

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2025 academic year 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	Ellenbrook Community Primary School
Number of pupils in school	436 (Dec 2022)
Proportion (%) of pupil premium eligible pupils	9% (40 children December 2022)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Head Teacher and Full Governing Board
Pupil premium lead	Deputy Head Teacher
Governor	Michelle Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68,088
Recovery premium funding allocation this academic year	£ 2,972
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 879.91
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	£ 71,939

Part A: Pupil premium strategy plan

Statement of intent

At Ellenbrook, we have the same ambitions and expectations for all our children. Our Pupil Premium children may differ to other schools nationally but the challenges they face are just as real as pupil premium children across Salford and the wider country.

We aim to see all children leaving Ellenbrook as happy, resilient and confident learners who have the essential skills needed to move through to secondary education and continue reaching their full potential.

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

1. Ensuring and supporting great teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

Ensuring and supporting great teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Consistent strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly using quality first teaching.

This will include:

- extensive gap analysis used to further inform teaching
- 1:1 and small support within the class
- TA support in class
- CPD for staff and collaborative practice, including team teaching, modelled lessons and coaching

Providing targeted academic interventions

Although the most effective way to close any gap achievement is quality first teaching, for some children, high quality teaching may not be enough by itself and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence from a range of sources supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

This will include:

- 1:1 and/or small groups with an adult in English and Maths
- additional learning time
- additional phonics
- speech and language screening and support

Using a wider range of strategies to overcome barriers to learning

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.

This will include:

- a focus on improving attendance



- providing curriculum enrichment opportunities
- support for wellbeing and mental health

We firmly believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all our pupils and the attainment and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked, and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated.

Our primary aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils.

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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Using the EEF tiered model, our approach will be primarily rooted in quality first teaching for all children with high quality targeted support where necessary and complemented by wider whole-school strategies.

Our current pupil premium strategy works toward the achieving of those objectives by:

- Ensuring that all teachers are effective and well-trained ensuring that there is a culture of aspirational learning in all classes
- Utilising a systematic synthetic phonics programme that gives disadvantaged children who may have less support at home
- Employing well established intervention programmes in Maths and English led by skilled and experienced TAs and Teachers to support those who are not on track to achieve ARE by the end of the school year.
- Supporting children with social emotional barriers to access the curriculum
- Ensuring that teaching and support staff have access to quality CPD in order to support the academic and well-being needs of the children
- Providing interventions to support speech and language development in EYFS and KS1
- Providing pre-learning opportunities to support groups of learners
- Expanding the horizons of children with limited experience of real life first hand cultural and sporting opportunities
- Providing opportunities to support children with social and emotional needs

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.



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Challenge number	Detail of challenge
1. Early Language and Phonics	Assessments, observations, and discussions with pupils and class teachers indicated underdeveloped oral language and skills and vocabulary gaps among many disadvantaged pupils. Phonics screening data at the end of Year 2 shows a school gap of -33% between disadvantaged and non-disadvantaged pupils. The Welcomm screening data did not show a gap between disadvantaged and non-disadvantaged children but alongside SALT assessment (TALC) they are a valuable diagnostic assessment to establish speech and language baselines when children enter the school.
2. Attendance	Our attendance data over the past two years indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils Attendance data for the disadvantaged group during the 2021/2022 academic year was 92.35%. This is 2.65% below the target percentage. 31.58% of disadvantaged pupils have been persistently absent compared to 14.19% of their peers during 2021/2022. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3. Progress and Achievement	Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This school gap is more significantly demonstrated in Writing. There are 3 cohorts where the gap is most significant as of 2022 assessments- Year 1, Year 5 and Year 6 but the gap remains consistent in each cohort and for the children working at the higher standard.
4. End of Key Stage Attainment	<p>End of Key Stage assessments in KS1 show the school gap between disadvantaged and non-disadvantaged pupils is most significant in Writing with 48% fewer children meeting the expected standing compared to the non-disadvantaged group. This trend is reflected in fewer children working at the expected standard in Writing (81%) when compared to Maths (87%) and Reading (87%).</p> <p>End of KS2 assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Maths (-31%).</p> <p>This pattern is reflected for children achieving the expected standard in combined Reading, Writing and Maths (-29%) with Maths being the subject most children in the group did not achieve the expected standard in. For pupils achieving a 'high score' by the end of KS2 the most significant school gap is in Reading rather than Maths.</p> <p>As of 2022 Autumn term assessments, children currently in Year 2, 40% of the disadvantaged group are meeting ARE in Writing compared to 70% in the non-disadvantaged group.</p> <p>The current assessments in our Year 6 cohort mirror this gap between disadvantaged and non-disadvantaged children: Reading -29%, Writing -30% and Maths -25%.</p>
5. Wellbeing and attitudes	<p>Our assessments (including pupil wellbeing survey), observations and discussions with pupils indicate there is a significant number of disadvantaged children who find it difficult to regulate their emotions resulting in negative behaviours. This is demonstrated when analysing the behaviours within the school's behaviour 'Track-it light' system. Furthermore, this picture is also seen when we analyse the number of children who require personalised approaches to support their emotions and behaviours. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 24 pupils (12 of whom are disadvantaged) currently required additional support with social and emotional needs.</p>
6.	Internal tracking systems such as CPOMS and Trackit lights indicate that a significant group of children, mainly from the disadvantaged group struggle to sustain and self-regulate their emotions during play and lunchtimes resulting in negative and destructive behaviours.

<p>Play and lunchtime behaviour and engagement</p>	<p>During the 2021/2022 year 78% of red or yellow cards given out following play and lunchtime incidents were to pupils in the disadvantaged groups. This, alongside teacher observations and pupil voice indicate that some children are struggling with the current provision and play and lunchtimes.</p>
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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
<p>Improved oral language skills and vocabulary among disadvantaged pupils including phonic knowledge and understanding</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence such as the Welcomm Screening, SALT Screening (TALC) and including engagement in lessons, book scrutiny and ongoing formative assessments.</p> <p>This will be further indicated by an increase in phonics assessments at the end of Year 1 and Year 2: with more than 80% passing the screening in the disadvantaged group of pupils.</p>
<p>Sustain and improved attendance for the disadvantaged group</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no less than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4% the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% greater than their peers.
<p>Decrease the school gap in progress and achievement between disadvantaged and non-disadvantaged children</p>	<p>The gap between disadvantaged pupils and their non-disadvantaged peers in Reading, Writing and Mathematics outcomes is reduced to less than 15% (2024/2025 outcomes)</p>
<p>Increase achievement at the end of each Key Stage in in the disadvantaged group</p>	<ul style="list-style-type: none"> KS1 Reading, Writing and Maths outcomes in 2024/2025 show that more than 75% of the disadvantaged pupils meet the expected standing KS2 Reading, Writing and Maths outcomes in 2024/2025 show more than 75% of disadvantaged pupils meet the expected standard An increase of the number of pupils meeting the higher standard at the end of each Key Stage in each subject to more than 20%
<p>Achieve and sustain improved wellbeing and SEMH regulation for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> significant increase in participation in enrichment activities, particularly among disadvantaged pupils a significant decrease of Pupil Premium children receiving warnings and sanctions from their class

	<p>teacher because of negative behaviours related to SEMH</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • A reduction of referrals made by class teachers for SEMH provision such as Place2be, Play Therapist and Wellbeing Warriors
<p>Improve the provision at lunchtime and playtime so that children have a wider range of opportunities to learn and play together</p>	<p>Sustained positive engagement during play and lunchtimes demonstrated by:</p> <ul style="list-style-type: none"> • A reduction in the number of yellow and red cards issued to the disadvantaged group • A reduction of incidents on CPOMS recorded for play and lunchtime events • Pupil voice and teacher observations

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics, or mastery learning		
<p>CPD for Teaching Staff (Academic)</p>	<p>EEF guidance Reports:</p> <ul style="list-style-type: none"> • Improving mathematics in the Early Years and KS1 Improving mathematics in KS2 and KS3 • Improving Literacy at KS1 • Improving Literacy at KS2 • Teacher Feedback to Improve Pupil Learning EEF Teaching and Learning Toolkit • Feedback (Impact +6 months) • Mastery Learning (Impact +5 months) • Phonics (Impact +5 months) • Reading Comprehension Strategies (+6 months) 	<p>1,3 and 4</p>
<p>Embed and continue training in SSP programme</p>	<p>DfE guidance requires that all schools adopt a Synthetic Systematic Phonics programme. Research shows that disadvantaged children are those in most need of a highly structured programme as support in the area of phonics may not be available at home.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1</p>

	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Developing high quality teaching, assessment and a curriculum which responds to the needs of the pupils		
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing.	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months’ progress, with the most effective approaches improving learning by as much as six months.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</p> <p>EEF Oral Language - NELI Project Studies of oral language interventions consistently show positive impacts on language skills and reading comprehension. On average pupils make an additional 5 months progress.</p>	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance We will fund teacher and subject leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	<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>Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</p> <p>The EEF guidance is based on a range of best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	3,4
Technology and other resources focussed on supporting high quality teaching and learning		
Invest and enhance app and computer-based programs that support children’s learning in the classroom e.g. <ul style="list-style-type: none"> Accelerated Reader + 3 months Mathematical reasoning + 3 months 	<p>Technology has the potential to improve teaching and learning in a wide variety of ways. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>See Table 1: Examples of EEF funded findings of projects with technology inputs*</p>	3,4



<ul style="list-style-type: none"> • ABRA + 2 months 		
Recruitment and retention of teaching staff		
<p>The recruitment of an 'Interventions Teacher' to target children who need intervention and additional quality first teaching to meet age related expectations. An additional qualified teacher will work with groups across the school to deliver excellent teaching to close the school gap between disadvantaged and non-disadvantaged children.</p>	<p>Recruiting a qualified teacher ensures that children are provided with planned, quality intervention to deliver progress. A teacher will be able to work alongside existing class-based teachers to ensure individual pupils and groups are provided tailored intervention. The new member of staff will also be able to release the class teacher to deliver intervention and high-quality teaching to small groups.</p>	1,3,4

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy and numeracy		
Wellcomm SALT screening and subsequent language interventions from diagnostic assessment	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches such as NELI that focus on speaking and listening show evidenced impact:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • Oral Language Interventions (Impact +6) <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)</p>	1
Speech and Language Therapist (Provide Speech & Language consultancy 1 day every 2 weeks to work in EYFS and provide CPD for EYFS)	<p>Total Communication training for EYFS and KS1 staff which will involve screening (TALC) all Reception children and developing intervention targets and subsequent CPD needed for staff.</p> <p>Whole school training on Blank Level questioning that has direct impact on language interventions across the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
Teaching assistant deployment and interventions		
Additional phonics sessions	Phonics approaches have a strong evidence base indicating positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics	1



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targeted at disadvantaged pupils who require further phonics support.	<p>interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
High ratio of support staff (offering increased directed adult support).	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,3,4,5
<p>The implementation of structured Interventions:</p> <p>For example:</p> <ul style="list-style-type: none"> • Number stacks • Plus 1 / Power of 2 • Toe by Toe • Precision Spelling • Handwriting / gross motor skills • Big Maths • Bedrock Spelling 	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> • Small tuition group (Impact +4) • Teaching Assistant Interventions (Impact +4) • One to One Tuition (Impact +5) <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3 and 4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance		
<p>Promote improved attendance and punctuality through newsletters, letters, and parental communication.</p> <p>This will involve working closely with our EWO and implementing strategies to promote</p>	<p>EEF: Attendance interventions rapid evidence assessment</p> <p>Based on our experience, some disadvantaged children can disengage with the broader school offer. We know that funding access to extra-curricular activities positively impacts on their attendance, wellbeing, school readiness and educational performance.</p>	2



<p>and sustain high attendance</p> <p>Incentivised project attendance and punctual starts to school with enrichment and wellbeing activities such as Soft Start Breakfast club, and an improved before school club enrichment provision</p>		
<p>Supporting pupils' social, emotional and behavioural needs</p>		
<p>CPD and implementation of Wider Strategies to support SEMH and emotional regulation incidents of negative behaviour which impacts learning</p> <p>e.g.:</p> <p>Place2Be Mental Health leader training</p> <p>Supporting Complex Needs (Pupil Inclusion Team)- Enhancing self-esteem KS2</p> <p>'Lunchtime Club'</p> <p>Soft Start Breakfast club</p>	<p>With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</p> <p>Carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • Improving social and emotional learning in schools • Special Educational Needs in Mainstream Schools EEF Teaching and Learning Toolkit • Behaviour (Impact +4) • Social and Emotional learning (Impact +4) • Metacognition and Self-regulation (Impact +7) 	<p>5,6</p>
<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school</p> <p>e.g.</p> <p>Team Teach Training</p> <p>Therapeutic Schools Approach training</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>5,6</p>

<p>Targeted SEMH Interventions e.g., Play Therapy, Social Stories and Lego Therapy</p>	<p>Research from The EEF states that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so we should carefully monitor the efficacy of these approaches. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>SEMH Intervention Strategies - Top 10 tips to help support students</p>	<p>5,6</p>
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p>		
<p>Before and After school enrichment activities and sports clubs offered first to disadvantaged pupils and for no charge</p>	<p>To improve attendance and punctuality amongst the disadvantaged group there is an incentive of sports and enrichment activities before and after school throughout the week.</p> <p>Children also benefit socially and emotionally when they are active and take part in team games.</p>	<p>5,1</p>
<p>Breakfast clubs and meal provision</p>		
<p>Soft Start Breakfast club. Run by school staff who are known the children and have existing good relationships.</p>	<p>Staff feedback and pupil voice have identified children who would be benefit starting the day in a calmer, nurturer environment before they go into their classrooms. Playing structured games with a trusted adult and their peers creates the right start for the day and will also impact on attendance and punctuality. As some children may not receive an adequate breakfast with a nutritional start to the day breakfast is also provided.</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p>	<p>5,1</p>

Total budgeted cost: £ 38,000 + £22,000 + £8,000= £62,000

Part B: Review of outcomes in the previous academic year (2021-2022)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.



Challenge 1: Improve oral language skills and vocabulary among disadvantaged pupils

Success Criteria:

- Welcomm SALT screening shows an improvement of 33% Amber or Red to 20% Amber or Red.
- %PP Children passing the Phonic screening check is in line with peers
- Assessments and observations indicate significantly improved oral language among disadvantaged pupils

Comment:

- Welcomm SALT screening now shows that 100% of the disadvantaged group in EYFS were assessed as 'Green' which means that no further SALT intervention is required for these children. This is an improvement from 66% at the start of the previous year.
- 100% of the disadvantaged group passed the check at the end of Year 1 (4 children)
- 66% passed the phonics screening at the end of Y2 (3 children)

From the phonics data and Welcomm screening data it is clear that interventions in SALT have had a positive impact. These interventions, alongside embedding the new synthetic phonics scheme (Little Wandle), should continue. The Welcomm screening is a valuable assessment to establish speech and language baselines when children enter the school.

Challenge 2: Attendance levels for Pupil Premium Children will increase (above 95%), and punctuality will improve (less than 0.5% late/after register closes)

Success Criteria:

- Late after register closes to improve from 2.5% to 0.5%
- Attendance 95% or greater
- Increased number of disadvantaged children accessing interventions and 'settling in' activities before morning registration

Comment:

- Late after register closes is now 0.53% decreasing from 2.5% (-1.97%) in 2021
- Attendance data for the disadvantaged group is 92.35%. This is 2.65% below the target percentage and 4% below the non-disadvantaged group. In the next strategy Attendance will be a main 'challenge' to address.
- 41% of invited disadvantaged children in KS2 regularly attend the morning 'Soft Start' sessions. When we have approached the children and families who do not attend, the majority report that they cannot get into school for 8.30am for reasons such as dropping siblings off, parents work commitments etc. In the next strategy we will look at removing any barriers and perhaps increasing the incentive to an earlier start.
- 43% of invited disadvantaged children in the KS1 group regularly attend the morning 'Soft Start' sessions.

The attendance data shows that punctuality (children arriving before register closes) in the disadvantaged group has improved. There is still a negative gap in attendance (% of sessions in school) between the disadvantaged group and their peers (4%). Therefore, attendance will remain a challenge for the next Pupil Premium Strategy to address.

Challenge 3: To reduce the attainment gap between disadvantaged children and their peers in Reading, Writing and Maths Children's phonic knowledge and awareness to improve in Early Years and KS1.

Success Criteria:

- 10% less disadvantaged children working below ARE in Maths and Reading
- An increase of 10% of PP children working above ARE in Maths and Reading
- The number of disadvantaged children passing the Phonic screening check is in line with peers

in Year 1

Comment/Data:

End of Year 1 Phonics Check showing disadvantaged group only.

Cohort: 4 Boys: 1 Girls: 3	School					
	Number			%		
	All	Boys	Girls	All	Boys	Girls
Did not sit the test (D)	0	0	0	0	0	0
Absent (A)	0	0	0	0	0	0
Working Towards (Wt)	0	0	0	0	0	0
Working At (Wa)	4	1	3	100	100	100

Although a relatively small cohort of disadvantaged children in Year 1, 100% passed their phonic screening check compared to 77% for the cohort.

End of KS1 Attainment data comparing disadvantaged group to other pupils.

Cohort Size: 56 Disadvantaged: 3 Other: 53	% Working at the expected standard or above											
	Disadvantaged			Other Pupils			School Gap Disadvantaged/Other Pupils			LA Gap Disadvantaged/Other Pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	33	50	0	79	81	77	-46	-31	-77	-24	-21	-26
Reading	67	100	0	87	89	85	-20	11	-85	-23	-22	-24
Writing	33	50	0	81	81	81	-48	-31	-81	-23	-21	-24
Maths	67	100	0	87	93	81	-20	7	-81	-23	-22	-24

Again, there is a relatively small cohort (3) of disadvantaged children at the end of KS1. Therefore, we must take this into consideration when looking at the 'school gap' comparing the disadvantaged group to other pupils. The difference between the two groups is most significant in Writing with 48% fewer children meeting the expected standing compared to the non-disadvantaged group. This trend is reflected in fewer children working at the expected standard in Writing (81%) when compared to Maths (87%) and Reading (87%).

As of October 2022, in Year 2, there are 40% of the disadvantaged group who are working at or above the expected standard in Reading and 60% in Maths (Cohort = 5). Therefore, this group will be carefully tracked and supported through the whole of Year 2.

End of KS1 Attainment data comparing disadvantaged group to other pupils- working at greater depth.

	% Working at greater depth within the expected standard											
	Disadvantaged			Other Pupils			School Gap Disadvantaged/Other Pupils			LA Gap Disadvantaged/Other Pupils		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	0	0	0	0	0	0	0	0	0	-3	-1	-5
Reading	0	0	0	23	19	27	-23	-19	-27	-10	-9	-11
Writing	0	0	0	6	0	12	-6	0	-12	-4	-2	-6
Maths	0	0	0	11	22	0	-11	-22	0	-11	-12	-10

When we look at the data for the children working at greater depth at the end of KS1 there are no children in the disadvantaged group working at greater depth. The school gap between disadvantaged



and other pupils is most stark in Reading with 23% non-pupil premium children working at greater depth compared to 0% in the disadvantaged group.

End of KS2 Attainment data comparing the disadvantaged group to other pupils.

Cohort Size: 55 Disadvantaged: 8 Other Pupils: 47	% Pupils achieving the expected standard and above															
	Disadvantaged (Dis)			Other Pupils (Oth)			School Gap Disadvantaged/Other			LA Gap Disadvantaged/Other			Average Scaled Score			
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	Dis	Oth	Dis	Oth
RWM	50	50	50	79	84	73	-29	-34	-23	-19	-17	-20	-	-	-	-
Reading	88	83	100	94	92	95	-6	-9	5	-16	-17	-15	104	108	102	106
Writing (TA)	88	83	100	91	92	91	-4	-9	9	-17	-16	-17	-	-	-	-
Maths	50	50	50	81	88	73	-31	-38	-23	-18	-17	-19	102	107	101	105
GPS	88	83	100	91	92	91	-4	-9	9	-15	-15	-15	103	108	103	106

At the end of KS2 the school gap is fairly insignificant between disadvantaged children and non-disadvantaged when comparing Reading and Writing. However the school gap in Maths is significant (-31%) achieving the expected standard. When we consider that the group of disadvantaged children is 8 children, relatively large, the gap in Maths remains significant with 50% of disadvantaged children achieving the expected standard in Maths.

This pattern is reflected for children achieving the expected standard in combined Reading, Writing and Maths (-29%) with Maths being the subject most children in the group did not achieve the expected standard in. Furthermore Maths appears to be the worrying subject here because we do not see this trend in the Local Authority data. Therefore Maths in KS2 will be a priority in the new strategy.

End of KS2 Attainment data comparing disadvantaged group to other pupils- working at greater depth.

	% Pupils achieving a high score											
	Disadvantaged			Other Pupils			School Gap Disadvantaged/Other			LA Gap Disadvantaged/Other		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
RWM	0	0	0	4	0	9	-4	0	-9	-5	-4	-6
Reading	13	0	50	47	44	50	-34	-44	0	-16	-15	-17
Writing (TA)*	0	0	0	13	8	18	-13	-8	-18	-7	-5	-9
Maths	13	17	0	38	48	27	-26	-31	-27	-15	-15	-15
GPS	13	17	0	36	36	36	-24	-19	-36	-13	-11	-15

Interestingly, when we look at children achieving a high score by the end of KS2 the most significant school gap is in Reading rather than Maths. This is because more non-disadvantaged children achieved the higher score in Reading than Maths. 13% of children in the disadvantaged group achieved the higher score in both Reading and Maths. No disadvantaged children achieved the higher standard in Writing which is mirrored in the relatively low number for the entire cohort for greater depth writing.

Challenge 4: Achieve and sustain improved wellbeing and SEMH regulation for all pupils in our school, particularly our disadvantaged pupils.

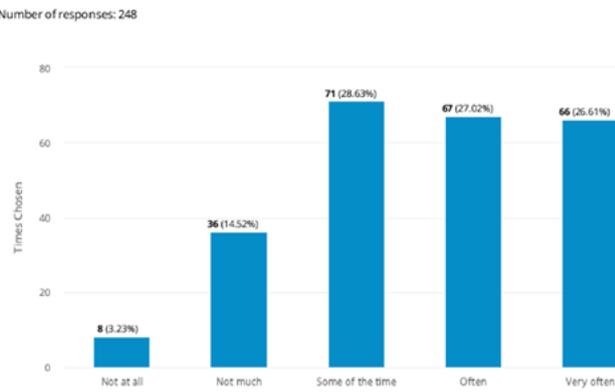
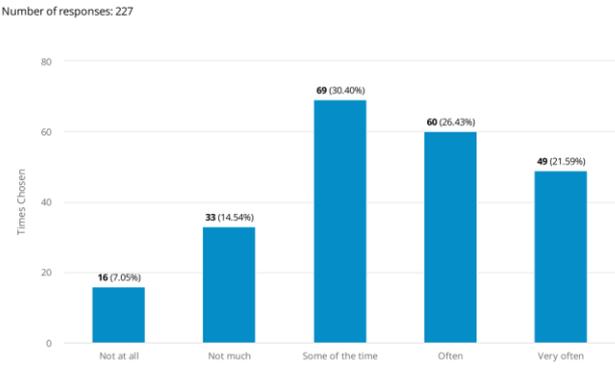
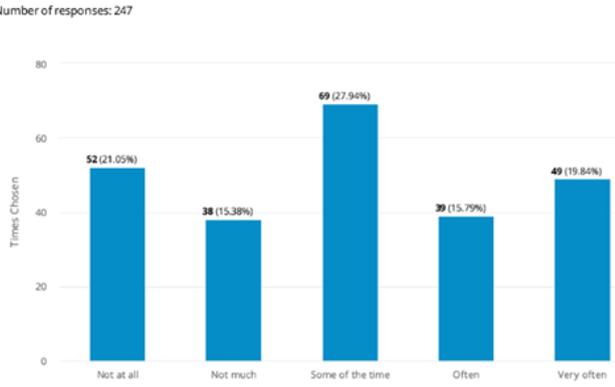
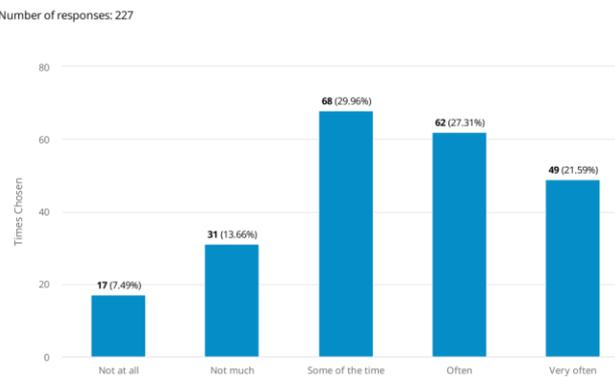
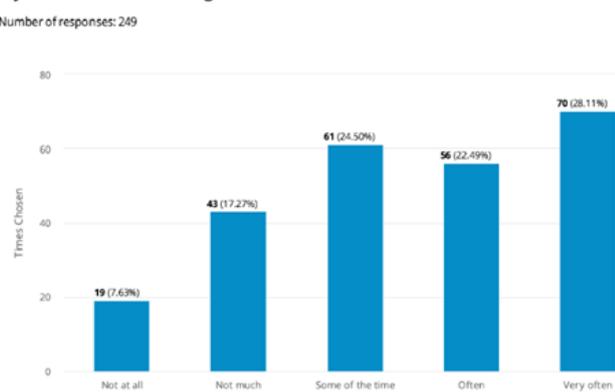
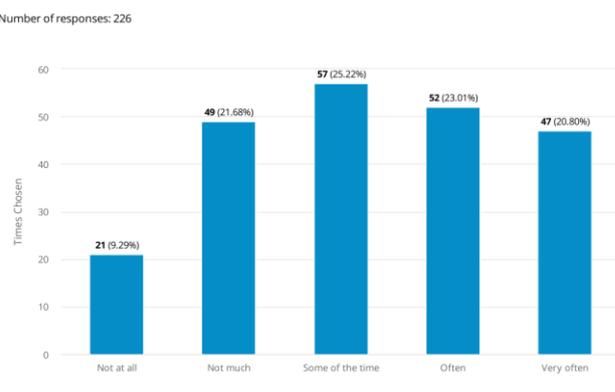
Success Criteria:

- qualitative data from pupil voice, pupil and parent surveys and teacher observations
- a significant reduction in the number of pupils displaying emotional issues
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

- a significant decrease of Pupil Premium children receiving warnings and sanctions from their class teacher because of negative behaviours

Comment:

Results from Pupil Wellbeing survey

February 2022	October 2022																																				
<p>I have felt comfortable and calm this week</p> <p>Number of responses: 248</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Times Chosen</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not at all</td> <td>8</td> <td>3.23%</td> </tr> <tr> <td>Not much</td> <td>36</td> <td>14.52%</td> </tr> <tr> <td>Some of the time</td> <td>71</td> <td>28.63%</td> </tr> <tr> <td>Often</td> <td>67</td> <td>27.02%</td> </tr> <tr> <td>Very often</td> <td>66</td> <td>26.61%</td> </tr> </tbody> </table>	Response	Times Chosen	Percentage	Not at all	8	3.23%	Not much	36	14.52%	Some of the time	71	28.63%	Often	67	27.02%	Very often	66	26.61%	<p>I have felt comfortable and calm this week</p> <p>Number of responses: 227</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Times Chosen</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not at all</td> <td>16</td> <td>7.05%</td> </tr> <tr> <td>Not much</td> <td>33</td> <td>14.54%</td> </tr> <tr> <td>Some of the time</td> <td>69</td> <td>30.40%</td> </tr> <tr> <td>Often</td> <td>60</td> <td>26.43%</td> </tr> <tr> <td>Very often</td> <td>49</td> <td>21.59%</td> </tr> </tbody> </table>	Response	Times Chosen	Percentage	Not at all	16	7.05%	Not much	33	14.54%	Some of the time	69	30.40%	Often	60	26.43%	Very often	49	21.59%
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<p>In the six months elapsed, more children report they have 'often' or 'very often' felt comfortable and calm in the week the survey was taken. The general trend is positive between the two sets of data. However, it should be noted that double the amount of children reported they did 'not at all' feel comfortable and calm between the two data sets.</p>																																					
<p>Over the last week, I have woken up rested and ready for the day ahead</p> <p>Number of responses: 247</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Times Chosen</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not at all</td> <td>52</td> <td>21.05%</td> </tr> <tr> <td>Not much</td> <td>38</td> <td>15.38%</td> </tr> <tr> <td>Some of the time</td> <td>69</td> <td>27.94%</td> </tr> <tr> <td>Often</td> <td>39</td> <td>15.79%</td> </tr> <tr> <td>Very often</td> <td>49</td> <td>19.84%</td> </tr> </tbody> </table>	Response	Times Chosen	Percentage	Not at all	52	21.05%	Not much	38	15.38%	Some of the time	69	27.94%	Often	39	15.79%	Very often	49	19.84%	<p>Over the last week, I have felt strong either in my body or mind</p> <p>Number of responses: 227</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Times Chosen</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not at all</td> <td>17</td> <td>7.49%</td> </tr> <tr> <td>Not much</td> <td>31</td> <td>13.66%</td> </tr> <tr> <td>Some of the time</td> <td>68</td> <td>29.96%</td> </tr> <tr> <td>Often</td> <td>62</td> <td>27.31%</td> </tr> <tr> <td>Very often</td> <td>49</td> <td>21.59%</td> </tr> </tbody> </table>	Response	Times Chosen	Percentage	Not at all	17	7.49%	Not much	31	13.66%	Some of the time	68	29.96%	Often	62	27.31%	Very often	49	21.59%
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<p>Again a very positive trend with more children reporting that they have woken up rested and ready for the day ahead. In February a fifth of the children said they felt 'not at all' rested but this has reduced to less than a tenth six months later. This upwards curve is also demonstrated by almost double the amount of children reported they 'often' woke up feeling rested between the two data sets.</p>																																					
<p>My life has felt interesting this week</p> <p>Number of responses: 249</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Times Chosen</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not at all</td> <td>19</td> <td>7.63%</td> </tr> <tr> <td>Not much</td> <td>43</td> <td>17.27%</td> </tr> <tr> <td>Some of the time</td> <td>61</td> <td>24.50%</td> </tr> <tr> <td>Often</td> <td>56</td> <td>22.49%</td> </tr> <tr> <td>Very often</td> <td>70</td> <td>28.11%</td> </tr> </tbody> </table>	Response	Times Chosen	Percentage	Not at all	19	7.63%	Not much	43	17.27%	Some of the time	61	24.50%	Often	56	22.49%	Very often	70	28.11%	<p>My life has felt interesting this week</p> <p>Number of responses: 226</p>  <table border="1"> <thead> <tr> <th>Response</th> <th>Times Chosen</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Not at all</td> <td>21</td> <td>9.29%</td> </tr> <tr> <td>Not much</td> <td>49</td> <td>21.68%</td> </tr> <tr> <td>Some of the time</td> <td>57</td> <td>25.22%</td> </tr> <tr> <td>Often</td> <td>52</td> <td>23.01%</td> </tr> <tr> <td>Very often</td> <td>47</td> <td>20.80%</td> </tr> </tbody> </table>	Response	Times Chosen	Percentage	Not at all	21	9.29%	Not much	49	21.68%	Some of the time	57	25.22%	Often	52	23.01%	Very often	47	20.80%
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Ellenbrook Community Primary School

The positive trend between the two data sets is less pronounced for the statement 'my life has felt interesting this week'. In fact in February more children reported 'very often' than six months later in October- this effect was most significant in the current Year 4 and Year 6. With almost a third of the children reporting that their life has felt interesting this week either 'not at all' and 'not much' this area will be further explored in next years strategy, for example by devising a more focussed survey that analyses further attitudes around life interest, ambition and enthusiasm and focussed work with the teachers and children in Year 4 and Year 6.

Comments:

As can be seen from the data above there is a generally an upward curve of how children report their wellbeing. There remain areas of SEMH that require addressing but when you combine this evidence with pupil voice, and the very positive feedback from Wellbeing Warriors practitioners the picture is moving in the right direction.

There is still a small but significant number of disadvantaged children who find it difficult to regulate their emotions resulting in negative behaviours. This is demonstrated when analysing the behaviours within the Track-it light system. Furthermore, this picture is also seen when we analyse the number of children who require personalised approaches to support their emotions and behaviours. Everyone has a tailored approach to support them: for example, Play Therapy, Place2Be counselling or Wellbeing Warriors which must be continued.

Commando Joe also now runs an enrichment club in on Monday mornings and attendance has increased from 65% to 85%. We are currently evaluating our before and after school enrichment clubs' provision and this will be reflected and detailed in the new strategy.

Externally provided programmes

Programme	Provider
To improve children's language and early literacy skills	Nuffield Early Language Intervention (NELI)
Speech and Language Toolkit, from screening to intervention	Welcomm