocabulary Ninja activities based on all curriculum areas • Regular use of pupil talk during circle time. • Regular pupil conferencing with children to talk about their learning.

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
Develop 'Elson Lesson' through whole school implementation of EEF Metacognition Guidance.	<p>Evidence suggests the use of metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	2,3,4,5,6

Enhancement of our English teaching and planning in line with DfE, EEF and HIAS Tackling Education Disadvantage (TED) documents.	The EEF report offers seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4, 6
Enhancement of our maths teaching and curriculum planning in line with DfE, EEF and most recent Ofsted research review guidance	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. https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	5
Develop oral language and vocabulary through the implementation of vocabulary Ninja .	On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress and have a high impact on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3, 4, 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the teaching of reading fluency across the school and introduce interventions to accelerate learning for key children	Accuracy in word decoding, automaticity in word recognition and prosody (appropriate phrasing and expression) https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,3,6

To upskill support staff with appropriate approaches and pedagogy to teaching interventions.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3,4,5 and 6
Booster groups for Year 5 pupils to consolidate learning for English and Maths	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4,5 and 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote home learning linked to classroom work and make the purpose of homework clear to pupils	1. Homework has a positive impact on average (+ 5 months), 2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3,4,5,6
Teach social and emotional learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 6

<p>skills explicitly in the classroom through circle time with the aim of developing resilience</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 2020 to 2021 academic year.

Aim	Outcome
<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Development of Vocabulary Ninja across the school led by the English leads. Words displayed in all classrooms from all curriculum areas. As a result of this, children said that they enjoyed the lessons especially the actions and liked learning new words. Additionally, book looks showed these words appearing in children's writing.</p> <p>Groups of children received pre-teaching of key vocabulary and working memory activities. Interventions were delivered by teaching assistants, trained by our SENDCO. As a result, monitoring showed positive impact on children's learning and confidence in lessons.</p> <p>Curriculum leaders have developed unit overviews for each subject. These clearly show tier 2 vocabulary to be taught (and pre-taught,) Vocabulary Ninja words and 'Sticky Knowledge.' Evidence shows that children are attempting to use this language in their writing although not always accurately.</p>
<p>Improved metacognition skills among disadvantaged pupils.</p>	<p>Through staff meetings, SLT lead staff in developing the Elson Lesson. A quote from Ofsted June 2022. <i>One pupil said: 'We like the 'Elson lesson' because teachers always tell us what we are going to learn and how we are going to learn it.'</i></p>

	<p>SLT have worked with teachers in PPA to support the ‘modelling’ part of the Elson Lesson and WAGOLLS are evident in all classrooms. This has made a positive impact on teaching and learning across all year groups. When conferenced, children were able to say what they were learning and why. Monitoring of teaching shows the Elson Lesson is consistent across all classrooms.</p> <p><i>‘Staff have together improved every aspect of the school so that it is achieving its vision of helping pupils to be happy and successful members of society,’ Ofsted June 2022</i></p>
<p>Improved social and emotional learning skills among disadvantaged pupils.</p>	<p>73% of our disadvantaged pupils visit our ELSA regularly for support either as part of a small group or 1:1. Groups focus on issues such as building self-esteem or dealing with anxiety. Additionally, we have specific groups for children who are young carers, children who have suffered a bereavement or adverse childhood experiences, for children who have parents in the services or are from different cultures.</p> <p>Each year group follows a carefully planned PHSE curriculum including internet safety. Special weeks and days are planned into the yearly diary like Mental Health week, Wonky Wednesday, Odd Sock Day as well as outside activities to ensure children are regularly outside and active. The school has a wellbeing walk around the grounds. Surveys show that children feel safe at school and that staff care about their wellbeing.</p> <p><i>‘Pupils’ personal development is prioritised. Pupils learn about a range of</i></p>

	<p><i>important issues through personal, social and health education lessons. These include learning about healthy relationships and the importance of having good mental health.’ Ofsted June 2022</i></p> <p>Weekly Well-being Wednesday activities give the opportunity for the children to reflect on their mental health and record in their wellbeing journals. As a result, this weekly teaching and reflection has reduced the number of ELSA referrals from teachers as they are now more confident in dealing with the issues in class. There are also less parental ELSA referrals too. Additionally, when conferenced, children and parents talked positively about the impact of Well-being Wednesdays.</p> <p><i>‘Pupils feel happy and safe in this nurturing school. They are typically calm, friendly and polite to each other. A few older pupils said that sometimes pupils do fall out with each other, but that teachers will help sort out any issues. Pupils and families especially value ‘Well-being Wednesdays’ because pupils spend time learning how to maintain positive mental health.’ Ofsted June 2022</i></p>
<p>Improved reading attainment among disadvantaged pupils at the end of KS2</p>	<p>Reading is a whole school focus. Reading challenges were set each month aimed at developing the love of reading. As a result, 47% of our disadvantaged children were motivated to access this at home. Monitoring showed children enjoyed doing it and really liked taking library books home from school each week.</p> <p>Rigorous phonics assessments when the children arrive in year 3 are in place. These enable teachers to identify specific gaps in phonemic knowledge. Teachers then plan sequences of learning to</p>

	<p>address this. Sets of phonetically decodable books are in place to support the teaching of early reading. These are available across the school.</p> <p>As a result, internal data shows that there has been good progress for the disadvantaged group.</p> <p>The teaching of reading is prioritised and valued at Elson Junior School. As a result, internal data shows reading progress across the school is greater for disadvantaged children than non-disadvantaged children.</p> <p>As a result, the recent Ofsted report stated, <i>‘They quickly identify pupils who need extra, targeted help with learning phonics when they join the school. Pupils are encouraged to practise reading every day either in school or at home. They learn to read fluently and accurately. Pupils enjoy reading books from the well-stocked library, and welcome plans to further increase the range of books they can choose from.’</i> June 2022</p>
<p>Improved writing attainment among disadvantaged pupils at the end of KS2.</p>	<p>English leaders have reviewed and adapted long, medium and short term planning. It was identified that some topics were not engaging our disadvantaged pupils and for others it was felt that the background knowledge required was not relatable enough to the children’s own experience. Therefore plans were adapted to include ‘hook’ experiences e.g. Shackleton’s Journey. As a result, monitoring showed improved outcomes for final pieces of writing and engagement</p> <p>Targeted disadvantaged children worked with an additional adult and made accelerated progress in writing. They had three 1:1 sessions each week to work on their writing and grammar skills. As a result, the progress in three year groups</p>

	<p>was greater for disadvantaged children than non-disadvantaged. For example, Year 5 disadvantaged children made 6.4 points progress and 5.7 points progress for non-disadvantaged children.</p>
<p>Improved maths attainment among disadvantaged pupils at the end of KS2.</p>	<p>Improving the teaching of Maths has been a whole school focus. Long term plans are updated yearly to take into account strengths and gaps from teacher assessments. Monitoring has shown there is a consistent approach to the quality first teaching and assessment of maths.</p> <p>The use of CPA (concrete, abstract, pictorial) is embedded across the school. Monitoring has shown children's confidence using resources and representation such as bar models has increased.</p> <p>Comparing outcomes to Local Authority and National figures, it was evident that our approach to the teaching of times tables to prepare children for the National Times Tables Check has been successful.</p>