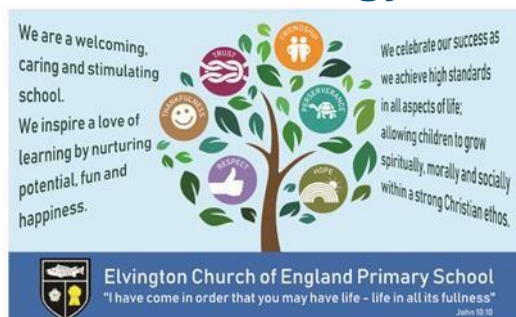


Pupil Premium Strategy Statement



This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged pupils. It can be read in conjunction with our Covid Catch up Premium plan as many of our disadvantaged learners are in receipt of this provision too. 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	Elvington Church of England Primary School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	4.8% FSM – 3.2% Service – 1.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr. A Buttery Headteacher
Pupil premium lead	Miss. L Rushmer Pupil Premium Lead (currently absent)
Governor / Trustee lead	Mrs. K McCaffrey Acting Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6600
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£6600

Part A: Pupil premium strategy plan

Statement of intent

At Elvington Church of England Primary School, our goal is to ensure that all pupils, regardless of the challenges they face or their backgrounds, make sustained progress and achieve well across all subject areas. The focus of our pupil premium strategy is to provide targeted support to disadvantaged pupils, helping them to achieve their full potential.

We also recognise the challenges faced by vulnerable pupils, including those who are socially disadvantaged or adopted from care. The activities outlined in this statement are designed to meet the needs of these pupils, as well as others who may benefit, irrespective of whether they are classified as disadvantaged.

High-quality teaching lies at the heart of our approach, with a specific focus on areas where disadvantaged pupils require additional support. Evidence shows this approach has the greatest impact on closing the attainment gap while benefiting non-disadvantaged pupils alike. To maximise effectiveness, all teaching staff will be actively involved in analysing data and identifying pupils' strengths and areas for improvement.

Our strategy is responsive to both common challenges and individual needs. To ensure its success, we will:

- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Provide targeted provision for vulnerable groups, ensuring the needs of socially disadvantaged pupils are carefully assessed and addressed.
- Recognise that not all pupils receiving free school meals are socially disadvantaged, and not all socially disadvantaged pupils qualify for free school meals.
- Allocate Pupil Premium funding to support any pupil or group of pupils identified as socially disadvantaged, regardless of formal classification.
- Conduct a thorough needs analysis to prioritise support for specific classes, groups, or individuals.

By maintaining a flexible, evidence-based, and inclusive approach, we aim to ensure that every child at Elvington thrives academically, socially and emotionally.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6.

Achieving these Objectives

The range of provision staff and governors may consider include:

- Providing a high level of teaching support in classrooms mainly targeted at pupils needing help in the basic skills to 'bridge the gap' in attainment.
- Providing small group work with an experienced teacher or TA focusing on overcoming gaps in learning.
- 1:1/group support.
- Additional teaching and learning opportunities provided through learning mentors, trained.
- Teaching Assistants or external agencies.
- All our work through pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in literacy and mathematics.
- Pupil Premium resources may also be used to target able children on FSM to achieve age related expectations at the end of Key Stage 1 or Key Stage 2.
- Acquiring effective materials aimed at raising standards, particularly in reading and mathematics.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support through ELSA support.

- Purchase specialised equipment (EduMic) to aid the learning needs of children with specific needs.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils as required.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health – Observations, assessment and discussions with pupils indicate in general, social, emotional health issues are among our disadvantaged pupils alongside their peers.
2	SEND – Internal assessments indicate that the basic skills are impacted upon for some pupils from a disadvantaged background and that some are working below their peers.
3	Early Attachment Issues – Observation and assessments indicate some pupils require support with expressing or controlling emotions and forming positive relationships.

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 social, emotional mental health.	Formative assessments and observations from teaching staff and our ELSA support will lead to indicate significant improvement in the identified vulnerable children. This will be evident when triangulated with other sources of evidence including book scrutinise and engagement in lessons.
To ensure SEND pupils are achieving accelerated progress from their starting point.	All disadvantaged pupils will achieve accelerating progress, aiming to move children to at least age-related expectations in both literacy and maths. This will be measured through the triangulation of evidence including book scrutinises, assessments and the clear communication of those providing support.
Early Attachment Issues	Observations of social opportunities across the school will be observed and evaluated with the aim of all children forming positive relationships with the ability to express and control their emotions.

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: £6513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher employed to provide non-contact time for subject leaders to monitor the quality induction, coaching and modelling.	Progress from each pupil's starting point.	2

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

Budgeted cost: £5,058.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise school trips	It is essential for social and emotional wellbeing that pupils experience different settings.	1, 2
Lexia to support pupils with reading and comprehension	There is strong evidence base that suggests Lexia interventions accelerates the progress of pupils in reading and comprehension. £1283.34	2
TTRockstars	The schools data in maths show how effective TTRockstars is and is an essential part of engagement, learning and progress. £83.95	2
Additional TA support 7hrs per week to support PP pupils	PP pupils are making progress in their learning. This is evidenced through tracking and school data. £94.64 x 39 weeks £3,690.96	1, 2
Microphone to support pupils with hearing impairments.	PP pupils are making progress in learning. This is evidenced through tracking holistic progress.	2

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

Budgeted cost: £10,330.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified ELSA employed to deliver interventions and ELSA support across school.	Emotional needs are met through the emotional literacy support program. This is evident as pupils outwardly display they are happier indicating their holistic needs are met and have been addressed. 2 hrs per week x 39 wks 1,054.56	1,3

TA2 support for pupils with significant behavioural/emotional needs 2.5 mornings a week	Approaches might include: <ul style="list-style-type: none"> - Targeted reading aloud and book discussion with young children. - Explicitly extending pupils' spoken vocabulary. - The use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. £4,613.70	1, 2 & 3
Provide support for pupils with specific social emotional needs 2.5 mornings a week	Observations and discussions indicate those pupils receiving additional support for their social emotional needs are able to self-regulate and manage their emotions with the additional support. £4,613.70	1, 3
Paying for Cool Milk for each FSM child who would benefit from it daily.	Developmental support and nutrition 25p per day £48.75	1

Total budgeted cost: £21,901.96

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The impact of our Pupil Premium strategy for the 2023–2024 academic year demonstrates significant progress and holistic development for our pupils. Key outcomes include:

- **Holistic Development and Progress**
The interconnected and rounded approach to support has enabled pupils to develop holistically. From their starting points, individual pupils have made good progress across the curriculum.
- **Targeted Intervention:**
 - TA2 assistant support for small intervention groups across KS1 and KS2 effectively addressed gaps in Reading, Writing, and Mathematics.
 - 1:1 intervention in Early Years helped individual pupils remain on track in phonics and reading, while additional TA support addressed the holistic needs of PP children.

- **Flexible and Responsive Support:**
 - A skilled and communicative team ensured a flexible and tailored approach to individual needs, informed by regular learning review meetings and pupil progress assessments.
- **Collaborations with Outside Agencies:**
 - Working with external specialists, including educational psychologists and well-being workers, enhanced staff skills and expertise.
 - This collaboration addressed common challenges such as attachment issues, emotional resilience, and self-regulation, benefiting pupils receiving Pupil Premium funding.
- **Support for Families:**
 - Initiatives to support vulnerable families—such as funding milk and accessing STAR Barn resources for school uniforms—positively impacted pupils' self-esteem and confidence.
- **Use of Technology:**
 - Resources like Lexia and TT Rockstars helped PP pupils work independently, build confidence, and improve skills in reading and numeracy.
- **Increased Staff Awareness:**
 - Regular Pupil Premium reports and learning review meetings heightened staff awareness of PP pupils' needs, ensuring prioritization in both mainstream lessons and interventions.

This strategy continues to drive improvements in academic performance, emotional well-being, and self-confidence, ensuring that all Pupil Premium pupils are supported to achieve their full potential.

Further information (optional)

For all pupils receiving pupil premium – focused, in class targeted Teacher and TA interventions to; improve attainment, support emotionally and socially and/or improve behaviour.

The main barriers to educational achievement faced by eligible pupils are listed below:

- Wellbeing, confidence and engagement
- SEND
- The Factors of Attention – processing and sequencing information - Attendance

Our pupil premium grant will be spent to address, minimise or diminish these barriers to learning.

As the needs of our Pupil Premium children are potentially vast and unique, we conduct termly meetings with each class teacher to discuss Pupil Premium children (among others) on a case by case basis.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

The aforementioned will include:

- Embedding more effective practice around feedback. EEF evidence states this has significant benefits for pupils, particularly those from a disadvantaged background.
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents/carers.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. PP pupils will be encouraged and supported to participate.

As the needs of our PP children are potentially vast and unique, we conduct termly meetings with each class teacher to discuss their progress (amongst others) on a case by case basis.