

Pupil premium strategy statement – Ellington Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	21.11.22
Date on which it will be reviewed	October 2023
Statement authorised by	Kevin Hodgson
Pupil premium lead	Dan McConville
Governor / Trustee lead	Danielle Towers/Chris Curry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Recovery premium funding allocation this academic year	£4,519
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£55,764

Part A: Pupil premium strategy plan

Statement of intent

Ellington Primary School is a vibrant, happy, creative and inclusive school with are motto of 'Believe and Achieve' at the heart of everything that we do. The school was inspected in January 2019 and judged as good. The school has been consistently successful and popular with a strong reputation for many years. Ellington is a one-form entry 3-11 age school. There are approximately 214 children on roll, however this number will increase during the academic year as new children are admitted to our Nursery. Ellington is a small village in the civil parish of Ellington and Linton, on the coast of Northumberland. Ellington was the site of the last remaining operational deep coal mine in North East England. Approximately 60% of the school population live within Ellington, with 40% coming from surrounding villages and towns due to the school's good reputation.

The number of pupils with learning difficulties and/or disabilities is above average with 19.4% (35 children) on the SEND register and 3 children with Educational Health Care Plans. The proportion of pupils eligible for free school meals is 17% (31 children) with 19% (35 children) of pupils falling into the pupil premium category.

Since the last Ofsted inspection in January 2019, the school has undergone significant change. A new headteacher was appointed in September 2021 and a new senior leadership team has been developed with the external appointments of two new assistant headteachers. New English, Maths, Science and Curriculum leads have been appointed to ensure that the progress across all subjects is at least in line with national averages when historically this has not been the case. The Covid-19 pandemic has had a significant impact on the progress of children at Ellington with substantial gaps in knowledge apparent. A new curriculum has been carefully designed by senior leaders to ensure clear progression of skills and knowledge across the whole school. The new senior leadership team also includes the experienced EYFS lead and the SENDCO who have over 50 years' experience of the school, its pupils, families and the local community between them.

Since converting to a primary school in 2016, the school has suffered with many children leaving at the end of Year 4 to attend a middle school in Morpeth. The school have then admitted children into Years 5 and 6 from other neighbouring schools. This undoubtedly affects the attainment at the end of Key Stage Two.

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. The focus of our pupil premium strategy is to support our overarching school priority to raise attainment for all pupils by ensuring an outstanding curriculum, quality first teaching and effective intervention to close gaps.

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.

Challenges

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

Challenge number	Detail of challenge
1	Need for a rise in attainment for all children brought about by quality first teaching and redeveloping the curriculum offer for all subjects.
2	Need for early identification of children falling behind their peers and then effective use of interventions run by teachers and Teaching Assistant's to help close gaps between children working below their ARE and their peers (particularly focussing on PP children).
3	Children with an increased need for support with mental health and emotional wellbeing particularly after the pandemic.
4	Need to increase attendance particularly for children that are persistent non-attenders. PP children at the school have been identified as more likely to have lower attendance.
5	Low level disruption in classes resulting in a need to improve children's behaviour.

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
A rise in attainment for all children including PP children brought about by an improvement in quality first teaching	<p>A redeveloped curriculum ensuring clear progression in skills and knowledge across all subjects.</p> <p>New curriculum and accompanying CPD leading to an increase in teacher subject knowledge resulting in a better quality of teaching and increased progress and attainment.</p>

Ability for teachers and SLT to identify children falling below ARE earlier and then putting in place effective evidenced based interventions to catch these children up.	Purchase and roll out of new tracking system that provides easily accessible, quantitative data on children to identify those children that are falling below ARE along with providing the ability for subject leads to compare key groups of children for example boys and girls, PP and Non PP.
Improved health and relationships education along with increased support for children's mental health and emotional wellbeing.	New RSE curriculum purchased and rolled out to all staff from Kapow primary. Training for SENCO and Senior Mental Health Lead to provide additional support for children when required. A member of the support staff trained in bereavement counselling.
Increased average attendance for the school and a decrease in the percentage of persistent non-attenders including PP children.	New reward-based system for class with highest weekly attendance. Termly rewards and incentives introduced. New EWO to support Headteacher and SLT with improving attendance of persistent non-attenders.

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: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School RWI training for all teachers and Teaching Assistants and access to the portal for additional CPD.	Systematic instruction using a synthetic phonics approach has been shown to be a valid evidence-based practice to improve reading skills in students with and without disabilities (National Reading Panel, 2000). https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/1-Phonics1.docx The school has invested heavily in using the RWI synthetic phonics approach. The EEF published in October 2022 that a previous trial involving 10 schools found a positive impact on pupil's equivalent to three additional months' progress in reading, on average. In addition, the most recent trial found some evidence that pupils eligible for free school meals may have particularly benefited from the programme, making an average of 3 months' additional progress in reading compared to 1 month additional progress for Non-FSM pupils.	1,2

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start#:~:text=This%20previous%20trial%20involved%2010,by%20primary%20schools%20in%20England.	
Additional Resources to support delivery of RWI phonics	Additional books to ensure all children have access to a closely matched phonological reader at home. This will help to increase the level of progress they make by practicing reading the same sounds at home that they have been learning in school.	1,2
Purchase of an effective tracking software to monitor pupil attainment and identify children requiring intervention.	Purchase of Insight tracking software for academic year 2022-2023. All teaching staff will be given CPD on how to utilise the software to effectively identify children falling below the ARE. The software will utilise both formative and summative assessment work completed by teachers to help identify which children require evidenced based interventions.	1,2
Purchase and roll out of a new PSHE programme.	Improved PSHE education by the purchase of a new RSE and PSHE curriculum from Kapow Primary. All year groups have units of work on five key areas. These include Families and Relationships, Health and Wellbeing, safety and changing body, citizenship and economic wellbeing. The units on health and wellbeing, and Families and Relationships have particular importance for improving and maintaining children mental health and social and emotional well being. Children learn strategies for dealing with difficulties, managing emotions and how to ask for support when needed. This should in turn also help to improve attendance (see below).	3, 4
Further develop cultural capital	https://thirdspacelearning.com/blog/pupil-premium/#9-pupil-premium-and-cultural-capital- Improving the delivery of non-core subjects helps to close the gap between disadvantaged children. Quality first teaching has the greatest impact on children's progress. By further developing our curriculum, we will equip children with the cultural capital they need to succeed. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1
Employ additional Teaching Assistants and provide quality training	<i>'Teaching assistants (TAs) play an integral role in the daily workings of a school. They are crucial sources of support for teachers and learners alike, but the evidence around their impact on pupil attainment is undoubtedly mixed.'</i> Improve the impact made by teaching assistants across the school. Assistant head teacher, Louise Gray, will attend training for best use of teaching assistants. She will line manage, train, support and carry out appraisals. https://educationendowmentfoundation.org.uk/news/eef-blog-maximising-the-impact-of-teaching-assistants-in-the-classroom-exploring-the-evidence	1, 2

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for TAs to provide effective evidenced based interventions.	<p>EEF evidence that TAs delivering structured evidenced based interventions have bigger impact than supporting children in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2
Teaching Assistant to be trained and deliver work with children that have been recently bereaved and other mental health support interventions including drawing and talking.	<p>A number of children including some that are also Pupil Premium have been bereaved during or since the end of the pandemic. To provide additional support to help children with their mental health, we are looking to find training for a Teaching Assistant in supporting bereaved children. In addition, we are looking to train a Teaching Assistant in drawing and talking therapy to support children that require support with their mental health.</p> <p>Drawing and Talking Therapy is ‘the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma. As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies’. https://drawingandtalking.com/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	3, 4
Additional tutoring for targeted PP pupils to help close the attainment gap	<p>Children identified via Pupil Progress meetings will have one to one or small group, focused interventions/tutoring with specialist teachers to close the attainment gaps which were hugely impacted during the Covid Pandemic.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve support for Children's Social and emotional learning. Introduction of new Health and Relationships curriculum through Kapow Primary.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	3,4
Introduction of behaviour reward scheme as well as redevelopment of behaviour policy to improve behaviour resulting in a decrease in low level disruption.	Use of Classroom Dojo to provide a reward system. Research has found that Dojo has a positive effect on behaviour helping children to become more aware of their behavioural choices. https://files.eric.ed.gov/fulltext/EJ1110950.pdf It has long been noted that problems with behaviour can hamper the attainment and progress made by a classes. The EEF outlines that 'behavioural issues in class are a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5
Children with specific behavioural, S&E and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given: • Sports Provision (clubs, sports leaders)	<ul style="list-style-type: none"> • Social and Emotional learning +12 months (EEF Toolkit) • Behaviour interventions +12 months (EEF Toolkit) • Sports Participation +6 months (EEF Toolkit) • Outdoor adventure learning +12 months (EEF Toolkit) 	3, 4

<ul style="list-style-type: none">• Behaviour treat/reward• Social and Emotional intervention groups• Sports provision		
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Total budgeted cost: £ 56,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

July 2022 review of PP data.

KS1 Attainment:

60% of PP achieved expected standard in reading

0% of PP achieved GD in reading

60% of PP pupils reached expected standard in writing

0% achieved working at greater depth in writing

40% reached expected standard in maths

0% achieved working at greater depth in maths

Further intervention is needed to support PP children particularly in maths. Interventions for potential GD children are needed to deliver targeted support and challenge.

KS2 Attainment:

75% of PP achieved expected standard in reading

25% of PP achieved GD in reading

75% of PP pupils reached expected standard in writing

0% achieved working at greater depth in writing

63% reached expected standard in maths

0% achieved working at greater depth in maths

PP outperformed Non PP in reading and writing. Further support is needed to ensure writing is developed across all children but with a focus ensuring PP children are at least in line with Non PP children. The number of PP children achieving GD needs to improve dramatically. These children will be targeted with specific interventions.

- 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. A detailed intervention programme is in place with Teaching Assistants being trained accordingly. TAs and teachers work closely together to ensure SMART targets are in place for children including PP children.

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. Great strides were made in 2021/22 in developing mental health support for children and parents alike. This has been continued with the SENCO officially trained as a Senior Mental Health lead. Workshops will be offered to parents and children. A nurture area will be developed in school. Specific nurture and mental health interventions are established in co-ordination between all staff.

3. 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. PP children made good progress across Reception but 0/3 met achieved a good level of development. These children will have targeted specific support in Year 1.

4. Maximise the teaching of basic English and Maths skills and intervention throughout EYFS, KS1 and into KS2 including the use of Remote Learning in cases of isolation. This will address gaps in learning due to Covid-19 lockdown. Interventions were set established for all identified groups. This suffered due to Covid issues affecting groups, staffing and pupil absence. However, effective interventions were established and monitored.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Our service pupil premium children benefit from all of the above whole school opportunities including smaller group sizes, a contribution to school residentials and clubs and access to a wide range of interventions.

The impact of that spending on service pupil premium eligible pupils

Pupils are well supported and make good progress in all aspects of the curriculum.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.