

Pupil premium strategy statement 24/25



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

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	Eltham Church of England Primary
Number of pupils in school	442 (including 28 Nursery)
Proportion (%) of pupil premium eligible pupils	12%, excluding nursery 13%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Matthew Wills
Pupil premium lead	Ella Gardiner
Governor / Trustee lead	Alberta Rosenior

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880
Recovery premium funding allocation this academic year	N/A
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	£82,880

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 their potential across all subject areas. We strive to ensure that disadvantaged pupils achieve to the best of their ability, and where possible, to achieve or exceed their end of year standard through making adaptations where necessary and providing targeted support and strategies (e.g. use of equipment or intervention for example) to enable them to learn and thrive. Overcoming barriers to learning is at the heart of our Pupil Premium strategy. We understand that needs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium grant. Instead, we identify the barriers to be addressed through robust assessment and by utilising staff's comprehensive knowledge of the pupils that they teach to ensure that strategies and support whether in small groups, the whole school or as individuals are targeted and effective. High-quality teaching is also 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.

Challenges

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

Challenge number	Detail of challenge
1	The percentage of children in receipt of PP funding with barriers to learning including social communication, cognition and learning or sensory/physical needs is higher than that of children not in receipt
2	Assessments (WellComm screener), observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in the Early Years and KS1.
3	Assessments, observations and reviewing books suggest disadvantaged pupils are having greater difficulties than their peers in achieving the end of year group standard for their chronological age. This is amongst children not meeting age related expectations as well as children who should be on track for GDS.
4	Observations and discussions with pupils and families have identified social and emotional issues disproportionately affect children in receipt of pupil premium funding. These challenges can have an impact on their attendance and attainment.

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>Standards and Achievement</p> <p>Improved writing attainment among children in receipt of pupil premium funding including the number of pupils achieving GD in their year group standard.</p>	<p>Ongoing formative and summative assessment to establish progress. Support and intervention allocated as appropriate. Increased number of pupils in receipt of PP achieving year group standard in Writing at the end of the year.</p>
<p>Language and Communication</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils. Work with all staff across EYFS and KS1 to ensure speech and language and vocabulary acquisition is prioritised and focuses on strengthening language and vocabulary development to particularly support disadvantaged children.</p>	<p>Assessments (WellComm) and observations to indicate significantly improved oral language among disadvantaged pupils. Feedback from SALT therapist and assistant. This should also be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</p>
<p>Adaptive teaching and Intervention</p> <p>To support PP children with complex needs through a carefully adapted curriculum, 1:1 and small group work</p>	<p>Learning walks, book looks, pupil voice, assessment outcomes (PIVAT data). Staff voice-feedback on CPD.</p>
<p>Social and Emotional</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To support children's access to wider opportunities through music lessons and access to clubs and trips.</p> <p>To remove barriers to promote increased attendance.</p>	<p>Parent and pupil voice regarding sessions with the Family Support Worker. Surveys e.g. wellbeing survey. (Involvement from Student Voice)</p> <p>Monitor number of children accessing after school clubs.</p> <p>Number of children in receipt of PP with persistent absenteeism reduces.</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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers will use adaptive teaching across the curriculum –</p>	<p>Effective use of differentiation can help to increase students' motivation, academic achievement and constructively build on students' previous knowledge (Munro, 2012 and Konstantinou-Katzi, 2013). "Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).</p>	<p>1, 2, 3,</p>

<p>ensuring a close match to individual and small group needs ('tracking back') and plan any additional adult support accordingly including challenging those who are capable of achieving GD</p> <p>We will purchase resources (PIVATs, SONAR tracking software) and fund ongoing professional development (in house training 3x adaptive teaching workshops , opportunities for training through STEPs- Support Team for Education in Primary Schools) and related release time.</p>		
<p>Diagnostic</p>	<p>https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/feedback-and-assessment/summative-assessment-and-</p>	<p>2,3</p>

<p>assessments</p> <p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>feedback#:~:text=Summative%20assessments%20are%20given%20to,learning%20goals%20of%20the%20course.</p> <p>EEF https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/EEF Case Study Diagnostic Assessment South Shore Academy.pdf</p>	
<p>Precision Teaching</p> <p>EP service will run CPD to train a group of support staff to deliver professional development for them to deliver precision teaching to high need pupils in receipt of PP funding.</p>	<p>This approach is for children who are making very slow, minimal or no progress and who struggle to recall basic facts or core skills for example number bonds or high frequency words. Recommended by Greenwich (RBG) EP service.</p>	<p>1,2,3</p>
<p>Enhancement of writing curriculum to support improved outcomes</p> <p>.</p> <p>Continue to embed progression of key</p>	<p>Improving Literacy in Key Stage 2 EEF</p>	<p>1, 2, 3</p>

<p>skills with a focus on SPAG in written work.</p> <p>English lead to manage the implementation of new CUSP writing curriculum . Funding of ongoing professional development and release time for English lead and other teaching staff as directed by English lead. Series of staff meetings across the year to support implementation. Release time for English lead to produce example schemes of work and deliver model lessons.</p> <p>Re-planning of writing sequences considering move to CUSP. Focus on</p>		
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contextual SPaG, supporting children to use accurate punctuation and oral rehearsal.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £50,641.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early intervention to target language acquisition in EYFS to increase understanding of vocabulary as well as expressive and receptive language skills, in turn supporting all areas of the curriculum.</p> <p>Cost of half day per week during term time of SALT assistant: All children in Reception and Nursery will be screened by the SALT assistant by December with intervention strategies and groups set up accordingly (overseen by therapist). WellComm screener and intervention tool.</p>	<p>Research shows that when children don't catch up in their language skills, they may have persistent language difficulties, as well as difficulty with reading and writing when they get to school. Sharma M., Purdy, S.C. & Kelly, A.S. (2009). Comorbidity of auditory processing, language, and reading disorders. Journal of Speech, Language and Hearing Research, 52(3),706-22.</p> <p>Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds A Report for the Education Endowment Foundation October 2017</p>	1, 2, 3
<p>Nessy Reading and Spelling Programme</p> <p>Children working below their chronological age standard will access additional reading support through the Nessy programme.</p>	<p>Our Expert Research Nessy</p> <p>https://www.nessy.com/en-gb/about-us/our-expert-research</p>	1, 2, 3
<p>School led tutoring led by current staff.</p> <p>YR Targeted daily phonics intervention LC/ZJ</p> <p>Y1/Y2 Targeted daily phonics intervention SB</p> <p>Breakfast 'boost' groups to target progress-reading or mathematics as needed (twice weekly) Y6 Y2</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>(See Technical Appendix)</p>	1, 2, 3
<p>Targeted academic support for children in receipt of PP funding working significantly below age expectations.</p>	<p>Enabling chn. with significant and complex needs to have enhanced levels of targeted support (1:1 and small groups) while waiting for local authority SEND top up funding.</p>	1, 2, 3

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

Budgeted cost: £21,238.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority access to Family Support Worker. Ensure support for mental health and well-being. Foster a sense of belonging through class RHE sessions and collective worship.</p>	<p>The link between pupil health and wellbeing and attainment. A briefing for head teachers, governors and staff in education settings. Public Health England, 2014.</p> <p>CHILD MENTAL HEALTH AND EDUCATIONAL ATTAINMENT: MULTIPLE OBSERVERS AND THE MEASUREMENT ERROR PROBLEM</p> <p>David Johnston, Carol Propper, Stephen Pudney, Michael Shields, (2013)</p>	4
<p>Emotional literacy Support (ELSA) Provision for Social emotional and mental health needs.</p>	<p>Social and emotional learning EEF</p> <p>ELSA recommended by RBG EP Service.</p>	4
<p>Participation in enrichment activities Costs are subsidised for children in receipt of PP funding for after school clubs (1 term of a club of family's choice) and 1 trip of family's choice, subsidising the cost of residential trips for Y6 pupils in receipt of PP</p>	<p>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility Donnelly, Lažetić, Sandoval-Hernandez, Kumar and Whewall Department of Education and Institute for Policy Research, University of Bath</p>	2, 3, 4

Total budgeted cost: £82,880

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.

Targeted academic support

Targeted, daily phonic intervention supported children to make progress in YR and Y1 in their phonics acquisition and reading ability. This supported 89% of pupils in Y1 in receipt of PP funding to achieve the phonics screen check at the end of Y1 and 90% of the total cohort. At the beginning of the year, 27% of the reception cohort screened as red or amber on the Wellcomm language tool. With weekly targeted sessions led by the SALT TA, this number was reduced supporting children's receptive and expressive language skills as well as their attention and listening abilities. Early morning boost groups were also facilitated in Y2 and Y6 which our children in receipt of PP were given priority access too-87.5% of Y6 Pupils in Receipt of Pupil premium achieved year group standard in Maths, 87.5% in Reading and 75% in Writing.

Teaching

Phonics for children who were attaining below expectation was delivered in small groups by trained staff with additional reading sessions time tabled. 89% of Y1 PP cohort met the threshold set in the Y1 phonics screen. Additional staffing in UKS2 allowed focused small group teaching to target children working below age related standard with a focus on children in receipt of PP funding. This meant that 87.5% of Y6 Pupils in Receipt of Pupil premium achieved year group standard in Maths, 87.5% in Reading and 75% in Writing. It also meant that 78% of pupils in Y5 were able to achieve year group standard in Writing; these supported children who were otherwise not on track to achieve standard. Teachers received training on the new CUSP foundation curriculum through the curriculum lead and CUSP CPD offering which enabled them to focus on vocabulary and meta-cognitive strategies such as inter-leaving and retrieval. Pupil book conferences and lesson observations illustrate that children can speak coherently about their foundation learning using correct vocabulary.

Wider strategies

46% of the FSW's clients were in receipt of PP funding or their children were (parents). This allowed children support for varying needs e.g. self-esteem, anxiety etc. as well as supporting wider family- mainly parents. Children were able to access a club of the family's choice for a term as well as attend a trip free of charge supporting children's access to enrichment activities and cultural capital.