



Pupil Premium Strategy Statement 2020/21

School Vision

Our school values at Elson Junior School underpin our belief that every pupil, regardless of background or barrier to learning, can attain well. Our Governors, leaders and teachers believe that the greatest impact comes from the quality of pupils' classroom experience. We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily. This is key in promoting their self-confidence, self-esteem, participation in learning and positive social interaction. Our class teachers have the highest expectations of all pupils. Pupils are supported to work constantly to aspire to their personal best, which raises self-esteem and contribution. We use interventions in a targeted way, so children are where they should be – participating in the classroom as much as possible. At Elson Junior School we understand the social, emotional and wellbeing needs of our pupils before deciding how to approach their academic needs. This holistic approach helps our pupils to improve their self-confidence, self-regulation, metacognitive strategies, and improves their self-esteem. Every Elson family is different and requires a bespoke approach. What we learn from our local community and families always informs teaching and learning and social, emotional and wellbeing support strategies. We aim to foster positive, consistent relationships throughout. We know that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2020/21:

- £1,345 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,345 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus)
- £2,345 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SSP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £310 for each eligible pupil.

The PP strategy will have a separate section for pupils eligible for Service Pupil Premium (**SPP**)

COVID-19 Catch Up Premium

For 2020/21 there will be additional funding for Catch-Up Premium and funding for tutorial programmes. The Catch-Up premium is £80 per pupil; this will be allocated in three tranches to schools from Autumn 2. It is for all pupils, particularly disadvantaged, SEND and vulnerable pupils to receive the catch-up support needed to make substantial progress by the end of the academic year. There is an expectation that all pupils receive a high-quality education, the curriculum remains broad and ambitious. Where needed remote education is high quality and safe and aligns as closely as possible with in-school provision. There needs to be prioritisation within subjects of the most important components for progression. Schools need to consider how all subjects can contribute to the filling of gaps in core knowledge, for example reading. Modification of the curriculum will be needed in the Autumn term. Curriculum planning should be informed by an assessment of pupils' starting points and addressing their learning gaps, making the use of regular formative assessment. There needs to be a coherent plan for returning to their normal curriculum by the end of the summer term.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage; these aspects are monitored and reviewed by the strategy group

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Cohort profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stage.



Clear, responsive leadership

A Strategy Group, which includes top leadership and a governor, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Pupil Premium Strategy Group; review of 'catch up' and PP strategies	
Team member	Role
Headteacher	Strategic overview to ensure cohesive approach of removing barriers of disadvantaged pupils.
Assistant Headteachers	Strategic overview to ensure cohesive approach of removing barriers of disadvantaged pupils.
Pupil Premium lead	Implementation and evidence gathering of curriculum recovery and catch up
English and maths leaders	Clarity and consistency of pedagogical approaches / moderation
SENco	Overview of class-based interventions and specific programmes; positive impact SEN planning tools
Inclusion governor	Review the effective use of funding
Review Dates for academic year:	23 rd November 2020 and 29 th March 2021



Current Profile							
Academic Year	2020/21	Number of Pupils eligible for FSM PP		62	Breakdown of PP Pupils		
NoR	Sep '20	327	FSM PP budget 20/21 Financial Year	£92,590	FSM/Ever 3	Service 14	LAC 5
			Catch Up Premium £80/pupil	Tranche 1 & 2 £46.67/pupil Tranche 3 £33.33/pupil			

Cohort Profile of Disadvantaged Pupils in Key Stage 2 2020 /22 (Does not include Service pupils)													
This section may not be published on website if individual pupils could be identified.													
Year Group	Number and % of disadvantaged pupils eligible for PP without SEN		Number and % of disadvantaged pupils on SEN register		Lower Attaining Pupils from KS1		Middle Attaining Pupils from KS1		Higher Attaining Pupils from KS1				
Year 3	9/82	11%	4/82	5%	R 6/82 7%	W 5/82 6%	M 8/82 10%	R 3 / 82 4%	W 4/82 5%	M 1/82 1%	R 0/82 0%	W 0/82 0%	M 0/82 0%
Year 4	17/84	18%	3/84	4%	R 3/84 4%	W 5/84 6%	M 6/84 7%	R 4/84 5%	W 9/84 11%	M 9/84 11%	R 10/84 12%	W 3/84 4%	M 2/84 3%
Year 5	18/79	20%	2/79	3%	R 4/79 5%	W 9/79 11%	M 7/79 9%	R 11/79 14%	W 8/79 10%	M 8/79 10%	R 3/79 4%	W 1/79 1%	M 3/79 4%
Year 6	9/81	11%	8/81	9%	R 6/81 7%	W 11/81 14%	M 8/81 10%	R 10/81 12%	W 5/81 6%	M 7/81 7%	R 1/81 1%	W 1/81 1%	M 2/81 2%

Summary allocation of funding

A tiered approach for 2020/21 has been used for planning the effective use of FSM Pupil Premium funding and Catch-Up Premium. References are made to sections of the school improvement plan

Teaching and Learning

Key Outcome 1 – Good Quality of Teaching and Learning

Improve teaching and learning by:

- Ensuring that teachers are better equipped to provide effective task variation, rich task design and to pitch learning more accurately across the curriculum.
- Providing further opportunities for coaching and for observations of best practice in Year 6.
- Fully involving teachers in developing their own improvement targets through a coaching process of shared reflection on teaching practice and engagement with national research on cognitive science and the teaching programme.

Key Outcome 2 – Raising pupils attainment and progress

Continue to strengthen teachers' confidence in assessment, particularly in reading, by:

- Enabling teachers to make effective use of CPD from the LA on assessment of reading
- Increasing teacher ownership of data
- Further supporting teachers in using SEN trackers to inform planning

Key Outcome 3 – Curriculum Development

To offer a broad and balanced curriculum driven by the school values by:

- Subject leaders and teachers taking part in CPD programme of support, enabling them to have a consistent approach to subject leadership to ensure adequate coverage, clear progression of skills and knowledge across the key stage by monitoring the impact in pupil outcomes.

Expenditure (PP / CUP)

£59,709

Targeted Academic Support	
Key Outcome 1 – Good Quality of Teaching and Learning	Expenditure
<p>Improve teaching and learning by:</p> <ul style="list-style-type: none"> - Providing subject knowledge training for LSA’s allowing them to improve the quality of small group tuition and one-to-one support 	£8070
Wider support strategies (Emotional, social and behavioural support & Enrichment)	
<p>Our ELSA provision (both individually, in groups and in class) and Home School Link worker is largely funded from our pupil premium allocation. There are three key groups that are run on a weekly basis.</p> <p>Happy Llamas – Young Carers Group: In this group the children receive support from our HSLW/ELSA and more importantly peer support from each other. They can talk safely about the challenges in their life and realise that others share their struggles. It is a time to relax, enjoy fun activities and feel special alongside building their emotional toolkit to allow them to reach their potential despite the challenges they face.</p> <p>Elson Heroes – Service Club: This group is for Service Family children. Together we can celebrate the pride the children feel for the serving members of their family as well as supporting each other through the challenges Service life can bring. The children can share their knowledge and pride with the whole school in events such as our Remembrance Day assembly. We have a wonderful project with local veterans charity ‘Firstlight Trust’ where we bring veterans and children together to raise self-esteem and well-being. We also work with HMS Collingwood who support the Service Children by offering visits and attend our club to build the children’s resilience by teaching new skills – such as knot tying.</p> <p>Elson Explorers (EAL and other cultures): The most recent club set up in response to an increase in our racial diversity in school and some racial incidents. The club is to help raise self-esteem, life chances and sense of belonging through taking pride in our roots and experiences</p> <p>ELSA lunch clubs: These drop-in lunch clubs support children who have worries, friendship issues or have finished a course of ELSA but still need ongoing support. Other ELSA groups run during the school day in response to identified needs, for example: Friendship Groups, Lego Therapy, Emotion Superheroes, Only One You and Anger Management. At the beginning of September, our ELSA also runs whole class ELSA sessions for year 3 and other classes if identified. Additionally, the school employs a specialist trained Outdoor Learning LSA for one day a week and part of her role is to run a group for pupils who are FSM, who have low self-esteem and poor concentration. The aim is to help raise the self-esteem and focus levels of children by providing new experiences, practical tasks and promoting the benefits of outdoor learning.</p>	£24,811

Outdoor Fun Squad: Environmental teaching support specialising in outdoor learning across the school and weekly afternoon group.	
Total Expenditure	£92,590

COVID-19 lockdown phase
<ul style="list-style-type: none"> - Attendance in school; provision was offered to all key worker families and vulnerable pupils. - Home learning; this was provided for pupils not attending. - Safeguarding; weekly vulnerable returns were submitted to LA; inclusion leaders / DSL worked effectively with external agencies - Support to vulnerable families; free school meals were provided , keep in touch e-mails and regular phone calls were made.
Reintegration June/July 2020
<ul style="list-style-type: none"> - Risk assessments were completed for pupils with EHCPs and regular communication was established with parents - Catch up planning for Year 3,4,5 and 6: Revisited prior learning, a focus was to challenge pupils to remember and apply, and secure levels of fluency and accuracy previously attained. - Home learning, fluency in reading and mathematics were central but a wider curriculum was still proactively promoted. - July; transition information: this included summative assessments from pre COVID-19.
Recovery curriculum planning – September 2020
<ul style="list-style-type: none"> - Catch up planning for pupils that did not attend school in summer term: teaching teams realigned the catch up coverage with the new year’s curriculum so that it is sequential and progressive; there is an expectation that pupils catch up fully in the academic year 2020/21 - Recovery planning; this involves revisiting key learning from previous year’s curriculum, rapidly close the most vital ‘learning gaps’ in knowledge and skills, teach coverage not taught or not taught in sufficient depth. - Interventions; targeted support will be offered using Catch Up Premium.

Key barriers and rationale for Pupil Premium priorities

Some disadvantaged pupils are affected by:

- Knowledge and retention of vocabulary and application of this within the broad and balanced curriculum.
- Their ability to relate to the wider world and draw upon experience to activate prior knowledge and understanding.
- Low self-confidence, self-regulation, metacognitive strategies impacting on their self-esteem.

School Improvement Plan 2020/21 priorities for disadvantaged pupils

Key Outcome 1 – Good Quality of Teaching and Learning

To continue to improve the quality of teaching, in light of self-evaluation and current national research. To ensure consistently good teaching across the school.

- Through the use of diagnostic assessment and data retrieved from low stake quizzes, teachers will plan learning for disadvantaged pupils ensuring they are challenged across the curriculum. Learning will be pitched with the right level of challenge to enable pupils to progress.
- Through effective 'assessment for learning' strategies, teachers will identify and support effectively those disadvantaged children who start to fall behind and intervene quickly to help them improve their learning.
- Teachers will use effective variation and task design to develop, consolidate and deepen pupils' understanding and skills.

Key Outcome 2 – Raising pupils attainment and progress

Data to be used more effectively by all teachers and leaders to accelerate rates of progress for disadvantaged pupils.

- Disadvantaged pupils will make accelerated progress as teachers will use data effectively to support pupils to catch up, keep up and secure A.R.E through teachers' diagnostic assessment.
- Teachers will be able to articulate how disadvantaged children have progressed because of thorough and rigorous pupil progress meetings in which teachers will engage with, have reflected on and reviewed effectiveness of teaching approaches and target improvements.



Key Outcome 3 – Curriculum Development

To develop a broad and balanced curriculum driven by the school values.

- The development of a rich and engaging curriculum will ensure embedded progress of literacy skills for our disadvantaged pupils.
- Subject leaders will evidence the impact on pupils progress because of the access they have had to the full breath of the curriculum.

Key Outcome 4 – High Quality Remote Learning Provision

Implement robust Remote Learning provision because of requirement to ‘catch up’ following COVID-19 lockdown.

- The Elson Junior School remote learning offer for any pupils being educated at home will ensure that they are given the support they need to master the curriculum and continue to make good progress.
- Disadvantaged pupils who need to self-isolate whether in a class, group or individually will have access to immediate remote education.
- School leaders and teachers will use systems for checking, at least weekly, whether pupils are engaging with their learning, and inform parents immediately where engagement is a concern.



Attainment KS2 (2020) Disadvantaged Pupils (PP / PP non SEN / PP & SEN)

There were no statutory assessments in summer 2020 due to COVID-19 pandemic. Teacher assessments were used in transition so that new teachers could effectively plan the recovery curriculum. These were based on likely attainment based on March assessments prior to school closure / lockdown.

Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Average	National Non-PP Outcomes
Reading, Writing & Mathematics combined	3/8 38%	30/75 40%	2%	51%	71%
Reading	4/8 50%	45/75 60%	10%		
Writing	3/8 38%	34/75 45%	7%		
Mathematics	4/8 50%	38/75 51%	1%		

Progress (2020) Disadvantaged Pupils

	School PP Progress measure (Internal data tracking)	School Non-PP Progress (Internal data tracking)	National Progress	National Non-PP Progress
Reading	4.8	4.0	-0.6	0.3
Writing	4.9	4.2	-0.5	0.3
Mathematics	4.9	4.3	-0.7	0.4

The impact of 2019/20 pupil premium priorities and outcomes

Teaching and learning

Introduction of The Elson Lesson which has supported development of Quality First Teaching approaches. Leaders have recently developed a rigorous system for assessing what pupils know, understand and can do. This means that they are confident that they have accurate starting points for each Year 3 pupil and can track progress as they move through the school. Teachers are making increasingly effective use of this system. The school's own performance information shows this is having a positive impact on pupils' progress. However, the benefits of the system have yet to be firmly established. Most pupils develop a love of reading and demonstrate their growing confidence in tackling vocabulary they have not previously encountered. In addition, their comprehension skills are developed well. Baseline checks at the start of the autumn term in Years 3 & 6 have resulted in highly effective teaching in the autumn term to address key gaps in children's prior knowledge and understanding.

Targeted academic support

Current teaching ensures that gaps in pupils learning are accurately identified. Most pupils who need to catch up, now receive targeted and effective support. Leaders' precise checks on teaching now provide a secure analysis of strengths and weaknesses. Leaders are taking effective action to bring about improvement. Recent changes to the structure of the leadership team have increased the rate of improvement. In a short space of time, new leaders have had a positive impact on improving the quality of teaching. For example, they have put in place effective systems to identify gaps in pupils' learning and track progress, particularly in English and mathematics. Leaders have implemented a robust assessment system and made impressive improvements to systems for checking how well each pupil is doing. As a result, reliable information about pupils' attainment and skills is now provided.

Emotional, social and behavioural support and Enrichment

Home School Link worker has identified vulnerable families and worked collaboratively with the child and parents to support the best possible outcomes by:

- Conducting half-termly attendance reviews to pick up attendance issues that can be a warning sign of other problems.
- Using the school as a venue for the Family Links course so that parents can be offered the course in a familiar and local setting.
- Holding regular Tea and Talk sessions where parents can seek advice, voice concerns and share positives.
- Emotional Literacy Assistants delivering focussed programs of support for identified pupils and a drop-in club for lower-level concerns.
- HSLW/ ELSA running a daily breakfast club for PP pupils and families who are at risk of poor attendance or who find the mornings a challenge..
- HSLW/ELSA running an outdoor learning club alongside our outdoor learning specialist which focusses on building resilience, team work skills and self-esteem as well as offering a positive outdoor learning experience to children who might not otherwise have the opportunity.
- HSLW/ELSA running a weekly lunch clubs for children English as an Additional Language Children, and those needing extra nurture and support.
- HSLW/ELSA running a weekly Young Carers group to build resilience, self-esteem, experiences and create a powerful support network between the children.

The impact of service premium for 2019/20 academic year

- **Our ELSA and HSLW provision is extremely valuable to our school community. We provide a vital service to many of our children and parents. The following are comments about our ELSA/HSLW provision after a parent survey in July 2020 which speak for themselves.**
- *(What improvements would you like to see with Elson Junior School) ... "No improvement could be made, the support Mrs Hull offered was fantastic and made my children feel reassured and valued."*
- *"Mrs Hull was great when my dad died and provided X and Y (Year R at Elson) with great resources."*
- *"Great to be able to email teachers and Mrs Hull when required. I like the extra ELSA activities posted on the website too."*
- *"Mrs Hull has been so amazing during this pandemic, sorting out books, craft materials and the like for my child. The phone calls and texts from Mrs Hull to see how we are all doing have been a huge mental support for me. The Head has also phoned to see how we are doing, which has been so nice too."*
- *"Mrs Hull has been absolutely amazing and is a credit to the school."*
- *"Nothing to improve... Mrs Hull has done her up most best to make sure my child and my family are all ok. Mrs Hull is a credit to Elson Junior school."*
- *"Amazing you couldn't get any better then Mrs Hull she has been checking on us are go to and has been amazing over the 4 years for my son."*
- *"Our child has been helped by Mrs Hull within school and she has enjoyed this additional support."*
- *"Speaking through the Facebook page and having work delivered by Mrs Hull has been extremely helpful, it's been nice knowing I can drop her a message if I need help with anything, and my boys enjoy watching out for her doing the weekly drop off of work packs."*
- HSLW/ELSA running weekly lunch clubs for Service children which provide extra nurture and support.
- HSLW/ELSA has made links in the community with First Light Trust veterans' charity to build positive relationships across the age gap, and promote compassion and understanding in our Service Children. Also, with HMS Collingwood to provide inspirational and resilience building activities.



- ELSA has developed the relationship with EMTAS in order to support EAL children in school, one who struggled socially and emotionally. EMTAS have supported with interpreters to have conversations with parents and have come to observe the child – this work is ongoing. Being part of a club has had a huge positive impact on this child. He is now more able to regulate his behaviour and use his words to explain how he is feeling. He has been able to translate the trusted relationship with the ELSA to other adults in the school.
- ELSA works with FSS and has had particular success with the Family Links Course run by FSS. At the moment we have a 100% success rate at the hub and have worked hard to build a good relationship with FSS, they respect that we do not refer without taking other steps first.
- ELSA sessions have had a very positive impact on pupils directly. One pupil in Y5 on 30.9.2019 at the start of ELSA said she wanted help with 'shyness and to help me feel comfortable to come to school.' On 20.1.2020 after session 8, the child stated 'I have come out of my shell a bit more and want to come to school more, (so I am going to use these skills) 'to be more confident and a better learner.'