

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Elson Junior School
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Penny Shaw, Headteacher
Pupil premium lead	Jim Rogers
Governor / Trustee lead	Paul Tyler, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,735
Recovery premium funding allocation this academic year	£2,283
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	£87,018

Part A: Pupil premium strategy plan

Statement of intent

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We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily.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.

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	Observations by teachers and discussion with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Observations by teachers and discussion with pupils show that many disadvantaged pupils tend to be over-reliant on teacher affirmation as a measure of success, rather than developing their own independent learning skills by planning, monitoring and evaluating their approach to a task.
3	<p>Internal assessment by teachers indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Year 3 (internal baseline assessment) in the last 3 years, around 70% of our disadvantaged pupils arrive below age-related expectations compared to 40% of other pupils. This gap remains steady to the end of KS2.</p>
4	<p>Internal assessment by teachers indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Year 3 (internal baseline assessment) in the last 3 years, around 80% of our disadvantaged pupils arrive below age-related expectations compared to 65% of other pupils. This gap remains steady to the end of KS2.</p>
5	<p>Internal assessment by teachers indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Year 3 (internal baseline assessment) in the last 3 years, around 70% of our disadvantaged pupils arrive below age-related expectations compared to 60% of other pupils. This gap remains steady to the end of KS2.</p>
6	<p>Our attendance data indicates that attendance among disadvantaged pupils is 6% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, observations, and discussions with pupils indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons (talk partners), book looks and ongoing formative assessment by teachers and school leaders.
Improved metacognition skills among disadvantaged pupils.	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils are self-regulating (aware of their own strengths and weaknesses) and can motivate themselves to improve their own learning. Pupils will engage in metacognitive talk and feedback while consistently planning for tasks enabling them to develop their independence.
Improved social and emotional learning skills among disadvantaged pupils.	Assessments, observations, and discussions with pupils indicate significantly improved positive pupil behaviour, mental health and well-being and academic performance. This is evident when triangulated with other sources of evidence, including engagement in lessons (talk partners), book looks and ongoing formative assessment by teachers and school leaders.
Improved reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

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: £44,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop oral language and vocabulary.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress and have a high impact on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3, 4, 5
Develop 'Elson Lesson' through whole school implementation of EEF Metacognition Guidance.	<p>Evidence suggests the use of metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	1, 2, 3, 4, 5
<p>Enhancement of our English teaching and planning in line with DfE, EEF and HIAS Tackling Education Disadvantage (TED) documents.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD.</p>	<p>The (TED) documents have been developed following a year-long project with a small group of Hampshire schools, working with HIAS and Marc Roland from the Rosendale Research School in London.</p> <p>The EEF report offers seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 2, 3, 4, 5

<p>Enhancement of our maths teaching and curriculum planning in line with DfE, EEF and most recent Ofsted research review guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD.</p>	<p>The (TED) documents have been developed following a year-long project with a small group of Hampshire schools, working with HIAS and Marc Roland from the Rosendale Research School in London.</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>https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1, 2, 3, 4, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To upskill support staff with appropriate approaches and pedagogy to teaching interventions</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2,3,4,5 and 6</p>
<p>Booster groups for Year 5 and 6 pupils to consolidate learning for English and Maths</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,4,5 and 6</p>

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

Budgeted cost: £28,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teach social and emotional learning skills explicitly in the classroom with the aim of developing pupil behaviour, mental health and well-being and the academic performance of disadvantaged pupils.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	2,3,4, 5 and 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6

Total budgeted cost: £87,018

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 2020 to 2021 academic year.

Aim	Outcome
Ensure expectations are high for all pupils.	<ul style="list-style-type: none">• Disadvantaged pupils and their families are held in positive regard• As a school, we are developing a shared language around high expectations. Moving from limiting language such as low ability or bottom set.• There is an improving understanding of the challenges of growing up as a disadvantaged child and the implications of this in the classroom.• Disadvantage pupils do not work disproportionately with less experienced staff.• Expectations of maintaining a high quality curriculum during partial closure of schools were maintained and aided by use of online resources such as those provided by Oak National Academy.
Data is used to identify tightly focussed priorities.	<ul style="list-style-type: none">• Whole school writing moderation showed common issues with sentence structure. Teachers set clear targets and actions for their cohorts to work on in the Summer term.• Diagnostic assessment of reading fluency shows this as an issue across the school. English lead led CPD on reading fluency to become part of Guided Reading learning journeys.• In Year 5 and 6, teachers were able to identify gaps in learning which informed planning for Summer term and provided data for Year 6 team for Autumn term, enabling them to make a quick start.

Develop all staff to deliver and sustain quality first teaching for all pupils, addressing need in the classroom.

- Through the development of task design and variation (scaffolding up) in R,W,M and foundation subjects such as Geography, disadvantaged pupils have had access to challenging tasks.
- SEN Planning Tool highlighted the benefits of diagnostic assessment and identifying those small steps in learning which can be applied to disadvantaged pupils.