

Ellison Boulters Church of England Academy

Pupil premium strategy statement 2023-2024 (reviewing 2022-2023)

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	6.59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2024
Date this statement was published	
Date on which it will be reviewed	July 2024
Statement authorised by	S Scott
Pupil premium lead	J Carter
Governor / Trustee lead	Jen Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,345
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2030
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28375

Part A: Pupil premium strategy plan

Statement of intent

The Academy's vision is 'Let Your Light Shine', Matthew 5:16, and through living out this vision we give all children the opportunity to shine in their various skills and characteristics. Not only do we facilitate this but we also encourage children to share their lights to the benefit of others and to learn to notice when they benefit from the light of someone else. As a church school following Christian teachings and where everyone is welcome, we take particular care to support the disadvantaged and vulnerable. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting point and fulfil their potential in all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including at least sustained progress for those who are already high attainers. In doing so, we consider the challenges faced by all vulnerable pupils. The activities we have outlined in this statement also support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach. Research shows that this has the greatest impact on closing the disadvantage attainment gap and benefits all pupils in school. Implicit in the strategy detailed below, is the intention that non-disadvantaged pupils' attainment is sustained and improved alongside progress for their disadvantaged peers.

Our strategy works in conjunction with wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our actions support the common challenges that we have identified as well as individual needs, rooted in the need for well-being, robust academic assessment, research and high expectations and aspirations for all. The approaches we have adopted complement each other to support pupils to have the tools to be as successful as possible in all areas of life. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act promptly upon the identification of need
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve
- view every child holistically, accepting that they cannot learn unless they are able to concentrate which relies on basic needs being met
- ensure children can access learning off site

Challenges

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

Challenge number	Detail of challenge
1	Children experiencing social, emotional or behavioural difficulties

2	Children who require additional support to achieve progress in Reading, Writing, Maths and GAPs
3	Children requiring chrome books and /or ipads to enable and support home learning and contact with the child in the event of school closure and for homework platforms including TimesTable Rock Stars, Spelling Shed and Google Classroom
4	Children being able to access the wider curriculum, for example swimming and music
5	Children needing care before and after school, school meals, milk or support with uniform

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.

Challenge number	Intended Outcome	Success Criteria
1	Any emotional, social or behavioural difficulties will be identified and addressed with particular attention paid to children suffering from bereavement, anxiety or suffering difficult circumstances	Children will learn strategies and be given the tools to avert an escalation in behaviour and to learn to co-regulate and then self-regulate Children will have the opportunity to share anxieties with an adult to minimise the impact on their learning and well-being There will be fewer behavioural incidents recorded on school systems for these children Children with emotional, social and behavioural difficulties will be increasingly calm, settled, integrated and ready to learn. This will be evident in the narrative of provision maps, reviews if relevant and monitoring of the child's well-being.
2	Pupils will make at least expected progress in Reading, Writing, Maths and GAPs	Pupils that are identified as Pupil Premium will make the same rate of progress from their starting point as other children in school with the same starting point in Reading, Writing, Maths and GAPs
3	Sufficient I pads and chrome books are now held in school to support learning off site or homework off site if required.	Pupils identified as Pupil Premium will be prioritised in accessing this resource.
4	Access to a wider range of curriculum opportunities	Where appropriate PP children will be offered the opportunity to go swimming, play a musical instrument, attend residential visits or day trips, or attend an after school club
5	PP children have basic needs met	Children will have care before and after school where needed; they are dressed appropriately for school supporting self-esteem and the sense of belonging. They can join in with all aspects of school life. They are nourished and ready to learn.

Activity in this academic year (2023-2024)

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Social, Emotional and Behavioural Learning: Quality First Teaching, enhanced whole class provision, targeted provision and 1-1 work

Budgeted cost: £ 2550

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 Provide enhanced Quality First Teaching of strategies and opportunities to practise them through the PSHE curriculum, supported by further 1-1 and small group provision as required including sensory circuits, talk time, lego therapy, social stories, the incredible 5 point scale, zones of regulation, Forest School 2 Relaxation and mindfulness sessions. Use of trained staff to support children in reflecting upon circumstances and emotions in dedicated time, following attendance on the Mental First Aid course. Dedicated sessions with school dog – ‘Pippa time’ for children with anxiety or presentation of complex needs 3 Forest School. 4 5 Recent whole staff CPD has included Positive Handling and De-escalation strategies, Trauma informed Practice, Stop and Move On Behaviour and de-escalation strategies 6	Evidence suggests that emotional, social and behavioural interventions can produce significant improvements in academic performance along with a decrease in problematic behaviours, metacognition and self-regulation is also relevant to EBS difficulties and our interventions are based upon learning strategies to relax and manage difficult days as well as reflecting upon difficult days once calm. From BERA research on Forest School provision: A rigorous phenomenological thematic analysis revealed three inter-related themes: a break from routine; learning through play; collaboration and teamwork. The findings suggest that the blending of Forest School with mainstream settings contributes to children's social, cognitive, emotional and physical skill development through experiential learning using play. These findings are significant because they not only emphasise the values of social constructivist play-pedagogy which underpin Forest School practice, but also highlight the need for primary schools to consider learning outside of the classroom as an effective pedagogy. 7 The EEF toolkit reports that in ‘Improving Social and Emotional Learning’ there are 5 main areas of learning and skills: Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision making. At the academy we work on some of these elements in whole class provision, some in smaller groups and others on a 1-1 basis.	1

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide enhanced Quality First Teaching through targeted use of Teaching Assistants within the classroom and assessments. We are committed to ensuring that all staff have the skills to support children as needed. The breadth of provision provided by TAs continues to be developed. Staff CPD continues to ensure that all staff have received recent training in teaching phonics, Mastery style Maths, Reading fluency and Handwriting. 8 Where there are sustained barriers to learning, the possibility of diagnostic assessments by the Specialist Teaching Team or other professionals is explored by the SENCO and appropriate staff. 9 Targeted academic support/tutoring 10 1-1 support 11 Specialist Teacher Assessments 12 Maths taught in year group classes 13 Reading taught in year group classes	The EEF toolkit reports: the development of a learner's meta-cognitive skills and ability to self-regulate and monitor learning and progress have been found to have 'consistently high levels of impact'. At EBA we aim to develop these skills through Quality First Teaching but acknowledge that some children need additional support in developing the skills and using the tools to carry this out successfully. 'Moving forwards and making a difference' recommendations from the EEF focuses on 5 key elements: Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology. Staff working in classrooms are able to plan for and demonstrate these. 14 TAs and CTs know who their PP children are and what their next steps in learning are. 15 EEF report: Best use of teaching assistants to support the graduated approach: support children in class working with the teacher, small groups and 1-1 interventions 16	2
Provision of chrome books or I pads to support off site learning	Whilst we cannot generalise, it is assumed that disadvantaged pupils are less likely to have the home resources to support online learning. It is therefore important that whilst we maintain home learning through our homework provision in case of school closure we also offer families the equipment to support it. Inequalities in Home Learning and Schools' Remote Teaching Provision during the COVID-19 School Closure in the UK @https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9618914/	3

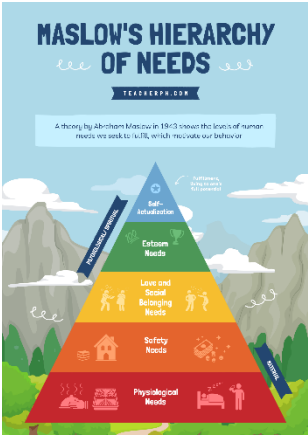
The wider curriculum, curriculum enhancement and extracurricular opportunities

Budgeted cost: £ 2,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children included in enhanced learning experiences: School clubs music lessons educational visits residential trips swimming lessons	Swimming lessons along with other children at a local sports centre-<i>curriculum support, independence, life skills</i> 17 Children have been able to access and experience school trips, including upper KS2 residential trips 18 19 Careful pre-planning of trips including pre-visits and sharing of visuals and other information with pupils. Clear behavioural expectations 20 An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility 2019'indicated the value of extra-curricular activities in terms of their positive impact on achievement, attendance at school, soft skills, as well as the development of other personal attributes such as independence and persistence.' Benefits included: positive impact upon levels of educational aspiration Playing a greater number of sports, and taking music classes and private tuition were found to have this effect even after holding constant other background factors (age, gender, ethnicity and parental education etc.). having, fun, relaxation, reduce stress, improved confidence and interpersonal skills and fitness The BU Journal of Graduate Studies in Education, Volume 5, Issue 2, 2013 reports that students who participate in extracurricular activities achieve higher levels of academic attainment and that different activities impact positively on different curricular areas. Following instructions, persistence, motivation, goal setting, and problem solving are all skills that are acquired during extracurricular activity participation and that transfer to students' academic success. For example, students who participate in athletic clubs tend to have increased math and science (Lipscomb, 2007) and literacy (Shulruf et al., 2007) scores. Extracurricular participation in arts and crafts also results in higher academic scores and better working skills (Metsapelto & Pulkkinen, 2011). Additionally, participation in academic clubs yields higher academic attainment (Shulruf, 2010). Children are also provided with opportunities for character development and discovering strengths, interests and confidence to be their unique selves Research published by Learning Away, February 2017 'Brilliant Residential and their impact on children, young people and schools' found that residential trips have a wide range of positive social and learning outcomes including the development of a sense of community through the experience of living with others; further more resilience, self-confidence and well-being all improved and transition experiences were 'smoothed'.	4

Meeting Basic Needs

Budgeted cost: £2,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club After School Club Hot School Meals Uniform Milk	 The diagram is a pyramid titled 'MASLOW'S HIERARCHY OF NEEDS' with 'TEACHERPH.COM' below it. A quote states: 'A theory by Abraham Maslow in 1954 shows the levels of human needs we seek to fulfil, which motivate our behaviour'. The pyramid has five levels from bottom to top: 1. Physiological Needs (red base, icons of food, drink, shelter, sleep). 2. Safety Needs (orange, icons of a house, car, money, lock). 3. Love and Social Belonging Needs (yellow, icons of people hugging, a group of people). 4. Esteem Needs (green, icons of a trophy, a diploma, a person giving a thumbs up). 5. Self-Actualization (blue peak, icon of a person with a star above their head). A blue banner on the left side of the pyramid reads 'Education for All'. Maslow's hierarchy of needs applied to education: https://www.teacherph.com/maslows-hierarchy-of-needs-education/	5

Total budgeted cost: £ 26,345

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Objective 1 2022-2023	Children with social, emotional or behavioural difficulties	Children have benefitted from classroom provision including the PSHE curriculum, Forest School, Mindfulness and Relaxation with additional provision through counselling, Theraplay, our dog mentor and talk time as required. This has supported their well-being and helped them to remain in school, in the classroom and engaged in learning. This has supported their academic progress.	
Objective 2 2022-2023	Children who require additional support to achieve progress in reading, writing and maths	See the table below IN 2022-23 the Academy Improvement Plan identified Reading as an area for improvement post Covid 19. The subsequent impact of staff CPD, universal provision, intervention and tutoring in Reading is evident in all areas of school data including Pupil Premium. Children who did not achieve expected in Reading had other areas of challenge and almost all made significant progress in Reading.	
<u>STATUTORY ASSESSMENTS</u>	Ellison Boulters	Lincolnshire	National
EYFS Achieving Good Levels of Development 42 children	60% PP children	68% of all children	67% of all children
	59% non PP children		
	60% all children		
Year 1 Phonics Screening 37 children	100% PP children	77% of all children	79% of all children
	80% non PP children		
	81% all children		
Y2 SATs	No PP Children		

<u>STATUTORY ASSESSMENTS</u>	Ellison Boulters		National	
Y4 Multiplication Tables Check: % of children achieving full marks 39 children	Disadvantaged EB 50% of PP children 40% of non PP children 41% of all children		29% of all eligible children	
Y4 Multiplication Tables Check: % of children achieving 23 or more out of 25 39 children	EBA Average score 2023 out of 25 22.3	National Average Score 2023 out of 25 19.8	EBA % of children getting 23 or more out of 25 41%	National % of children getting 23 or more out of 25 2022 27%
Y6 SATs 41 children Reading-percentage achieving the expected level or above	100% of PP children 83% of non PP children 83% of all children		70% of all children	73% of all children
Y6 SATs 41 children Writing- percentage achieving the expected level or above	100% of PP children 75% of non pp children 76% of all children		69% of all children	71% of all children
Y6 SATs 41 children Maths- percentage achieving the expected level or above	0% of PP children 70 % of non PP children 69% of all children		69% of all children	73% of all children
Y6 SATs 41 children Grammar, Punctuation and Spelling- percentage achieving the expected level or above	0% of PP children 80% of non PP children 78%		69% of all children	72% of all children
<u>End of Year assessments for rest of school</u>	Reading Expected or above		Writing Expected or above	Maths Expected or above

<u>Year 1</u>	100% of PP children	100% of PP children	100% of PP children
	67% of non PP children	63% of non PP children	78% of non PP children
<u>Year 3</u>	80% of PP children	60% of PP children	80% of PP children
	78% of non PP children	61% of non PP children	83% of non PP children
<u>Year 4</u>	50% of PP children	50% of PP children	50% of PP children
	81% of non PP children	62% of non PP children	59% of non PP children
<u>Year 5</u>	40% of PP children	20% of PP children	40% of PP children
	92% of non PP children	58% of non PP children	82% of non PP children
<u>Objective 3 2022-2023</u>	Children who require chrome books to enable home learning in the event of lockdown	We now have sufficient chrome books and ipads to support children with home learning when required.	
<u>Objective 4 2022-2023</u>	21 Children whose parents are key workers and need to be in school in the event of lockdown	This objective was fulfilled during lockdowns and was not applied during this academic year.	
<u>Objective 5 2022-2023</u>	Children being able to access the wider curriculum, for example swimming and music	The Academy was able to support children with instrumental Music lessons and swimming	
<u>Objective 6 2022-2023</u>	22 Children needing care before and after school, school meals or milk and support with uniform	Children were nourished and ready to learn, before, during and after the school day as required. The Academy also provided support with uniform when necessary.	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Theraplay	Stevi Pullen and Amy Beard
Counselling	Mo Watson
Need Bright Solutions	Anna Needham
Relaxation and Mindfulness	Stevi Pullen and Sarah Burnett
Music Lessons	Scott Williams
Music Lessons	Lincolnshire Music Service
Dog Mentor	Ruth Stow