



Ambition - Community - Equality

## ELMS FARM COMMUNITY PRIMARY SCHOOL PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	61.72%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>Emma Baxter</i> , Headteacher
Pupil premium lead	<i>Emma Baxter</i> , Headteacher
Governor / Trustee lead	<i>Sue Anderson</i> , lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,725
Recovery premium funding allocation this academic year	£15,515
Pupil premium (and recovery premium) funding carried forward from previous years	£14,686
<b>Total budget for this academic year</b>	<b>£313,926</b>



## 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 high attainment across all subject areas. Elms Farm Community Primary School have a high percentage (over 50%) of pupils eligible for Pupil Premium. To support these pupils, the school have to consider whole school strategies to support everyone to achieve well whilst considering the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted interventions and whole school approaches to social, emotional and behavioural needs (including mental health & well-being).

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and access to the wider curriculum. Additional support &amp; provision is essential to enable these pupils to make accelerated progress from their baseline assessment.</p> <p>Throughout the school, disadvantaged pupils have limited access to a range of high quality reading materials which nurture a love of reading.</p>
3	On entry to Reception class, pupils have limited access to materials and experiences to support their early development. 2021/22: 55% of pupils achieved a 'Good Level of Progress'. Observations and assessments have also highlighted an impact of COVID, not impacting only on language and social development, but also on physical development.
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in:</p> <p>End of Key Stage 1: Reading, Writing and Maths</p> <p>End of Key Stage 2: Writing and Maths.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and limited opportunities for enrichment.</p> <p>Approximately 25% of the school community require additional pastoral support: interventions, 1:1 work. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	Our attendance data over the last 3 years indicates that attendance is a challenge for disadvantaged pupils with the average percentage at 90%. COVID has further impacted upon this. Research highlights the impact that absenteeism has on pupil attainment. The school has identified a range of underlying causes for absenteeism within the community.



## 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
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<b>Improved progress and attainment in EYFS among disadvantaged pupils.</b>	EYFS outcomes in 2024/25 show that more than 70% of pupils make a 'good level of progress'.
<b>Improved reading attainment among disadvantaged pupils.</b>	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
<b>Improved maths attainment for disadvantaged pupils at the end of KS2.</b>	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b>	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>



## ACTIVITY IN THIS ACADEMIC YEAR: 2022/23

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### **Funding Allocation 1: TEACHING** (for example, CPD, recruitment and retention)

Budgeted cost: **£127,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments &amp; assessment tracking. Training for staff to ensure assessments are interpreted &amp; administered correctly.</p> <p>Training to ensure that staff track &amp; monitor the progress of disadvantaged pupils effectively (FFT)</p> <p>Training to ensure that teacher feedback is effective and supports pupil progress (CPD)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="#">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
<p>Embedding oracy development. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. In addition to funding Oracy 21 framework.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2



<p>Provide specialist subject leaders to ensure that teaching is of consistently high standard in Reading, Writing with additional consultancy expertise for writing.</p> <p>Coordinate wider curriculum subjects to ensure that disadvantaged pupils know and learn more with high expectations for attainment.</p>	<p>The quality of teaching is identified as one of the most important factors in ensuring pupil progress: As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	<p>1,2,3,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund maths specialist to provide individual cpd &amp; teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<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><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</p>
<p>Restructure the EYFS provision settings to be based on the 'Early Excellence' approach.</p> <p>Provide staff training 'Early Excellence'.</p>	<p>COVID has impacted upon the early experiences of our youngest pupils (EEF). Providing them with opportunities to develop language, make independent decisions and become inquisitive learners is essential in setting the foundations for learning and attainment.</p> <p><a href="#">EEF: What happens Early can matter for a lifetime.</a></p> <p><a href="#">Early Excellence</a></p>	<p>3</p>



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## Funding Allocation 2: TARGETED ACADEMIC SUPPORT (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4
Provide screening of Salt & Speech Language needs. Speech & Language provision and intervention.	Research has highlighted the impact of COVID on early development themes which are the foundations for attainment in understanding, general attainment, physical well-being and the physical skill of handwriting: <a href="#">EEF: The Impact of COVID in EYFS</a>	1,3,4
Occupational Therapy screening for pupils with targeted intervention to support with gross & fine motor skills.		1,3,4



### Funding Allocation 3: WIDER STRATEGIES (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£149,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on restorative practice &amp; well-being and mental health provision throughout the school.</p> <p>Support for key pupils through external agencies (Art Therapy/ Malachi)</p> <p>Provide a nurture room to support pupils who require de-escalation, calm.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5,6
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Enrichment-providing additional support for pupils to access the same experiences as non-disadvantaged pupils.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £314,000**





## **Part B: Review of the previous academic year: 2021/22**

### **Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils does not consistently meet the national average which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.



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## Externally provided programmes

Programme	Provider
Occupational Therapy	West Midlands Speech & Language Service
Speech & Language Therapy	
Counselling Support	Malachi
Art Therapy	Birmingham Centre for Arts Therapy



## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.