



Elworth CE Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Elworth CE Primary School
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Sarah Buckley
Governor / Trustee lead	Bev Carron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62 160
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	£62 160

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide every child with the best education possible, irrespective of their background or the challenges they face.

We have high aspirations and ambitions for all our children and believe that all learners should make good progress and reach their full potential. The focus of our Pupil Premium Strategy is to ensure that all disadvantaged pupils achieve this goal regardless of their social, economic or cultural circumstances.

At Elworth CE Primary School, we are committed to supporting and guiding children to overcome their barriers to learning. We believe that quality first teaching is at the very heart of this approach where we use our best endeavours to meet the needs of all our pupils through a combination of whole class teaching as well as small groups and 1:1 tuition. In addition to this we recognise the social and emotional challenges our disadvantaged pupils may face and offer pastoral support for our vulnerable children and families through the employment of a highly trained learning mentor. The progress and strategies for support are monitored by our Pupil Premium Champion and Senior Leadership Team to ensure that we are diminishing the difference in progress and attainment for our disadvantaged pupils.

At Elworth CE Primary School, we want all children in our school community to become confident, secure and caring individuals who achieve personal success, develop a commitment to lifelong learning and have the potential to shape and direct their own futures.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions indicate an increasing percentage of pupils from disadvantaged backgrounds are starting school with communication and language difficulties which is impacting on their social and emotional needs as well as the acquisition of early literacy skills.
2.	Assessments, observations and discussions indicate that children from disadvantaged backgrounds have greater difficulties with phonics and acquiring early reading skills than their peers. This negatively impacts on their development as readers.
3.	Assessments, observations and discussions indicate that maths attainment among a proportion of disadvantaged pupils is below that of their peers.
4.	Assessments and discussions indicate that in some year groups the attainment gap between pupil premium pupils and their peers is lower in writing. Children across the school have lost essential writing skills including spellings and spelling patterns, leading to a lack of stamina and fluency in writing.
5.	Observations and discussions indicate that social and emotional difficulties are more prevalent amongst disadvantaged pupils and their families.
6.	Individuals who have poor attendance or persistent absence are proportionately higher for disadvantaged pupils.

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
To improve the acquisition of oral language and vocabulary skills among all pupils, particularly those children from disadvantaged backgrounds.	Assessments and observations show significant improvements in the children's oral language and speaking skills, particularly our disadvantaged pupils. Progress and attainment at the end of the EYFS is inline with peers and >85% achieve the Communication and language goal.
To improve reading attainment amongst our disadvantaged pupils and increase	Phonics screening results show that > 80% of disadvantaged pupils are achieving the expected standard in Years 1 and >100% in Year 2.

<p>the number of disadvantaged pupils reading for pleasure.</p>	<p>End of summer data shows expected progress for >80% of our disadvantaged pupils. Reading for pleasure baseline to end of year progress will be measured using pupil voice.</p>
<p>To improve attainment in mathematics, amongst our disadvantaged pupils so that it is inline with their peers across the school.</p>	<p>End of summer data shows expected progress for >80% of our disadvantaged pupils. The proportion of pupil premium children working at the expected standard will be in line with their peers in mathematics.</p>
<p>To improve writing attainment amongst our disadvantaged pupils in Key Stage 1 and Key Stage 2 so that it is inline with their peers across the school.</p>	<p>End of summer data shows expected progress for >80% of our disadvantaged pupils. The proportion of pupil premium children working at the expected standard will be in line with their peers in writing.</p>
<p>Improve and sustain the wellbeing of all pupils, particularly those from disadvantaged backgrounds.</p>	<p>Sustained high levels of well-being in 2024-25 are indicated by ELSA assessments, reduction in bullying and pupil voice. SENCo and Learning mentor identify and support families and children to alleviate barriers to learning.</p>
<p>All disadvantaged pupils will meet the national expectation for attendance/ persistent absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils. Monitoring of attendance by a learning mentor decreases persistent absence.</p>

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: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School will develop an oracy action plan to support language development, discussion and presentation skills for disadvantaged pupils. This will pull together what we already do well and further develop language acquisition. Staff training and development will support this area.</p>	<p>Oracy is a key area of concern nationally and locally. Evidence suggests that limited language acquisition can lead to under-performance in later life. This can impact confidence, self-esteem and the ability to succeed in all areas of the curriculum. Children need to develop skills of discussion, debate and presentation in order to equip them for future success.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>School will use Wellcomm, a screening tool to identify delayed language skills. All disadvantaged learners in Reception and Key Stage 1 will be assessed in the Autumn Term. This will ensure that children with language difficulties are identified and interventions and actions are put in place immediately.</p>	<p>Delayed language skills lead to under-performance later in life, yet many children have unidentified speech and language difficulties. WellComm enables children to quickly be identified and action to be taken immediately.</p> <p>https://www.gi-assessment.co.uk/assessments/products/wellcomm/</p>	1
<p>Phonics leader to ensure consistent high standards in the delivery of Read, Write Inc. phonics across the school to enable all children to read accurately and fluently despite their background or needs.</p>	<p>Phonics has an extensive impact overall with substantial evidence that it impacts the development of early reading skills. The teaching needs to be daily and systematic to support the sound patterns that they hear and the corresponding grapheme for reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,4

	https://www.ruthmiskin.com/en/programmes/phonics/	
English leaders to support the planning process and implementation of Steps to Read and Read to Write across the school to ensure that learning is pitched to the needs of all children including those from disadvantaged backgrounds.	<p>Steps to Read and Read to Write are purchased and used to ensure engagement of all pupils in lessons.</p> <p>Children who have been identified as currently expected or GDS will be supported through enhanced provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 4
Mathematics leader to monitor the progress and attainment of pupils to ensure outcomes for all learners including those from disadvantaged backgrounds remain high.	<p>Disadvantaged pupils who are 'falling behind' are identified and supported with additional mathematics tuition through pre-teach lessons and Numbersense interventions.</p> <p>Disadvantaged pupils who have been identified as currently expected or GDS will be supported through additional enhanced provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/</p>	3
The Pastoral and Wellbeing Leader will provide social and emotional support for disadvantaged pupils and their families across the school.	<p>There is substantial evidence linking social and emotional support to improved outcomes in school and later life.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	1,6
All classes have a teaching assistant for most mornings, for in class academic support.	<p>Ensuring in-class academic support is paramount to supporting the progress and attainment of all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,4

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

Budgeted cost: £ 22 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the communication and language skills of children in Reception from disadvantaged backgrounds.</p>	<p>Neli purchased to provide early assessment and intervention for children with communication and language difficulties in the early years.</p> <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p>	<p>1</p>
<p>Phonics Fast Track sessions in EYFS, KS1 and LKS2 which are targeted at disadvantaged pupils and those who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Mathematics pre-teach sessions are targeted at disadvantaged pupils and those identified as falling behind/ not making progress to close the gaps in learning.</p>	<p>Children from disadvantaged backgrounds and those ‘falling behind’ are identified for additional support to close the gap in attainment.</p> <p>Children who have been identified as currently expected or GDS will be supported through additional enhanced provision.</p> <p>https://numbersensemaths.com</p>	<p>3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
English Interventions targeted at disadvantaged pupils and those identified as falling behind/ not making progress to close the gaps in learning.	<p>Children from disadvantaged backgrounds and those 'falling behind' are identified for additional support to close the gap in attainment.</p> <p>Children who have been identified as currently expected or GDS will be supported through additional enhanced provision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	4
Pupil Progress meetings in the core subjects of English and Mathematics to impact on both the progress and attainment of disadvantaged learners and narrow the gap with peers.	Pupil progress meetings ensure that all staff are responsible for the teaching and learning in their classes. The process supports staff to identify gaps and next steps in learning to improve outcomes for all learners including those from disadvantaged backgrounds.	2,3,4

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

Budgeted cost: £ 20160

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Pastoral and Wellbeing Lead, Attendance lead and School Chaplain are employed to support vulnerable families with	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5

attendance and acute needs within the school community.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
School to provide a morning pastoral offer of Physical well being and breakfast club for disadvantaged pupils within the school community	Breakfast nurture provision for targeted pupils where SEMH needs impact on their learning at the start of the day and where disruptive behaviour impacts negatively on the learning of other pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5
All teaching assistants receive three weekly training sessions to support them to mediate learning and improve outcomes for all learners including those from disadvantaged backgrounds.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2,3,4
Reading Leader to promote reading for pleasure both at home and at school.	Leadership time to improve reading opportunities in school including redevelopment of the school library and training of reading volunteers. Reading for pleasure is a key indicator of a child's future success. When children learn to read at an early age, they have greater general knowledge and a wider vocabulary.	2
Attendance Champions to ensure that parents are made aware of expected attendance levels when they fall below 95%.	School supported by the 'Attendance and Children out of schools' enhanced package with Cheshire East. Learning mentor to monitor attendance and to make contact with parents where attendance falls below 90% DfE guidance Improving School Attendance	5
Vulnerable children to be highlighted and supported through ELSA sessions.	Learning mentor to identify vulnerable children needing emotional literacy support intervention. Interventions are reviewed 6 weekly on provision	5

	<p>map. Ad hoc nurture support is available for our vulnerable and disadvantaged pupils</p> <p>https://www.elsanetwork.org/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>Wellbeing sessions for small groups in UKS2 for disadvantaged pupils.</p>	
<p>All pupils will be given the opportunity to participate in activities which enhance and broaden the curriculum and learning experiences.</p> <p>School to ensure the inclusion of disadvantaged pupils on educational visits and in extra-curricular activities providing a 50% discount on trips and music lessons.</p> <p>School to provide additional swimming lessons for disadvantaged pupils who are non-swimmers in Key Stage 2</p>	<p>School have a Pupil Premium Promise which includes:</p> <p>50% discount on educational visits</p> <p>Music lessons LMT</p> <p>EBNO offer (invite)</p> <p>Swimming lessons for non-swimmers in Key Stage 2</p> <p>Bikeability Rec, Y1, Y4, Y6</p> <p>Forest School LotC</p> <p>Programme of residentials and outdoor education</p> <p>So that all children have opportunities to participate in activities which enhance and support their learning experiences.</p>	1, 2, 3, 4, 5
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5
<p>School to resource the new school library so that it contains a curated collection of resources to benefit pupils' learning and development and to bridge the gap between Read Write Inc and Accelerated Reader.</p>	<p>Primary school libraries are an important part of pupils' learning environments, providing access not only to a diverse range of books and resources but also to a quiet and safe place to read.</p> <p>"The school library is key to education recovery" Literacy Trust</p> <p>literacytrust.org.uk</p>	

<p>School to provide High Needs Nurture provision for identified pupils in EYFS and Key Stage 1 that provides support in relation to basic academic skills and 'catch up' in an inclusive and targeted way, and where applicable, it supports students' self-esteem and social, emotional and mental health needs</p>	<p>https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p>	
---	--	--

Total budgeted cost: £ 62 000

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 2023-24 academic year.

During the academic year 2023-24 the Pupil Premium Champion alongside senior leaders managed, led and monitored the impact of provision across the school. Pupil Progress Meetings with English and Mathematics leaders ensured that disadvantaged pupils were clearly identified and monitored to close the gap in progress and attainment. All staff were made aware of each child's individual needs and provision was targeted to support their academic progress, well being and physical development.

Progress data from Year 1- 6 shows that in 2023-24, 69% of disadvantaged pupils made 6+ steps progress in writing and 64% in Reading. 100% of disadvantaged pupils in year 2 passed the phonics screening check. Data indicates that the focus for 2024-25 will be in reading and writing in Year 3 and 4. The progress of disadvantaged pupils in this cohort is being carefully monitored by the senior leadership team in the form of pupil progress reviews.

The social and emotional needs of our disadvantaged families are supported effectively by the Pastoral and Mental Health Lead (PMHL). The learning mentor has identified pupils at risk and alongside the Designated Safeguarding Lead has created a Vulnerable Register which includes Disadvantaged Pupils. Over the last academic year 22 of the children in receipt of pupil premium were supported in some capacity by the PMHL. The support they received is all personalised based on the needs of the child and family. This can be multiple levels of support or a one off incident. Support can include but is not limited to general pastoral support, nurture breakfast club, attendance monitoring, liaising with outside agencies, household support fund referrals, small group or 1:1 intervention sessions and communication with parents. The offer for our disadvantaged pupils is changing and we have invited multiple children to our new nurture breakfast or physical wellbeing sessions.

Social, emotional and mental health CPD continues to be a priority for the school. During the academic year 2023-24 the PMHL completed the Senior Mental Health Training Certificate which gave her a plan of actions which needs to be implemented over the next few years within school. The PMHL also completed a trauma informed and ACES course which built on previous knowledge about the impact of trauma on our children and families.

During the year 2023-2024 the attendance of the disadvantaged children was 92.23%. The attendance of the disadvantaged children was monitored as a cohort but also as individual cases.

During the academic year 2023-24, the school ensured that all classes had a teaching assistant for most mornings to provide in-class support for disadvantaged pupils and groups of children deemed as 'falling behind' in Key Stage 2. Support was targeted in Year 3 and Year 4 following assessments, observation and discussion. Data from the academic year 2023-24 shows that in Year 3 50% of pupils in receipt of Pupil Premium without SEN made 6+ points progress in Reading, 100% in writing and 100% in mathematics. In Year 4 83% of pupils in receipt of pupil premium without SEN made 6+ points progress in Reading, Writing and mathematics.

The support timetable is reviewed regularly to ensure that targeted pupils are receiving the support they need in reading, writing and mathematics. Teaching Assistants across the school have received training in basic safeguarding, keeping children safe in education documentation, prevent, positive handling as well as the AET Good Autism Practice training. In addition to this all TAs have received regular coaching and mentoring by the phonics lead. TAs receive termly performance management using a coaching and mentoring model to ensure that support is effective and reflected in outcomes. Targets during the academic year 2023-24 were linked to professional development, supporting teaching and learning in reading, writing and mathematics as well as pastoral support for pupils from disadvantaged backgrounds. This has impacted positively on their role in the classroom as well as their ability to deliver high quality one-to-one and small group support.

During the academic year 2023-24, the phonics lead ensured that effective phonics lessons were delivered to promote early reading. Observations and assessments show that the impact of this resource has been seen in supporting children making good levels of progress in reading. In Year 1, 67% of disadvantaged pupils without SEND, made 5 points progress in reading. 67% of disadvantaged pupils without SEND passed the phonics screening check.

Two teaching assistants in the Early Years Foundation Stage have received Nuffield Early Language Intervention training, an evidence-based intervention to support the communication and oral language development of the pupils in reception from disadvantaged backgrounds. In addition to this school purchased the WELLCOMM assessment kit to assess the speech and language of disadvantaged pupils in Reception and year 1. End of Year Foundation Stage profile data in 2024 indicates that 83% of pupils in receipt of pupil premium without Special Educational Needs achieved the early learning goal for speaking.

As part of our wider strategies, we have provided all pupil premium children access to the breakfast club for free. This has been a very popular resource and has been used successfully by many families to help with social issues. In addition to this it has impacted positively on attendance and ensured a good start to the day for many pupils from disadvantaged backgrounds. Snacks, drinks, toast etc are available in our nurture provision for children who are hungry at the start or throughout the school day. As part of ongoing nurture support, an additional soft nurture breakfast club was available for targeted

disadvantaged pupils on arrival to school to support their emotional wellbeing and mental health.

The school continues to employ a school chaplain to support vulnerable children and their families.

Supporting disadvantaged pupils continues to be a School Development Priority at Elworth CE Primary School and across the Local Authority. The Headteacher and Pupil Premium Lead both attended a local authority conference 'Supporting Disadvantaged Pupils' during the Summer Term 2023. The information delivered at the conference will continue to inform the three year pupil premium strategy for 2024-27.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write, Inc. Phonics	OUP
Read to Write	Literacy Counts
Steps to Read	Literacy Counts
Accelerated Reader	Renaissance Learning
NELI	Nuffield
Wellcomm	GL Assessment
Nessy Reading and Spelling	Net Educational Systems
Spelling Shed	Education Shed Ltd.
Numbersense	Numbersense maths Ltd.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

--