

## 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	March 2022
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> 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

At Ellenbrook, we are ambitious for all our children. Our Pupil Premium children may differ to other schools nationally and locally. Typically they are not as socio-economically deprived when compared nationally.

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. 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 and differentiated 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 timely and appropriate interventions.

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

For some of our children, high quality teaching may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence 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. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 / small groups in English and maths
- additional learning time
- additional phonics
- speech and language support
- SEND / EAL support groups

### Using a wider range of strategies to overcome barriers to learning



## Ellenbrook Community Primary School

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 of our pupils. 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 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, support to reading via decoding.
- Employing well established intervention programmes in maths and English led by skilled and experienced TAs to support those who are not on target to achieve ARE by the end of the school year.
- Supporting children with behaviour issues 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 support groups to enable children to achieve in maths.
- 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

## Challenges

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

Challenge number	Detail of challenge																																				
1 <i>Early Language and Phonics</i>	<p>Our Welcomm screening of children's Speech and Language in Early Years 2021-22 shows an increase of 7% children assessed as 'Red' when compared to 2020-2021.</p> <p>When we look further at the books and data in Year 1 we can see that there are gaps in Phonics learning as a result of Covid-19 school interruptions.</p>																																				
2 <i>Attendance and punctuality</i>	<p>In the academic year 2020-21, the Pupil Premium attendance was 94.69% compared to 97% for non-Pupil-Premium children. This means that for our disadvantaged children, - 2.41% children amount of school time was lost, in addition to the challenges posed due to Covid-19 and school closure. The school sets the ambition of pupils meeting a 96% threshold. Attendance levels continue to be an issue for some pupil premium pupils, with periods of absence impacting on children's access to their education and routines and engagement as learners. Furthermore, when looking at punctuality, our disadvantaged children were late 1.63% of the time compared to 0.39% for our non-disadvantaged children. Considering that some interventions and critical settling in time occurs in the first 30 minutes of the school day, our Pupil Premium children are missing out on vital learning time.</p>																																				
3 <i>Attainment (with links to Phonics in challenge 1)</i>	<p>Our standardised assessments and teacher observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>The standardised data for children in Key Stage 1 and 2 can be seen here:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Maths</th> <th colspan="3">Reading</th> <th colspan="2">Combined</th> </tr> <tr> <th></th> <th>Working Towards</th> <th>Working At</th> <th>Working Above</th> <th>Working Towards</th> <th>Working At</th> <th>Working Above</th> <th>Working Towards</th> <th>Working AT or Above</th> </tr> </thead> <tbody> <tr> <td><b>Pupil Premium</b></td> <td>45%</td> <td>45%</td> <td>10%</td> <td>40%</td> <td>37%</td> <td>23%</td> <td>65%</td> <td>35%</td> </tr> <tr> <td><b>Non-Pupil Premium</b></td> <td>34%</td> <td>50%</td> <td>16%</td> <td>29%</td> <td>47%</td> <td>24%</td> <td>50%</td> <td>50%</td> </tr> </tbody> </table> <p>The challenge: It is clear from the data that Covid-19 has had a detrimental effect on the attainment by Pupil Premium children when compared to non pupil-premium. 11% more Pupil Premium pupils in Reading and Maths did not achieve the expected standard when compared to their peers. When we look at the children working above ARE, more children who are non-pupil premium achieved the higher standard. When comparing the performance of Pupil Premium children across the subjects less PP children achieved the higher standard in Maths compared to Reading.</p>		Maths			Reading			Combined			Working Towards	Working At	Working Above	Working Towards	Working At	Working Above	Working Towards	Working AT or Above	<b>Pupil Premium</b>	45%	45%	10%	40%	37%	23%	65%	35%	<b>Non-Pupil Premium</b>	34%	50%	16%	29%	47%	24%	50%	50%
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4 <i>SEMH</i>	<p>Our assessments including the children's wellbeing survey and analysis of our school behaviour tracker has identified specific social and emotional and mental health issues. When we drill down further into the data, these challenges particularly affect our</p>																																				

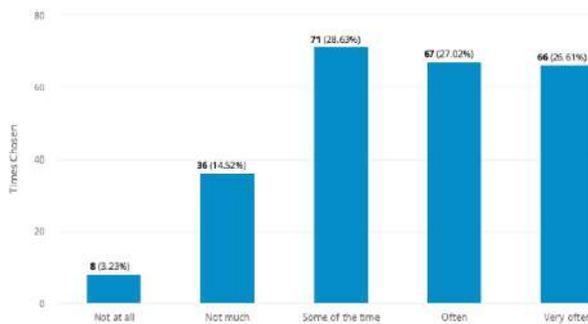


disadvantaged pupils. Results from our wellbeing survey show that all our children, particularly our disadvantaged, report that they do not feel rested and ready to start the day. The challenge is further highlighted, when you consider that Pupil Premium children punctuality is less than their peers. Our disadvantaged children also report that they feel 'less calm' during the week than their peers. Alongside this, when we look at the analysis of our behaviour tracker a stronger picture emerges: Our Pupil Premium children are issued more warnings and sanctions from their class teacher than their peers. This trend is particularly strong in our white, disadvantaged boys.

Baseline Data, February 2022:

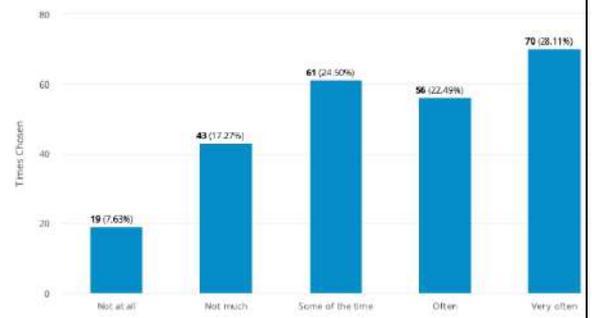
**I have felt comfortable and calm this week**

Number of responses: 248



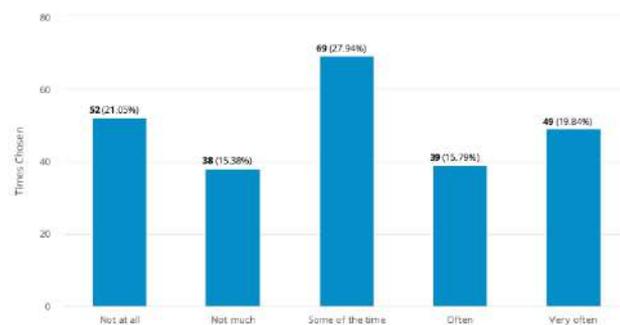
**My life has felt interesting this week**

Number of responses: 249



**Over the last week, I have woken up rested and ready for the day ahead**

Number of responses: 247



## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Welcomm SALT screening shows an improvement of 33% Amber or Red to 20% Amber or Red.</li> <li>• Children passing the Phonics screening from...</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. The following of our</li> </ul>

	<p>broad, balanced, challenging and enriched curriculum enables the pupils to be exposed to and learn new vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Attendance levels for Pupil Premium Children will increase (above 95%), and Punctuality will improve (less than 0.5% late/after register closes)</p>	<ul style="list-style-type: none"> <li>• Late after register closes to improve from 2.5% to 0.5%</li> <li>• Attendance 95% or greater</li> <li>• Increased number of disadvantaged children accessing interventions and ‘settling in’ activities before lessons begin</li> </ul>
<p>To reduce the attainment gap between PP children and their peers in Reading, Writing and Maths. Children’s Phonic knowledge and awareness to improve in Early Years and KS1</p>	<ul style="list-style-type: none"> <li>• 10% less PP children working below ARE in Maths and Reading</li> <li>• An increase of 10% of PP children working above ARE in Maths and Reading</li> </ul>
<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 and emotional self regulation demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in the number of pupils displaying emotional issues</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a significant decrease of Pupil Premium children receiving warnings and sanctions from their class teacher because of negative behaviours</li> </ul>

## 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
CPD for Teaching Staff (Academic)	<p>EEF guidance Reports:</p> <ul style="list-style-type: none"> <li>• Improving mathematics in the Early Years and KS1</li> <li>• Improving mathematics in KS2 and KS3</li> <li>• Improving Literacy at KS1</li> <li>• Improving Literacy at KS2</li> <li>• Teacher Feedback to Improve Pupil Learning EEF Teaching and Learning Toolkit</li> <li>• Feedback (Impact +6 months)</li> <li>• Mastery Learning (Impact +5 months)</li> <li>• Phonics (Impact +5 months)</li> <li>• Reading Comprehension Strategies (+6 months)</li> </ul>	1 and 3
New SSP programme and training	<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 comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 and 3
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><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</a></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><a href="https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches</a></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
Specific training for Teaching Assistants to deliver high	<p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver</p>	1,3 and 4

quality structured interventions	<p>short sessions, over a finite period, and link learning to classroom teaching, such as:</p> <ul style="list-style-type: none"> <li>• Abracadabra (ABRA)</li> <li>• Catch Up Literacy</li> <li>• Catch Up Numeracy</li> <li>• Nuffield Early Language Intervention (NELI)</li> <li>• REACH</li> <li>• Switch-on Reading</li> <li>• Talk for Literacy</li> </ul>	
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### 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
Wellcomm SALT	EF Teaching and Learning Toolkit <ul style="list-style-type: none"> <li>• Oral Language Interventions (Impact +6)</li> </ul>	1
The implementation of structured Interventions: e.g. <ul style="list-style-type: none"> <li>• Number stacks</li> <li>• Plus 1 / Power of 2</li> <li>• Toe by Toe</li> <li>• Precision Teaching</li> </ul> Phonics <ul style="list-style-type: none"> <li>• Handwriting / gross motor skills</li> <li>• Lego Therapy</li> </ul> Chatty Therapy: <a href="#">Chatty Therapy - Speech and Language Therapist in Cheshire.</a>	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> <li>• Small tuition group (Impact +4)</li> <li>• Teaching Assistant Interventions (Impact +4)</li> <li>• One to One Tuition (Impact +5)</li> </ul>	1, 3 and 4

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote improved attendance and punctuality</p> <p>This will involve working closely with our EWO and implementing strategies to promote and sustain high attendance</p> <p>Incentivising punctual starts to school with enrichment and wellbeing activities such as Commando Joe and Wellbeing through sport</p>	<p><a href="#">EEF: Attendance interventions rapid evidence assessment</a></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>	<p>2</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>SEMH Lead Training</p> <p>Wellbeing and Mental Health for children</p> <p>Supporting Complex Needs (Pupil Inclusion Team )</p> <p>(Lunchtime Club, (Mainstream Ready Focus groups, Enhancing self-esteem KS2</p> <p>Meet and Greets with Teaching Assistants</p> <p>Breakfast clubs)</p>	<p>EEF Guidance Report</p> <ul style="list-style-type: none"> <li>• Improving social and emotional learning in schools</li> <li>• Special Educational Needs in Mainstream Schools EEF Teaching and Learning Toolkit</li> <li>• Behaviour (Impact +4)</li> <li>• Social and Emotional learning (Impact +4)</li> <li>• Metacognition and Selfregulation (Impact +7)</li> </ul>	<p>2,3 and 4</p>

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																																																																																																																																																								
For pupils to make expected progress (or more than expected progress if they are falling behind)	<p>Additional intervention groups created during assembly time and Teaching Assistants deployed in classrooms to deliver targeted intervention and in small groups.</p> <p>Child to adult ratio increased around disadvantaged children within the class.</p> <p>To engage with the National Tutoring Programme</p>	<p>Data snapshot: 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> </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> </tr> </thead> <tbody> <tr> <td>Total</td> <td>201 (62%)</td> <td>105 (33%)</td> <td>11 (3%)</td> <td>4 (1%)</td> <td>3 (1%)</td> <td>254 (78%)</td> <td>56 (17%)</td> <td>12 (4%)</td> <td>4 (1%)</td> <td>0 (0%)</td> </tr> <tr> <td>Male</td> <td>94 (60%)</td> <td>54 (35%)</td> <td>7 (4%)</td> <td>0 (0%)</td> <td>1 (1%)</td> <td>124 (79%)</td> <td>29 (19%)</td> <td>2 (1%)</td> <td>1 (1%)</td> <td>0 (0%)</td> </tr> <tr> <td>Female</td> <td>107 (63%)</td> <td>52 (31%)</td> <td>4 (2%)</td> <td>4 (2%)</td> <td>2 (1%)</td> <td>130 (76%)</td> <td>27 (16%)</td> <td>10 (6%)</td> <td>3 (2%)</td> <td>0 (0%)</td> </tr> <tr> <td>Pupil Premium</td> <td>25 (68%)</td> <td>12 (32%)</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>0 (0%)</td> <td>31 (84%)</td> <td>5 (14%)</td> <td>1 (3%)</td> <td>0 (0%)</td> <td>0 (0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>176 (61%)</td> <td>94 (33%)</td> <td>11 (4%)</td> <td>4 (1%)</td> <td>3 (1%)</td> <td>223 (77%)</td> <td>51 (18%)</td> <td>11 (4%)</td> <td>4 (1%)</td> <td>0 (0%)</td> </tr> </tbody> </table> <p>July 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> </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> </tr> </thead> <tbody> <tr> <td>Total</td> <td>21 (7%)</td> <td>85 (29%)</td> <td>49 (17%)</td> <td>115 (39%)</td> <td>25 (8%)</td> <td>51 (17%)</td> <td>86 (29%)</td> <td>97 (33%)</td> <td>56 (19%)</td> <td>3 (1%)</td> </tr> <tr> <td>Male</td> <td>15 (10%)</td> <td>38 (26%)</td> <td>30 (21%)</td> <td>51 (35%)</td> <td>11 (9%)</td> <td>30 (21%)</td> <td>52 (36%)</td> <td>44 (30%)</td> <td>18 (12%)</td> <td>1 (1%)</td> </tr> <tr> <td>Female</td> <td>6 (4%)</td> <td>47 (32%)</td> <td>19 (13%)</td> <td>64 (43%)</td> <td>12 (8%)</td> <td>21 (14%)</td> <td>34 (23%)</td> <td>53 (36%)</td> <td>38 (26%)</td> <td>2 (1%)</td> </tr> <tr> <td>Pupil Premium</td> <td>7 (21%)</td> <td>14 (41%)</td> <td>5 (15%)</td> <td>5 (15%)</td> <td>3 (9%)</td> <td>17 (50%)</td> <td>8 (24%)</td> <td>6 (18%)</td> <td>3 (9%)</td> <td>0 (0%)</td> </tr> <tr> <td>Not Pupil Premium</td> <td>14 (5%)</td> <td>71 (27%)</td> <td>44 (17%)</td> <td>110 (42%)</td> <td>20 (8%)</td> <td>34 (13%)</td> <td>78 (30%)</td> <td>91 (35%)</td> <td>53 (20%)</td> <td>3 (1%)</td> </tr> </tbody> </table>	Type	Reading <small>VIEW GRAPH</small>					Writing <small>VIEW GRAPH</small>					Sig. Below	Below	AT	Above	Sig. Above	Sig. Below	Below	AT	Above	Sig. Above	Total	201 (62%)	105 (33%)	11 (3%)	4 (1%)	3 (1%)	254 (78%)	56 (17%)	12 (4%)	4 (1%)	0 (0%)	Male	94 (60%)	54 (35%)	7 (4%)	0 (0%)	1 (1%)	124 (79%)	29 (19%)	2 (1%)	1 (1%)	0 (0%)	Female	107 (63%)	52 (31%)	4 (2%)	4 (2%)	2 (1%)	130 (76%)	27 (16%)	10 (6%)	3 (2%)	0 (0%)	Pupil Premium	25 (68%)	12 (32%)	0 (0%)	0 (0%)	0 (0%)	31 (84%)	5 (14%)	1 (3%)	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%)	Type	Reading <small>VIEW GRAPH</small>					Writing <small>VIEW GRAPH</small>					Sig. Below	Below	AT	Above	Sig. Above	Sig. Below	Below	AT	Above	Sig. Above	Total	21 (7%)	85 (29%)	49 (17%)	115 (39%)	25 (8%)	51 (17%)	86 (29%)	97 (33%)	56 (19%)	3 (1%)	Male	15 (10%)	38 (26%)	30 (21%)	51 (35%)	11 (9%)	30 (21%)	52 (36%)	44 (30%)	18 (12%)	1 (1%)	Female	6 (4%)	47 (32%)	19 (13%)	64 (43%)	12 (8%)	21 (14%)	34 (23%)	53 (36%)	38 (26%)	2 (1%)	Pupil Premium	7 (21%)	14 (41%)	5 (15%)	5 (15%)	3 (9%)	17 (50%)	8 (24%)	6 (18%)	3 (9%)	0 (0%)	Not Pupil Premium	14 (5%)	71 (27%)	44 (17%)	110 (42%)	20 (8%)	34 (13%)	78 (30%)	91 (35%)	53 (20%)	3 (1%)
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Type	Reading <small>VIEW GRAPH</small>					Writing <small>VIEW GRAPH</small>																																																																																																																																																				
	Sig. Below	Below	AT	Above	Sig. Above	Sig. Below	Below	AT	Above	Sig. Above																																																																																																																																																
Total	21 (7%)	85 (29%)	49 (17%)	115 (39%)	25 (8%)	51 (17%)	86 (29%)	97 (33%)	56 (19%)	3 (1%)																																																																																																																																																
Male	15 (10%)	38 (26%)	30 (21%)	51 (35%)	11 (9%)	30 (21%)	52 (36%)	44 (30%)	18 (12%)	1 (1%)																																																																																																																																																
Female	6 (4%)	47 (32%)	19 (13%)	64 (43%)	12 (8%)	21 (14%)	34 (23%)	53 (36%)	38 (26%)	2 (1%)																																																																																																																																																
Pupil Premium	7 (21%)	14 (41%)	5 (15%)	5 (15%)	3 (9%)	17 (50%)	8 (24%)	6 (18%)	3 (9%)	0 (0%)																																																																																																																																																
Not Pupil Premium	14 (5%)	71 (27%)	44 (17%)	110 (42%)	20 (8%)	34 (13%)	78 (30%)	91 (35%)	53 (20%)	3 (1%)																																																																																																																																																



<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>																								
<p>For barriers to learning around speech and language to be removed or reduced</p>	<p>Children in Early Years will be screened for delays in speech and language and intervention delivered</p>	<p>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.</p>																								
<p>Pupils attendance to improve and exceed 95%</p>	<p>The school will continue a Service Level Agreement for an Educational Welfare Officer</p>	<table border="1"> <thead> <tr> <th colspan="2">Whole School</th> <th colspan="4">Percentages</th> </tr> <tr> <th>PPI</th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>41</td> <td>94.7</td> <td>4.5</td> <td>0.8</td> <td>1.7</td> </tr> <tr> <td>Totals</td> <td>41</td> <td>94.7</td> <td>4.5</td> <td>0.8</td> <td>1.7</td> </tr> </tbody> </table>	Whole School		Percentages				PPI	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Pupil Premium	41	94.7	4.5	0.8	1.7	Totals	41	94.7	4.5	0.8	1.7
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# Ellenbrook Community Primary School

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.
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## 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