



Elements Primary School
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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	Elements Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	15.9.21
Date on which it will be reviewed	15.7.22
Statement authorised by	S. Horsbrough
Pupil premium lead	S Horsbrough
Governor / Trustee lead	S. Hope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,010
Recovery premium funding allocation this academic year	£6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,200
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	£95,445

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent:

Our aim at Elements Primary School is to make a difference by enabling 'World Changers', regardless of background or heritage. When making decisions about using Pupil Premium funding it is important to consider the context of our school as well as looking at wider research into its effective use.

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short-term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential.

Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework
- Impact of the COVID-19 pandemic (attainment, progress, pupils' resilience)

Main Objectives:

- Ensure all 'disadvantaged' children have good mental and physical health as a foundation to learning.
- Ensure all children experiencing disadvantage narrow the attainment gap and go on to achieve Age Related Expectation by the end of their time at primary school.
- Ensure all 'disadvantaged' pupils are targeted and are not at risk of

Key Principles:

We believe that our Pupil Premium strategy is underpinned by a set of key principles.

1. **High expectations** – we have a culture of high expectations for all our pupils, this includes those identified as 'disadvantaged'. Barriers to learning are identified and strategies put in place to ensure children overcome them - no excuses.
2. **True Quality First Teaching** - we recognise that quality first teaching is the biggest factor in raising standards of attainment. A consistent approach to Teaching, Learning and Assessment is fundamental to ensuring all children receive the best possible education. Professional development for all staff is focused on ensuring everyone has the skills to ensure high quality teaching and learning is standard practice.
3. **High priority** - diminishing differences in attainment is high priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.
4. **Sharp focus** –our approach to raising standards ensures there is a sharp focus on the impact of teaching. Smaller teaching groups are created underpinned by children's next steps, are run for set amounts of time and are reviewed regularly.
5. **Early Intervention** - Keep up, not catch-up – there is an understanding amongst all staff that children should be supported to keep up with their peers. In this way, gaps don't form and children can more confidently access learning.

6. **Non-withdrawal** – we believe it is important for all children to be able to access a broad and balanced curriculum. Reading, Writing and Maths are taught daily. Where possible, our strategy is to support children in their core teaching with any additionality given outside of the school day.

It is expected that our strategy costs more money than funds we receive as part of the Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of education and educational aspirations amongst families
2	Low levels of communication and language development and lack of relevant play skills and experiences on entering school
3	Lack of wider life experiences outside of the home and school
4	Complex family circumstances leading to poor routines and organisation in the home
5	Poor social and emotional health and poor nutrition
6	COVID related challenges, inclusive of absence
7	Progress and attainment of disadvantaged pupils within core areas
8	Progress of pupils who are also identified as SEND

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 outcomes in reading, writing and maths	Disadvantaged pupils achieve Age Related Expectations in Reading, Writing and Maths Disadvantaged pupils achieve above National Attainment Scores in Key Stage One
Improved outcomes in phonics	Disadvantaged pupils achieve above the National Attainment Percentage (81%) in Phonics
Improved attendance	Attendance of disadvantaged pupils is above 96%
Improved punctuality	All disadvantaged pupils arrive at school on time
Improved experiences and learning opportunities	All disadvantaged pupils members of at least one extra curriculum club All disadvantaged pupils access WOW week trips and experiences
Improved mental health and wellbeing	All disadvantaged pupils supported pastorally Access for all disadvantaged pupils to therapeutic counselling Equality of resource access e.g school uniform, trips, food parcels

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: CPD, Recruitment and Retention

Budgeted cost: £82,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure class sizes within the school support the acceleration of progress and attainment within core areas.</i></p> <p>School Direct (Salaried) - £24,510</p> <p>ECT (£35.190 inc. within main school budget)</p>	<p>Elements Primary School facilitates a '3 teacher per year group' model (8 classes officially on NOR) 227 pupils - 1:20 ratio. One gain from these smaller ratios is the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive such as daily SDI in maths and daily readers).</p> <p><i>"...reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers." EEF</i></p>	1, 7, 8
<p><i>Targeted intervention</i></p> <p>2x Level 2 TAs- £32,580</p> <p>M2 (.5)- £18,930</p>	<p>Daily intervention - highly skilled teacher and support staff input has shown to accelerate the progress of key pupils.</p> <p>KS1 (Y1 - 12 Y2 - 24)</p> <p>LKS2 (Y3 - 8)</p> <p><i>"Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact," EEF</i></p> <p><i>Example of Year 2 targeted intervention</i></p> <p>11 children writing</p> <p>9 children phonics</p> <p>5 children reading</p> <p>5 maths (arithmetic)</p>	1, 4, 7, 8
<p><i>Targeted Breakfast club reading</i></p> <p>1 Breakfast Club Worker- £5,100</p>	<p>Targeted 1:2:1 regular reading has been proven to accelerate reading attainment and progress.</p> <p><i>The Ofsted Reading Framework (2021):</i></p> <p><i>"Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others"</i></p> <p>Year 1= 4 children</p> <p>Year 2 = 4 children</p> <p>Year 3 = 5 children</p>	1, 4, 7
<p><i>Targeted daily readers</i></p>	<p><i>EEF: "Both decoding and comprehension skills are necessary for confident and competent</i></p>	1, 2, 3, 6, 7

<p>(3x Level 2 TAs= 3 hours per day)</p>	<p><i>reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading."</i></p> <p>At Elements Primary School, targeted 1:2:1 regular reading has been proven to accelerate readers daily.</p> <p>13 in Year 3 12 in Year 2 19 in Year 1</p>	
<p><i>To implement QA to tackle and accelerate progress of disadvantaged pupils</i></p> <p>Claire McKie of McKie Mastery (5 days)</p>	<p>Robust QA and deep dive activity enables targeted support and celebration of success as models to wider teams.</p> <p><i>"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."</i> EEF</p> <p>PP pupils in each phase. EYFS: 16 KS1: 34 LKS2: 22</p>	<p>6, 7, 8</p>
<p><i>To provide enhanced curriculum delivery and authentic experiences to promote literacy for targeted disadvantaged pupils</i></p> <p>Walkthrus</p>	<p><i>Ofsted Inspection Framework (2021): "Adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life."</i></p> <p>Evidence through QA suggests delivery and engagement of curriculum learning has engaged pupil activity and enthusiasm therefore reflecting progress.</p> <p>227 pupils 12 Teaching staff</p>	<p>1, 2, 3, 4, 5</p>
<p><i>To provide targeted English booster sessions after school</i></p> <p>1 Level 2 TA - 5 hrs per week for 2 terms - £1,520</p>	<p>Delivery of interventions which target direct misconceptions and gaps in learning significantly accelerates progress and attainment.</p> <p><i>"Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge."</i> EEF</p> <p>3 Pupils per session</p>	<p>7, 8</p>

Targeted Academic Support through Tutoring and Interventions

Budgeted cost: £3,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide 1:2:1 tuition for KS1 Pupils Level 2 TA (£16,290 - inc. within main school budget)</i>	1:2:1 support to tackle and support misconceptions and gaps in learning has been proven to accelerate progress and attainment. <i>“Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored”. EEF</i> 23 pupils	1, 7, 8
To accelerate progress of disadvantaged pupils in core areas with particular focus on Play Therapy as intervention <i>Pastoral Lead (1 day per week) - £3,834</i>	<i>“An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils”. EEF</i> This underpins our targeted deployment of Pastoral Lead and Therapeutic Counsellor to work with small groups, developing PSED and Communication and Language. 15 pupils	2, 4, 5
<i>Implementation of tailored EYFS targeted intervention program M6 (TLR 2) 1 afternoon per week - (£5,519 inc. within main school budget)</i>	<i>EEF: “A child’s core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period¹. Evidence indicates that success in literacy relies on the secure development of language, and that these skills are amongst the best predictors of educational success.”</i> Targeted weekly intervention of NELI program to accelerate the language skills within the EYFS unit. 13 pupils	2, 3, 7

Personal Development (Attendance, behaviour, wellbeing)

Budgeted cost: £41,361

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide in-house counselling support</i>	Wellbeing of targeted pupils addressed. Evaluation to date demonstrates significant improvement in anxiety, participation and general well-being roundness. 10 - Pupils 6 Finished their sessions 4 Currently having sessions 2 On the waiting list	2, 4, 5
<i>To decrease number of disadvantaged persistent absentees £11503 (.3) Pastoral Lead</i>	Targeted action planning by pastoral leaders to support and intervene with key families to diminish the number of PA pupils. Daily intervention from the pastoral team in conjunction with the cluster and outside agencies has had and continues to have a positive impact.	1, 5, 6

<p>(£4000 PA [1 day per week] inc. within main school budget)</p>	<p>4 Families who have been referred to the Cluster for Attendance 5 families who are PA who have been given a target & we are working with</p>	
<p><i>To enhance pastoral support within school and beyond into the community.</i> (£15337 [.4] inc. within main school budget) Pastoral Lead</p>	<p>Community engagement of parents within learning to support the acceleration of attainment and understanding.</p> <p><i>An EEF reports on a study of 16,000 students in 36 schools who took part in a randomised controlled trial of the Parent Engagement Project, delivered by researchers from the University of Bristol and Harvard. The evaluators found that pupils receiving the intervention made additional progress in maths compared with a similar group whose parents didn't get enhanced pastoral communication. They reported that schools embraced the programme and a vast majority of parents were supportive of the programme</i></p>	<p>4, 6</p>
<p><i>To provide enhanced extra curricular clubs for disadvantaged pupils</i> Leeds Music Service (1 hour per week) - £615</p>	<p>Engagement in wider extra curricular activities accelerates progress and attainment due to enjoyment and improved learning behaviours.</p>	<p>3</p>
<p><i>To significantly subsidise educational visits</i> £2,250</p>	<p>To engage all disadvantaged pupils to inspire and develop curiosity and engagement in activities to improve thirst for learning and behaviour for learning.</p> <p>227 NOR 33% - Pupil Premium</p>	<p>3, 4</p>
<p><i>To provide whole school uniform for each pupil with 'disadvantaged' children receiving two jumpers</i> £1,350</p>	<p>Whole school uniform raises expectations and inspires disadvantaged pupils and their families to further engage in wider activities.</p> <p>227 NOR 33% - Pupil Premium</p>	<p>1, 4</p>

Total budgeted cost: £127,295

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.

Results for 'Disadvantaged' Children in Academic Year 2020 2021 with 2019 National Figures

Foundation Stage Attainment Summary ('Disadvantaged' Children) July 2021

	<i>Reading ELG</i>	<i>Writing ELG</i>	<i>Maths ELG</i>	<i>GLD</i>
<i>EPS</i>	<i>33% (5/15)</i>	<i>33% (5/15)</i>	<i>53% (8/15)</i>	<i>33% (5/15)</i>
<i>National (2019)</i>				<i>32%</i>

Year 1 Attainment Summary ('Disadvantaged' Children) July 2021

	<i>Reading - ARE</i>	<i>Writing - ARE</i>	<i>Maths - ARE</i>	<i>Phonics Screening</i>
<i>EPS</i>	<i>58% (11/19)</i>	<i>58% (11/19)</i>	<i>58% (11/19)</i>	<i>63% (12/19)</i>
<i>National (2019)</i>				<i>71%</i>

Year 2 Attainment Summary ('Disadvantaged' Children) July 2021

	<i>Reading - ARE</i>	<i>Writing - ARE</i>	<i>Maths - ARE</i>	<i>Combined ARE</i>
<i>EPS</i>	<i>68% (15/22)</i>	<i>64% (14/22)</i>	<i>68% (15/22)</i>	<i>64% (14/22)</i>
<i>National (2019)</i>				<i>69%</i>

Externally provided programmes

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

Programme	Provider
Due to the nature of our pupils and demographic all support has been provided in-house with known adults to support and accelerate well-being and progress for all.	

Further information

Vision 2025 has allowed the school to plan a 5 year plan to continue to raise aspirations for the whole school community moving forward as part of a Bramley HUB.