

## 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	Elm Wood School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024 (3 years)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Myrtle Charles Headteacher
Pupil premium lead	Daisy Drury Deputy Headteacher
Governor / Trustee lead	Anita Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,260
Recovery premium funding allocation this academic year	£15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162,920

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to have high expectations for all of our pupils and to ensure that the learning opportunities we provide for all of our pupils enable them to be successful life-long learners, to make progress and to excel academically.

We offer exceptional quality first teaching that will enable us to fulfil our ambitions for all of our disadvantaged pupils. Not only, do we aim to close the gap between our non-disadvantaged and disadvantaged pupils, but also offer provision that enables all learners to continue progressing and achieving. Research has shown that if standards are raised for disadvantaged pupils, then standards will raise for all pupils.

The strategies that we intend to put in place are not 'quick fixes,' but sustainable solutions. Our most qualified and specialist members of our school workforce will deliver targeted in-class support, alongside robust, evidence-based interventions. This demonstrates our commitment and our determination to ensure our disadvantaged pupils, and in some cases our most vulnerable pupils, are receiving inclusive, quality-first teaching.

We will closely monitor pupil's progress and attainment to quality assure that measures are having the desired impact. Our measures will be responsive and adapt to the evolving needs of our pupils. This will enable us to suitably challenge learners and act promptly at the point of need.

Our inclusive ethos and values ensure that all members of staff recognise and take responsibility for all pupils by keeping the experience and needs of disadvantaged pupils at the heart of their practice.

## Challenges

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

Challenge number	Detail of challenge
1	On starting Reception at Elm Wood, gaps in learning between disadvantaged and non-disadvantaged pupils are evident in all prime areas: communication & language, physical development, and personal, social, and emotional development. These foundational skills are

	imperative for progress in the specific areas of learning, including reading, writing and maths.
2	2019 phonics data shows a large gap between the attainment of disadvantaged and non-disadvantaged pupils: 64% and 89%, respectively. Ongoing assessments and observations indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers.
3	Assessments show a significant gap in the attainment and progress of our disadvantaged pupils in maths in comparison with their peers. This gap is present throughout KS1 and KS2. School closures impacted on this and knowledge gaps are significant.
4	The impact of school closures impacted heavily on the emotional health and well-being of our disadvantaged pupils more so than their peers. We observe higher levels of anxiety and challenges in developing focus and attention and listening skills.
5	Data and internal assessments show that the gap between our disadvantaged children and their peers in reading is significant and the percentage of disadvantaged children not meeting age related expectations is particularly high from reception – year 4.

## 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 communication and language skills for EYFS pupils The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	<ul style="list-style-type: none"> <li>Increasing number of children achieving their Communication and Language ELG</li> <li>Increasing number of children achieving GLD</li> <li>Staff feel confident to identify need and provide support</li> <li>Parents / carers are spoken to promptly when a need is identified</li> </ul>
Improved physical development and personal social and emotional development for EYFS pupils	<ul style="list-style-type: none"> <li>Increasing number of disadvantaged children achieving PD &amp; PSED ELG</li> </ul>
Higher percentage of disadvantaged pupils pass the phonics screening check at the end of year 1	<ul style="list-style-type: none"> <li>85% in 2022</li> <li>90% in 2023</li> </ul> Will pass the phonics screening check

<p>Throughout KS1 &amp; KS2 the percentage of disadvantaged pupils achieving age related expectations and greater depth in maths increases and this is reflected in end of key stage assessments as well as end of year assessments for all children,</p> <p>.</p>	<ul style="list-style-type: none"> <li>• KS1 61% (in line with national 2019) ARE</li> <li>• KS2 47% (in line with national 2019) ARE</li> <li>• KS1 GD</li> <li>• KS2 GD</li> </ul>
<p>Pupils can focus on their learning during the day; pupils are resilient and know how to ask for help and are able to make informed, healthy, and safe choices: pupils with specific social and emotional health needs access targeted and specialist support</p>	<p>Low level of incidence of disruption to teaching and learning.</p> <p>Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks.</p> <p>When faced with a difficult situation, children can reflect on and articulate difficult decisions.</p> <p>Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.</p>
<p>Disadvantaged pupils to develop excellent reading skills which will enable them to become lifelong readers</p> <p>To increase the percentage of disadvantaged pupils achieving greater depth in reading</p>	<p>Children identified will successfully access a range of texts. Our youngest children will be able to use their knowledge of phonics to decode new words as well as other taught strategies.</p> <p>Pupils will be able to display a range of reading skills e.g., inference, deduction needed to understand and access a variety of texts.</p> <p>The profile of reading throughout the school will be raised through engaging creative, language rich learning environments within classrooms and communal areas.</p> <p>Library areas in both KS1 &amp; KS2 will be timetabled to enable all children to have access to a range of high-quality diverse texts.</p>

	<p>Texts used in DR and DSR lessons are stimulating and hold the interest of the readers.</p> <p>Data shows an increase in disadvantaged children attaining ARE &amp; GD.</p>
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## 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: £65,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Supported Reading in place for all year 1 children as well as targeted children in year 2,3 & 4	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>This is a long-standing programme that has had impact over several years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.</p>	1
Little Wandle SSPP purchased and implemented with ongoing CPD	Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP that is validated by the Department for Education	1
Destination Reader programme in place from Year 2/3 upwards throughout the school	<p>Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes.</p> <p>This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the</p>	5

	implementation and impact of the provision.	
Middle leaders in post support strategic provision across all subjects to ensure access to a broad and balanced language-rich curriculum for all learners. Middle leaders also provide coaching and mentoring to support provision of broad and balanced curriculum.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	1, 2, 3, 5
National Centre for Excellence in the Teaching of Mathematics CPD	Centre for excellence in raising levels of achievement in maths, and increasing appreciation of the power and wonder of maths.	3
Detailed and comprehensive programme of CPD for all staff (teaching and support staff) across the whole federation drawing on internal and external expertise to share and implement best practice for maximum impact on pupil progress and outcomes.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	1, 2, 3, 5
Specialist music teaching for all pupils. Specialist music teachers run weekly singing assemblies for all pupils.	Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g., maths, English etc. Singing assemblies also support children's language acquisition and development.	1,2,5
Two members of staff are trained 'Trauma Informed Schools' practitioners and support class teachers/TAs when	Class teachers and support staff report an increase in the impact of social and emotional difficulties on children's ability to access the curriculum, make progress and therefore meet their full potential.	1,2,3,4,5

<p>required. Training provided to support new relational approach to managing behaviour. Central to this is understanding of behaviour as a form of communication. Training to enable all staff feel confident to support children.</p>	<p>This is in line with national trends. There is a national and local agenda to reduce the number of exclusions and ensure that all pupils are prepared for lifelong learning.</p>	
<p>Specific CPD planned for and delivered to ensure HLTA and TA interventions are evidence based and directly impact pupil outcomes. Key members of the inclusion team attend external CPD training to be able to access and disseminate best practice.</p>	<p>MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g., Lego-therapy, ELSA and peer mediation</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £65,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g., Chatterbugs groups in EYFS;</p>	<p>Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.</p>	<p>1,2,5</p>

development of communication friendly environments; parent workshops and programmes; staff training etc		
SEN practitioner supports the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	1,2,3,5
Small sets for pupils who are underachieving or significantly behind age-related expectations taught by SENCO and deputy headteacher in Year 6	Children facing the most complex barriers to their learning to be taught by the most qualified. SENDCo and deputy headteacher are all outstanding classroom practitioners prior to appointment into role	3
Deputy headteacher supporting early reading in Year 1 & 2 through daily DSR group	Children facing the most complex barriers to their learning to be taught by the most qualified. SENDCo and deputy headteacher are all outstanding classroom practitioners prior to appointment into role	2, 5
Beanstalk Reading support	Provision of volunteer readers. There is a wealth of research that shows that when children read because they want to not because they are told to or feel they have to this has a significant difference to how successful they are in education. Volunteers provide consistent support to pupils to help change their attitude to reading, build their reading skills, ability, and confidence	2,4,5
Weekly 1 hour Speech Bubbles session for children in KS1 identified as finding social	This is an evidence-based intervention subsidised by the Walcot Foundation with a focus on the group being 50% girls and 50% pupil premium. A recent evaluation	1,2,4

interaction challenging or for whom there are concerns around SEMH.	of the Speech Bubbles program revealed that 85% of children participating in Speech Bubbles showed an improvement in learning, speaking and listening and 86% showed behavioural improvements.	
Little Wandle phonics keep-up support from groups and individuals	Little Wandle Letters and Sounds Revised is a complete systematic synthetic phonics programme (SSP that is validated by the Department for Education	1,2,5
Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g., Lego-therapy and precision teaching	1,2,3,4,5

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

Budgeted cost: £32,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHI analysis of attendance every 3 weeks with follow-up meetings as required.	Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.	1,2,3,4,5
Relational behaviour approach centred on behaviour as communication: whole school CPD	This is based on research that acknowledges that relationships are the key to ensuring a safe, supportive and engaging learning environment. Positive relationships allow secure boundaries and high expectations to be set for children.	1,3,4, 5

<p>Senior Mental Health Lead training for DHI. Utilised grant from DfE to invest in external training to improve whole-school wellbeing and awareness of mental health.</p>	<p>An effective whole school approach to mental health and wellbeing in that is aligned to the 8 principles outlined in Public Health England's (PHE) promotes children and young people's emotional health and wellbeing</p>	<p>2,3,4,5</p>
<p>Dedicated Family Services Officer role to support families to support their children to achieve best possible outcomes</p>	<p>Importance of holistic view to addressing social and emotional barriers to children's learning.</p>	<p>1,2,3,4,5</p>
<p>Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association. Consultant support targeted to support new teachers, ECTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to the school e.g., reducing down bullying.</p>	<p>Evidence-base from a range of research as referred to by PSHEE Association.</p>	<p>4</p>
<p>Behaviour Mentor Member of staff from central behaviour outreach support to provide targeted intervention for children who might be at risk of exclusion or struggling to manage their emotions and behaviours at school.</p>	<p>Social and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. This intervention targets those pupils.</p>	<p>4</p>
<p>Partnership with Future Men for a full-time project worker who will work at Elm</p>	<p>Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based</p>	<p>4</p>

Wood or specific periods during the academic year	programme and approach to prevent incidents of exclusion, anxiety, school refusal etc.	
Creative Arts Therapy team to deliver specialist support for children with social and emotional health needs and also support with delivery of CPD (newsletters, training etc.)	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social and emotional difficulties are a highly significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	4

**Total budgeted cost: £162,920**

## 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.

At the end of the academic year our assessments showed that the attainment of all our pupils in all subjects were markedly lower than in previous years but also the gaps between our disadvantaged pupils and their peers had increased even more so than in previous years. This was particularly evident in the younger year groups - year 1 & year 2 in phonics, reading and writing. There were also less pupils achieving greater depth across all subjects

The previous academic year was fractured for all children however the impact of COVID on our pupil premium children many of who are vulnerable was significant. Needing to significantly improve our remote learning offer to meet the educational and social/emotional needs of all our children the federation put together a remote learning team of deputy heads and an IT expert led by a head teacher to review our remote learning offer. Our remote learning offer for KS1 & KS2 was a combination of live lessons plus resources from Oak National Academy. Our EYFS remote learning offer was via Tapestry which also included daily live 'catch-ups' for small groups of children plus whole class story times. The provision of 1:1 targeted support by our SENP to meet the needs of our children with speech and language programmes was provided as well as 1:1 targeted provision from the creative arts therapy team. We also purchased an online reading resource that was available to all the children. Break-out rooms were set up to give targeted support for our pupil premium and vulnerable children these taught by both teachers and teaching assistants. There was also a real recognition to make provision for the physical and mental health of the children and daily physical activities were built into our core offer.

Comprehensive and thorough training was provided for all staff to ensure confidence in using the online platform – Microsoft teams. Additional 'trouble shooting' sessions were set up to meet the needs of staff who wanted/needed more personalised support. This training also ensured a thorough understanding of online safety for the entire school community – staff, children and parents/carers. Senior leaders ensured that all opportunities provided to secure additional devices were seized to maximise our ability to provide appropriate hardware to those families most in need.

Several strategies were put in place to ensure that all our children that our disadvantaged and most vulnerable children were accessing our remote learning offer. We ensured that all our families had access to either a laptop or a tablet so that they were able to access the online lessons. There were some cases where we were able to offer families more

than one device to enable accessibility. Those families who felt that their preference was access to paper copies of the learning on offer were given that option. Families who needed internet access were provided with 'dongles. Those families who were having trouble accessing our remote learning offer were given individual bespoke support by senior leaders so that they were then empowered to support their children. Registers were taken daily and phone calls were made home by members of the senior leadership team if children were not attending on-line learning. This was a supportive call to see if there were any further measures that could be put in place to support families who were experiencing difficulties accessing our offer. Despite robust systems and processes in place to facilitate the use of our remote learning offer attendance of our disadvantaged children was not as high as we would have liked it to be. All our vulnerable children were offered a place in school so that they could benefit from being part of a small group (maximum 12-15 children) being taught by a teacher and supported by a teaching assistant. The role of our family support officer was crucial to the success of our educational provision for our vulnerable families as their needs were very often multi-layered. These ranged from continuing to attend core group meetings online to managing the provision of breakfast and lunch boxes for those in need.

The impact of COVID on the mental health and well-being on all pupils but more so on our disadvantaged pupils was clearly visible. It was imperative that our previous pupil premium strategy included how we sought to address this. Specific CPD took place to support teachers to understand and address how unmet social and emotional needs impact the attainment and progress of children. Two teachers attended training to become 'Trauma informed' practitioners and worked on the production of a recovery curriculum to support pupils to manage the impact of COVID when returning to school. This approach used evidence-based strategies and processes that recognised and addressed the needs that had developed as a direct result of experiencing lockdown. Dedicated training was given to all staff that addressed not only the activities that would be supportive of the children's needs but provided the academic and scientific basis behind this approach. Observations, discussions with pupils and staff suggest that this strategy had a positive impact.

Teachers through baseline assessments and pupil review meetings have continually adjusted planning so that identified gaps in children's knowledge and understanding can be filled. Dedicated time has been given to teachers to discuss individual children's needs with senior leaders and the SENDco so that provision can be reviewed and adjusted accordingly.

The impact of COVID on reading and the acquisition of phonics for our youngest pupils has been stark. End of year assessments showed pupils phonic knowledge at the end of year 1 was significantly lower in comparison to previous years. But prior to this as we were aware that inevitably this was going to be a challenge and because this was an area for development following our Ofsted inspection we subscribed to 'Little Wandle' systematic synthetic phonics programme. CPD has been a focus. There has been

dedicated extensive training provided for all teachers and teaching assistants from EYFS to KS2 to establish consistency of approach regarding resources, planning, teaching strategies, and assessment. Workshops on phonics/early reading and reading in KS1 & KS2 for parents/carers have been well attended. A new dedicated phonics lead is responsible for support teachers and raising standards. New assessment procedures have been established to analyse gaps and provide specific, tailored support where necessary. These assessments are already showing a positive impact of the program.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*