

Ellington Primary Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Ellington Primary School
Pupils in school	208
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£47,075
Academic year or years covered by statement	2021-22
Publish date	01 November 2021
Review date	01 September 2022
Statement authorised by	Kevin Hodgson
Pupil premium lead	Kevin Hodgson
Governor lead	Chris Curry

Disadvantaged pupil progress scores for last academic year (2019 Data)

Measure	Score
Reading	Supp
Writing	Supp
Maths	Supp

Disadvantaged pupil performance overview for last academic year (2019 Data)

Measure	Score
Meeting expected standard at KS2	Supp
Achieving high standard at KS2	Supp

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	First Quality teaching and basic skills intervention for PP pupils falling behind age-related expectations. Increased learning support from Teaching Assistants to allow skilled teaching staff to deliver effective teaching with an aim of rapid progress.

Priority 2	To support pupils in a full return to school during Covid-19. To engage with families facing challenge and support Remote Learning in isolation situations to ensure that pupils do not fall behind. Extend the Pastoral Team (led by SENCO) to effectively support pupils and with mental health issues and emotional wellbeing so that they can learn effectively.
Barriers to learning these priorities address	The above priorities will identify gaps in learning and quickly address needs through the use of baseline assessment. New assessment tracking arrangements will be quickly established. A robust system for Remote Learning is embedded.
Projected spending	£27,575

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS2 Reading	Sept 22
Progress in Writing	Achieve national average or above progress scores in KS2 Writing	Sept 22
Progress in Mathematics	Achieve national average or above progress scores in KS2 Maths	Sept 22
Phonics	Achieve national average or above expected standard in PSC	Sept 22
Other	Improve attendance of disadvantaged pupils to LA average and reduce the number of persistent absentees among pupils eligible for PP.	Sept 22

Measure	Activity
Priority 1	First Quality teaching and basic skills intervention for PP pupils falling behind age-related expectations. Increased learning support from Teaching Assistants to allow skilled teaching staff to deliver effective teaching with an aim of rapid progress.

Priority 2	To support pupils in a full return to school during Covid-19. To engage with families facing challenge and support Remote Learning in isolation situations to ensure that pupils do not fall behind. Extend the Pastoral Team (led by SENCO) to effectively support pupils and with mental health issues and emotional wellbeing so that they can learn effectively.
Barriers to learning these priorities address	The above priorities will identify gaps in learning and quickly address needs through the use of baseline assessment. New assessment tracking arrangements will be quickly established. A robust system for Remote Learning is embedded.
Projected spending	£27,575

Targeted academic support for current academic year

Measure	Activity
Priority 1	Pupils eligible for PP make more progress by the end of Reception than 'other' pupils so that the GLD gap closes further. Ensure that staff deliver effective interventions and whole class teaching strategies reflect Quality First teaching. Use of highly skilled staff to deliver interventions in and out of class.
Priority 2	Maximise the teaching of basic English and Maths skills and intervention throughout EYFS, KS1 and into Year 3 including the use of Remote Learning in cases of isolation. This will address gaps in learning due to Covid-19 lockdown.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£13,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations To identify pupils who are falling behind national averages To provide tailored support for families with low attendance, working with the key members of staff and Governors To provide pupils with the opportunity to attend a range of extra-curricular clubs and to engage with structured activities such as TT Rockstars and Spelling Shed
Priority 2	To support the mental health and wellbeing of our staff, pupils and parents in light of Covid-19 and to promote a healthy, active lifestyle through specialist sports interventions/mentoring. SENCO given additional time out of class to support SEMH and SEND needs.
Barriers to learning these priorities address	The Covid 19 pandemic puts increasing strain on teaching and learning due to self-isolation and remote learning. The pandemic raises many issues about attendance and pupils are at risk from long-

	term absence due to illness and family circumstances. Mental health and emotional wellbeing of pupils can affect their ability to learn effectively and achieve their end of year expectations. Healthy lifestyles are an integral part of promoting positive wellbeing and mental health.
Projected spending	£6,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	To ensure that a recovery curriculum is embedded and teaching staff receive CPD to ensure that they are confident in embedding curriculum headlines within all subjects delivered. Ensure that metacognition and self-regulation approaches support pupils to think about their own learning more explicitly.	Additional cover provided to release Subject Leaders to attend CPD and feedback to staff. Invest in a 'mastery learning' approach based on evidence of effective impact for low cost. Low-attaining pupils may gain months of additional progress than high attaining pupils. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months of additional progress. This can be evaluated termly.
Targeted support	Using 'live' feedback, verbal or written, to aid pupil learning and progress.	Feedback tends to show very high effects on learning. 'Live' feedback, such as Bloom's 'mastery learning', tends to have a positive impact. This can be measured through evidence in pupil books and teacher assessments.
Wider strategies	Engaging the families facing most challenges The deployment of teaching assistants to support teachers in the classroom.	Head, Deputy and SENCO working with families to support as and when necessary. Impact will be measured by the monitoring of interventions and additional support delivered by Teaching Assistants. Staff will deliver bespoke and live interventions to aid progress and attainment.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Internal data showed that PP children were behind ARE
Progress in Mathematics	Internal data showed that PP children were behind ARE
Phonics	Steady progress in phonics across the year despite the huge periods of time missed during crucial periods for children in Reception and Year 1.
Other	Attendance was below national averages, but not significantly.