

## 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   | Ellenbrook Community Primary School   |
| Number of pupils in school  | 445                                   |
| Proportion (%) of pupil premium eligible pupils                         | 9.9%                                  |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022                             |
| Date this statement was published                                       | November 2021                         |
| Date on which it will be reviewed                                       | July 2022                             |
| Statement authorised by   | Head Teacher and Full Governing Board |
| Pupil premium lead  | Deputy Head Teacher                   |
| Governor  | Chair of Governors                    |

## Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £ 57, 628 |
| Recovery premium funding allocation this academic year  | £ 3,214   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 1,345   |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 62,187  |

## Part A: Pupil premium strategy plan

### Statement of intent

Our vision at Ellenbrook Primary School is that every child will be given every opportunity to succeed and reach their potential and this provides the framework for education in our school.

We are committed to providing the highest quality education for all our children regardless of background or barrier to learning in all aspect of school life.

“Children from disadvantaged backgrounds are likely to have been more affected particularly severely by closures and may need more support to return to school and settle back into school life. Whilst all pupils will benefit from the EEF recommendations, it is likely that some forms of support will be particularly beneficial to disadvantaged.”

(Covid-19 Support Guide for Schools – June 2020)

Our research led strategy is broken down into four key areas:

#### 1) Teaching

Great teaching is the most important lever schools have to improve outcomes for their pupils.

## 2) Targeted Academic Support

There is extensive evidence supporting the impact of high-quality one to one or group tuition as a catch up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.

## 3) Pupil Assessment and Feedback

Assessment information can help teachers determine how to most effectively support their pupils. Every pupil will have been effected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support.

## 4) Wider Support

Our school has provided extensive pastoral support to pupils and families during the pandemic. Additional support in the new school year will focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Limited speech and language skills which impact on learning and new vocabulary acquisition |
| 2                | Pupils being 'ready to learn' in class (pupils socially and emotionally secure)            |
| 3                | Poor general learning skills e.g organisation and resilience and low aspiration            |
| 4                | Gaps in prior learning   |
| 5                | Inconsistent attendance and punctuality  |
| 6                | Access to resources and technology e.g high quality books and internet enabled devices     |

|   |  |
|---|--|
| 7 | Lack of regular routines including home reading, homework and having the correct equipment in school |
| 8 | Inconsistent parental engagement with school   |

## 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  |
|--|---|
| Disadvantaged pupils' attendance and punctuality to improve.   | Disadvantaged pupils' attendance to exceed 95% and there is less persistent absenteeism compared to non-disadvantaged children. The current attendance for Pupil Premium children is 93.4%  |
| Pupils' can access learning in class because their Social, Emotional and Mental Health needs are being met   | Pupils are ready to learn in class without the need for 1:1 or small group adult intervention. An increase in the number of pupils that report that they are ready to learn: they are happier, confident and resilient learners                                     |
| Gaps in learning are identified and targeted academic support in small groups or 1:1   | Formative and summative assessment will show gaps are being addressed and pupils will make expected (or exceeding) progress.  |
| Pupils read regularly in school and at home. They have access to high quality texts and opportunities to acquire new vocabulary.   | Pupils achieve (or exceed) expected progress in reading and writing. Children acquire and apply new language.<br>More children read regularly (>4 times weekly) at home with parents/carers   |
| Parents regularly engage and communicate with school about their children's experiences and outcomes   | An increased number of parents who attend Parent's Evenings and improved communication with school through email, reading records, telephone calls.   |
| Pupils are exposed to a wide range of experiences including sporting, cultural and social experiences.   | Children report that they engage with rich experiences before, during and after the school day. Children are more resilient, confident, and ready to engage with new challenges. Attendance and punctuality improve.  |
| Children have the technology to engage with online learning through Seesaw, Times Table Rockstars, My Maths and Oxford Reading Tree. We will provide devices through the DfE Covid laptop program to families in most of need. | More children regularly access Seesaw or My Maths to engage with homework. Online learning is completed when necessary through Seesaw.<br>An increase in the number of children who use TT Rockstars and Oxford Reading Tree online to enrich learning experiences. |

## 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: £ 15,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Create additional time and space to prioritise continuing professional development and curriculum development. This includes regular sessions where subject leaders are released to monitor and develop their curriculum subject across the school. | Research from the Education Endowment Fund (EEF) shows that improving teaching quality benefits all students has a positive effect on children eligible for the Pupil Premium.  | 1 & 4                         |
| Training for school staff to deliver specific high-quality interventions  | There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students.   | 1,2,3 & 4                     |
| Specialists and external agencies to provide vital services   | There are some high-quality interventions such as Play Therapy or Speech and Language Therapy that only trained specialists can provide   | 1,2,3 & 4                     |
| Quality First Teaching  | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. | 1,2,3,4 & 8                   |

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

Budgeted cost: £ 42,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group and 1:1 targeted academic support delivered by Teachers, HLTAs and TAs | There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.   | 1,2,3 & 4                     |
| School Led Tutoring Programme  | On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. | 1 & 4                         |

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

Budgeted cost: £ 5000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Service Level Agreement with Salford Education Welfare Service where the school works closely with Education Welfare Officer to improve attendance and punctuality | The EEF suggests that the interventions noted above are likely to be most effective when deployed alongside efforts to address attendance | 5 & 8                         |
| Before School activities offered to children entitled to Pupil Premium ahead   | Increased attendance will mean children have greater opportunities to progress.   | 5,7 & 8                       |

|   |  |  |
|---|--|--|
| of non-eligible children and paid for out of the school's premium money |  |  |
|---|--|--|

Total budgeted cost: £ 5000 + £42,000 + £15,000= £62,000

## 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.

| Desired Outcome   | Chosen action/approach  | Review of impact   |          |                                   |            |                                   |          |          |                                   |            |                                 |          |          |                                 |            |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
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| For pupils to make expected progress (or more than expected progress if they are falling behind). | Additional intervention groups created during assembly time and Teaching Assistants deployed in classrooms to deliver targeted intervention and in small groups.<br><br>Child to adult ratio increased around disadvantaged | <p>Data snapshot:<br/>January 2021</p> <table border="1"> <thead> <tr> <th rowspan="2">Type</th> <th colspan="5">Reading <small>VIEW GRAPH</small></th> <th colspan="5">Writing <small>VIEW GRAPH</small></th> <th colspan="5">Maths <small>VIEW GRAPH</small></th> </tr> <tr> <th>Sig. Below</th> <th>Below</th> <th>AT</th> <th>Above</th> <th>Sig. Above</th> <th>Sig. Below</th> <th>Below</th> <th>AT</th> <th>Above</th> <th>Sig. Above</th> <th>Sig. Below</th> <th>Below</th> <th>AT</th> <th>Above</th> <th>Sig. 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|   | Sig. Below  | Below  | AT       | Above                             | Sig. Above | Sig. Below                        | Below    | AT       | Above                             | Sig. Above | Sig. Below                      | Below    | AT       | Above                           | Sig. Above |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Total   | 201 (62%)   | 105 (33%)  | 11 (5%)  | 4 (1%)                            | 3 (1%)     | 254 (78%)                         | 56 (17%) | 12 (4%)  | 4 (1%)                            | 0 (0%)     | 200 (61%)                       | 92 (28%) | 18 (5%)  | 15 (5%)                         | 2 (1%)     |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Male  | 94 (60%)  | 54 (35%)   | 7 (4%)   | 0 (0%)                            | 1 (1%)     | 124 (79%)                         | 29 (19%) | 2 (1%)   | 1 (1%)                            | 0 (0%)     | 91 (58%)                        | 48 (31%) | 9 (6%)   | 8 (5%)                          | 1 (1%)     |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Female  | 107 (63%)   | 52 (31%)   | 4 (2%)   | 4 (2%)                            | 2 (1%)     | 130 (76%)                         | 27 (16%) | 10 (6%)  | 3 (2%)                            | 0 (0%)     | 109 (64%)                       | 44 (26%) | 9 (5%)   | 7 (4%)                          | 1 (1%)     |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Pupil Premium   | 25 (68%)  | 12 (32%)   | 0 (0%)   | 0 (0%)                            | 0 (0%)     | 31 (84%)                          | 5 (14%)  | 1 (3%)   | 0 (0%)                            | 0 (0%)     | 29 (78%)                        | 5 (14%)  | 3 (8%)   | 0 (0%)                          | 0 (0%)     |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Not Pupil Premium   | 176 (61%)   | 94 (33%)   | 11 (4%)  | 4 (1%)                            | 3 (1%)     | 223 (77%)                         | 51 (18%) | 11 (4%)  | 4 (1%)                            | 0 (0%)     | 171 (59%)                       | 87 (30%) | 15 (5%)  | 15 (5%)                         | 2 (1%)     |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Type  | Reading <small>VIEW GRAPH</small>   |  |          |                                   |            | Writing <small>VIEW GRAPH</small> |          |          |                                   |            | Maths <small>VIEW GRAPH</small> |          |          |                                 |            |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
|   | Sig. Below  | Below  | AT       | Above                             | Sig. Above | Sig. Below                        | Below    | AT       | Above                             | Sig. Above | Sig. Below                      | Below    | AT       | Above                           | Sig. Above |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Total   | 21 (7%)   | 85 (29%)   | 49 (17%) | 115 (39%)                         | 23 (8%)    | 51 (17%)                          | 86 (29%) | 97 (33%) | 56 (19%)                          | 3 (1%)     | 26 (9%)                         | 50 (17%) | 88 (30%) | 114 (39%)                       | 15 (5%)    |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Male  | 15 (10%)  | 39 (26%)   | 30 (21%) | 51 (35%)                          | 11 (8%)    | 30 (21%)                          | 52 (36%) | 44 (30%) | 19 (12%)                          | 1 (1%)     | 14 (10%)                        | 25 (17%) | 39 (27%) | 59 (41%)                        | 8 (6%)     |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Female  | 6 (4%)  | 47 (32%)   | 19 (13%) | 64 (43%)                          | 12 (8%)    | 21 (14%)                          | 34 (23%) | 53 (36%) | 38 (26%)                          | 2 (1%)     | 12 (8%)                         | 25 (17%) | 49 (33%) | 55 (37%)                        | 7 (5%)     |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Pupil Premium   | 7 (21%)   | 14 (41%)   | 5 (15%)  | 5 (15%)                           | 3 (9%)     | 17 (50%)                          | 8 (24%)  | 6 (18%)  | 3 (9%)                            | 0 (0%)     | 10 (29%)                        | 7 (21%)  | 8 (24%)  | 8 (24%)                         | 1 (3%)     |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |
| Not Pupil Premium   | 14 (5%)   | 71 (27%)   | 44 (17%) | 110 (42%)                         | 20 (8%)    | 34 (13%)                          | 78 (30%) | 91 (35%) | 53 (20%)                          | 3 (1%)     | 16 (6%)                         | 43 (17%) | 80 (31%) | 106 (41%)                       | 14 (5%)    |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |           |           |         |        |        |           |          |         |        |        |           |          |         |         |        |      |          |          |        |        |        |           |          |        |        |        |          |          |        |        |        |        |           |          |        |        |        |           |          |         |        |        |           |          |        |        |        |               |          |          |        |        |        |          |         |        |        |        |          |         |        |        |        |                   |           |          |         |        |        |           |          |         |        |        |           |          |         |         |        |      |                                   |  |  |  |  |                                   |  |  |  |  |                                 |  |  |  |  |            |       |    |       |            |            |       |    |       |            |            |       |    |       |            |       |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |      |          |          |          |          |         |          |          |          |          |        |          |          |          |          |        |        |        |          |          |          |         |          |          |          |          |        |         |          |          |          |        |               |         |          |         |         |        |          |         |         |        |        |          |         |         |         |        |                   |         |          |          |           |         |          |          |          |          |        |         |          |          |           |         |



|  |   |   |
|--|---|---|
|  | <p>children within the class.</p> <p>To engage with the National Tutoring Programme</p>   | <p>There was a national delay to access the DfE's Tutoring Programmes so this will be an action for the new plan.</p>   |
| <p>For pupil attitudes to learning to improve; pupils to become optimistic about outcomes and resilient to challenge</p> | <p>Children access support through tailored interventions, therapies, and groups. This will include regular sessions with a play therapist for children in need of emotional and behavioural support.</p> | <p>Play Therapy was not necessary during this review period.</p> <p>School staff have delivered interventions such as social play-based groups and social stories. This is ongoing and is beginning to see a real benefit to individual children's confidence and resilience.</p> |



## Ellenbrook Community Primary School



| For barriers to learning around speech and language to be removed or reduced | Children in Early Years will be screened for delays in speech and language and intervention delivered | Welcomm assessment tool identified the children who were green (58), amber (20) or red (9). The children who were assessed as green did not require further intervention. The children assessed as amber or red received high quality intervention from teachers and teaching assistants. The progress data will be available by the end of the Autumn Term.   |                     |                       |             |                     |                       |             |            |               |    |      |     |     |     |     |        |    |      |     |     |     |     |
|--|---|--|---------------------|-----------------------|-------------|---------------------|-----------------------|-------------|------------|---------------|----|------|-----|-----|-----|-----|--------|----|------|-----|-----|-----|-----|
| Pupils attendance to improve and exceed 95%                                  | The school will continue a Service Level Agreement for an Educational Welfare Officer                 | <p><b>Whole School</b></p> <p style="text-align: right;"><b>Percentages</b></p> <table border="1" data-bbox="539 632 1783 743"> <thead> <tr> <th>PPI</th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">41</td> <td style="text-align: center;">94.7</td> <td style="text-align: center;">4.5</td> <td style="text-align: center;">0.8</td> <td style="text-align: center;">1.7</td> <td style="text-align: center;">0.4</td> </tr> <tr> <td>Totals</td> <td style="text-align: center;">41</td> <td style="text-align: center;">94.7</td> <td style="text-align: center;">4.5</td> <td style="text-align: center;">0.8</td> <td style="text-align: center;">1.7</td> <td style="text-align: center;">0.4</td> </tr> </tbody> </table> | PPI                 | Pupils in group       | Attendances | Authorised Absences | Unauthorised Absences | Late Before | Late After | Pupil Premium | 41 | 94.7 | 4.5 | 0.8 | 1.7 | 0.4 | Totals | 41 | 94.7 | 4.5 | 0.8 | 1.7 | 0.4 |
| PPI  | Pupils in group   | Attendances  | Authorised Absences | Unauthorised Absences | Late Before | Late After          |                       |             |            |               |    |      |     |     |     |     |        |    |      |     |     |     |     |
| Pupil Premium  | 41  | 94.7   | 4.5                 | 0.8                   | 1.7         | 0.4                 |                       |             |            |               |    |      |     |     |     |     |        |    |      |     |     |     |     |
| Totals   | 41  | 94.7   | 4.5                 | 0.8                   | 1.7         | 0.4                 |                       |             |            |               |    |      |     |     |     |     |        |    |      |     |     |     |     |
| Increase number of children attending extra-curricular clubs                 | The school will offer and pay for extra-curricular clubs for children in receipt of Free School Meals | There has been a big increase of the children who want places for before and after school clubs. So much so that we have approached Salford Community Leisure to increase their staffing for these clubs as their pupil:staff ratios are capped. We had almost 200% demand for some activities and school staff ran some sessions so more children could participate.  |                     |                       |             |                     |                       |             |            |               |    |      |     |     |     |     |        |    |      |     |     |     |     |

## 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                                     |