

Elburton Primary School Pupil premium strategy statement 2017-18

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The school has chosen to support qualifying pupils in a number of ways to ensure that academic and pastoral needs are addressed.

The school is committed to “closing the gap” for every pupil. It is important to recognise that the school regards all pupils irrespective of backgrounds as individuals and targets and reviews the progress of all pupils half termly. In some year groups the number of pupil premium pupils is so small that we need to be cautious about drawing inferences from any findings, i.e. one or two pupils’ achievement has a disproportionate impact on the data.

1. Summary information					
School	Elburton Primary School				
Academic Year	2016-17	Total PP budget	£93120	Date of most recent PP Review	September 2017
Total number of pupils	426	Number of pupils eligible for PP	35 Pupil Premium 6 Pupil Premium + 33 Service	Date for next internal review of this strategy	September 2018

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>All Pupils National Averages</i>
% achieving in reading, writing and maths	50%, 50%, 25%	71%, 76%, 75% (2017)
progress in reading	TBC Oct 2017	1.22 (2016)
progress in writing	TBC Oct 2017	2.61 (2016)
progress in maths	TBC Oct 2017	1.52 (2016)

Historic Performance Data for Disadvantaged Pupils - RAISEonline Expected Progress end of KS2										
	No. of FSM	Maths			Reading			Writing TA		
		Disadvantaged pupils School	Other pupils school	Nat Ave other pupils	Disadvantaged pupils School	Other pupils school	Nat Ave other pupils	Disadvantaged pupils School	Other pupils school	Nat Ave other pupils
2013	10 (each pupil =10%)	90%	90%	88%	90%	93%	88%	100%	98%	91%
2014	9 (each pupil =11%)	78%	88%	89%	89%	96%	91%	100%	100%	93%
2015	11 (each pupil =9%)	91%	100%	91%	100%	94%	92%	100%	98%	95%

Percentage of pupils attaining or surpassing level 4 in 2015 in Key Stage 2 Closing the Gap																				
	Mathematics, Reading and Writing (TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation and Spelling			
	School		National		School		National		School		National		School		National		School		National	
	Cohort	%	Other	Diff	Cohort	%	Non CLA/FSM	Diff	Cohort	%	Non CLA/FSM	Diff	Cohort	%	Non CLA/FSM	Diff	Cohort	%	Non CLA/FSM	Diff
Disadvantaged pupils	49	91	85	6	49	91	90	1	49	100	92	8	49	100	90	10	49	82	84	-2
Other Pupils	11	92	85	7	11	100	90	10	11	98	92	6	11	92	90	2	11	84	84	0
Within school gap		-1				-9				2				8				-2		

Percentage of pupils attaining or exceeding Age Related Expectations 2015-2016 at Key Stage 2					
	Expected or above			Higher Standard	
	All	Disadvantaged		All	Disadvantaged
Reading					
Cohort	58	10		58	10
School%	78	80		33	10
National%	66	71		19	23
Writing					
Cohort	58	10		58	10
School%	90	80		33	30
National%	74	79		15	18
Maths					

Cohort	58	10	58	10
School%	84	70	29	10
National%	70	75	17	20

Percentage of pupils attaining or exceeding Age Related Expectations 2015-2016 at Key Stage 1				
	Expected or above		Higher Standard	
	All	Disadvantaged	All	Disadvantaged
Reading				
Cohort	63	5	63	5
School%	92	100	33	0
National%	74	78	24	27
Writing				
Cohort	63	5	63	5
School%	89	80	22	0
National%	65	70	13	16
Maths				
Cohort	63	5	63	5
School%	87	80	32	0
National%	73	77	18	20

Year 1 Phonics - percentage of pupils passing phonics screening test				
	2016		2017	
	School	National	School	National
All pupils	95	81	100	TBC Oct 2017
Disadvantaged	84	70	100	TBC Oct 2017
Non disadvantaged	96	83	100	TBC Oct 2017

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils.
B.	PP pupils working at greater depth in maths, reading and writing at the end of both Key Stages.
C.	Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups.
D.	Pupils' mental Health and wellbeing.
E.	Current year 3 have a high percentage of PP pupils who did not make the expected standards in reading, writing and maths at the end of Key Stage 1

External barriers (issues which also require action outside school, such as low attendance rates)

F.	Parental expectations, engagement and commitment.
-----------	---

4. Planned expenditure

Academic year	2017/18 £82080
----------------------	-----------------------

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To deliver more rigour in tracking and intervening on pupil, including pupil premium pupils, who are not making expected progress. Language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils. - aspire to remedy this Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups - aspire to achieve this	Part resourcing of TAs to support underperforming pupils - focus on language skills Foundation and Key Stage 1 Also employment of part time teachers and Learning Zone team (see below) Deployment of specialist language schools - ie Talk Boost, Spirals	Through 6 weekly review of progress individuals who are underachieving are identified and strategies agreed to close the gap TAs - £11,760 Learning Zone - £14,600(contribution) INCO Specialist - £4292 (contribution)	6 Weekly Pupil Progress Meetings	HT/DH	Every 6 weeks

To ensure that all pupils attain the phonics standards at the end of year 1	Additional teaching targeted at those pupils not making expected progress	Previous years use of this strategy has improved phonics standards to being above national averages £9,580 (contribution from Grant)	Phonics checks November , March Progress Sheets Lesson Observation 6 weekly Pupil Progress meetings	HJ/EG	Termly
Total budgeted cost					£40,232
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To narrow the gap between disadvantaged pupils and the rest of the school in writing, maths and reading through targeted support intervention - focus on reducing gaps and year 3 cohort	Employment of additional staff - 3 part time teachers to engage in targeted support during the day and three sessions after school - 2 supporting Literacy and 1 maths Part supporting Learning Zone where specific interventions are used with our most vulnerable and with a specific focus on support for the PP+ pupils	Through the schools assessment and recording system individual pupils not making the expected progress can readily be identified and during 6 weekly pupil progress meetings agreed strategies agreed. Data identifies year 3 PP pupils as being vulnerable also that the school needs to increase the number of higher achieving disadvantaged pupils £23448 (contribution to salary of 3 part time teachers)	6 Weekly Pupil Progress Meetings	HT/DH	Every 6 weeks

Specific support for underachieving year 6 PP pupil	Employment of part time TA to engage in specific activities to support specific aspects of social and academic development	Academic progress, social and emotional difficulties of this vulnerable child £2000	Regular meetings with SENCO 6 Weekly Pupil progress meetings	SENCO	Termly
Specific external agency support to address pupils' mental health and well being	Commissioning of external agencies ie Psychology Associates, to work with pupils with specific needs	The school has noticeable of PP+ pupils that in some cases show the need for therapies. Other pupils in need of a therapeutic approach are also supported £5000	The appropriate external interventions are discussed with SENCO/HT/PSA and parents. The impact of interventions are measured where possible	SENCO/PSA /HT	Regular referral meetings
Total budgeted cost					£30,448
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that family and social factors impacting on the lives of pupils are alleviated so lessening barriers to learning.	Employment of Family and Pupil Mentor Support for pupils to attend school trips/residentials/clubs Support with specific clothing to fully participate in school	There is a broad economic divide at the school and it is important that disadvantaged pupils are offered same opportunities as other pupils. Support £1000 Family and Pupil Mentor £10400	All payments are passed through the HT. Monthly referral meetings	HT/DH	July 2018
Total budgeted cost					11400

5. Review of expenditure

Previous Academic Year

2016-17 - £93120

Intervention	Budget	Intention	Outcome
Percentage of cost of 0.8 Intervention Teacher	£13500	To deliver more rigour in tracking and intervening on students, including pupil premium pupils, who are not making expected progress. Pupils are identified for support with the intervention team through the Pupil Progress system and their progress is reviewed 6 weekly	All pupils identified as in need during pupil progress meetings had targeted support whether at class level or specific interventions. Pupil progress sheets have to identify specific programmes for all pp pupils
Percentage of cost of 2 Intervention Team Teaching Assistants () /ELSA (Emotional Literacy Support Assistants)	£10400		
Percentage of cost of Family Support Worker	£9000	To ensure that family and social factors impacting on the lives of pupils are alleviated so lessening barriers to learning. This makes a wide and deep impact of students and deep involvement with families and ensuring any disadvantaged for FSM students is reduced.	Family support worker was able to support all pupils in need of support. She was particularly involved with PP pupils and Social Care

Percentage of part time teacher focusing on literacy underachievement in Key Stage 2	£9500	To narrow the gap between children and the rest of the school in writing especially focusing on pupil premium pupils. In year 2 also working with higher achieving writers	Targeted support for pupils centred on underperformance of pp pupils. Two after school tutor groups also took place targeting underachievement of PP
Percentage of part time teacher focusing on numeracy underachievement in Key Stage 2	£8948	To narrow the gap between children and the rest of the school in numeracy especially focusing on pupil premium pupils.	Targeted support for pupils centred on underperformance of pp pupils. Two after school tutor groups also took place targeting underachievement of PP
Percentage of part time teacher focusing on underachievement in Key Stage 1 with a particular focus on phonics	£9500	To narrow the gap between pupil premium pupils children and the rest of the school in all areas especially focusing on phonics.	100% of pupils passed year 1 phonics test and 100% of pupil premium supported and 100% of Service pupils

1:1 TA Support for year 5 PP child	£3500	To support underachieving pupil to extend her experiences and language and develop her social skills	Support of pupil in 1:1 situations and encouraging her to relate to others in groups. Extend experience through a range of practical activities ie cooking, posting letters, visiting beach, etc. Through this extend vocabulary Child made progress and socialised more widely with other children. She still finds spoken communication an issue and support will continue in year 6 with the aim of reducing dependency.
Support for 6 Pupil Premium children and families	£2950	Consultation and therapy with Clinical Psychologists	Clinical psychology support was available to all PP= and taken up by those families that wanted it. 1 other pupil premium also undertook clinical psychology support
Percentage of total Teacher Assistant Salaries throughout the school who support Pupil Premium children through pupil progress process.	£11742	To support pupils identified in need of extra support but whose needs are not deemed not as great as to need intervention team support. Pupils are identified for support through the Pupil Progress system and their progress is reviewed 6 weekly	Support of pupils in classroom – 1:1, group or swooping. Not just lower ability pupils but pupils of any ability not making expected achievement. Pupil progress meetings ensured that the TAs knew who these pupils were and how to support them
Support for residential trips, activity days, clubs, after	£128	To ensure that all activities available at the	No pupil was prevented from accessing

school provision and school visits.		school can be accessed by all pupils	curriculum activities offered to all pupils
School Uniforms	£704	To support purchase of school uniform	Pupils from disadvantaged families have the right uniform and equipment to participate fully in the school community