



'Act justly, love mercy and walk humbly with your God.' Micah 6:8 (b)

Pupil premium strategy statement – Elsworth CE Primary School

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	131
Proportion (%) of pupil premium eligible pupils	9% (2024 – 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	July 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	Elizabeth Bennett
Pupil premium lead	Elizabeth Bennett
Governor lead	Lisa Killian

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17780
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£17780

Part A: Pupil premium strategy plan

Statement of intent

At Elsworth CE Primary our intention is to ensure that we have high aspirations for all children underpinned by our Christian values so that they make at least good progress across all subject areas. The evidence base strongly suggests that the most effective way to improve outcomes for all children, including those who are disadvantaged, is through quality teaching. This can be achieved by all teachers through high quality professional development, sharing of effective practice and open and honest conversations about learning.

Our objectives for disadvantaged children:

- For our children to be confident learners and engage positively in all aspects of learning and wider school life
- That they receive high quality teaching at all times
- They are willing to take risks and learn from mistakes
- Additional support must be high quality and tailored to their needs

Our approach responds to common challenges as well as to the needs of individuals, based on our assessments. To ensure that our approaches are effective, we will:

- Ensure plans will be flexible, proactive and based on assessment and teacher information
- Ensure all Pupil Premium children are challenged in the work they are set
- Act early to intervene at the point a need is identified
- Use a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Rigorous review cycle that enables us to identify progress and make adjustments in a timely way so that learning is maximised
- Support payment for educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom

Challenges

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

Challenge number	Detail of challenge
1	Language Assessments, observations and discussions with children indicate exposure to language and vocabulary gaps are more limited among disadvantaged children

2	Writing Pupil premium children generally perform below non-disadvantaged children. We have identified that this has been due to school closures during Covid
3	Aspirations and life experiences Ensure that pupil premium children engage with wider-curricular experiences and opportunities. Our pupil premium children are less likely to travel on trips where there is a cost implication. They are also less likely to purchase educational materials, have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities.

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 oracy and language skills	Assessments and observations indicate significantly improved oral language. Engagement in lessons. Ongoing formative assessment.
Quality of writing is improved in particular a range of vocabulary and oracy	Standardised assessments – outcomes demonstrate attainment. End of KS2 outcomes to show an increasing number of disadvantaged children meet the expected standard in writing. An increase in the number of disadvantaged pupils who achieve greater depth at the end of KS2.
Pupils are offered a wide range experiences and clubs to develop their confidence, resilience and knowledge.	Qualitative data from pupil voice and teacher observations show that children are keen to be active citizens in school and in public life and describe the changes they have made for the better.

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: £5100

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT accessing the ECF two year induction programme delivered by Education Development Trust and Cambridgeshire & Peterborough Teaching School Hub	ECF Framework and guidance	1 and 2
Play therapist (external provider)	Play therapy sessions will help children explore emotions and deal with unresolved trauma. It will also enable them to learn new coping mechanisms and strategies to overcome difficulties.	1 and 3

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

Budgeted cost: £9380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions with TA to address gaps in knowledge and understanding	Targeted academic support directed by the class teacher have been successful in supporting pupils to make accelerated progress	1 and 2

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

Budgeted cost: £3300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group to develop language and communication skills, confidence and self-belief.	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1 and 3
Art club x2 sessions a week	Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour.	1 and 3

	In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important.	
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Total budgeted cost: £17780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.