

Elburton Primary School Pupil premium strategy statement 2018-19

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 recognize that the school regards all pupils irrespective of backgrounds as individuals and targets and reviews the progress of all pupils 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 for 2017-2018					
School	Elburton Primary School				
Academic Year	2017-18	Total PP budget 2017/18	£82080	Date of most recent PP Review	September 2018
Total number of pupils	425	Number of pupils eligible for PP	35 Pupil Premium 6 Pupil Premium + 33 Service	Date for next internal review of this strategy	September 2019

2. Current attainment 2017/18		
	<i>Elburton Pupils eligible for PP</i>	<i>All Pupils National Averages</i>
% achieving in reading, writing and maths	72%	64%
% achieving in reading	72%	75%
% achieving in writing	86%	78%
% achieving in maths	72%	76%
progress in reading	TBC Nov 2018	TBC Nov 2018

progress in writing	TBC Nov 2018	TBC Nov 2018
progress in maths	TBC Nov 2018	TBC Nov 2018

Outcomes 2017-18
Statutory Assessments

Year 6		Read	Write	Maths	Combined
	EX+	72%	86%	72%	72%
	HS/GD	43%	29%	43%	29%
7 Pupils	EX	29%	57%	29%	43%
	WT/X	29%	14%	29%	29%

Year 2		Read	Write	Maths
	EX+	84%	67%	67%
	GD	17%	17%	17%
6 Pupils	EX	67%	50%	50%
	WT	17%	34%	34%

Year 1		Phonics
	Pass	86%
7 Pupils	Not Pass	14%

Foundation		GLD
5 Pupils	Achieved	40%
	Not Achieved	60%

Internal Assessments

Year 1		Read	Write	Maths
	ARE	72%	57%	57%
7 Pupils	Not ARE	29%	43%	43%

Year 3		Read	Write	Maths
	ARE	77.7%	77.7%	77.7%
9 Pupils	Not ARE	22.3%	22.3%	22.3%

Year 4		Read	Write	Maths
	ARE	100%	80%	80%
4 Pupils	Not ARE	0%	20%	20%

Year 5		Read	Write	Maths
	ARE	40%	70%	50%
10 pupils	Not ARE	60%	30%	50%

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.	Pupils who are deemed eligible for pupil premium (ever 6, formerly LAC and CLA) who have additional specific barriers to their learning

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

F.	Parental expectations, engagement and commitment.
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4. Planned expenditure 2018/19

Academic year	2018/19 - £75,100 (43 ever 6, 4 post adopt, 1 CLA, 35 service)
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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 termly review of progress individuals who are underachieving are identified and strategies agreed to close the gap TAs - £12,000 Learning Zone - £14,600(contribution)	Termly Pupil Progress Meetings	HT/DH	Termly
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 £5,000 (contribution from Grant)	Phonics checks November , March Progress Sheets Lesson Observation 6 weekly Pupil Progress meetings	HJ/EG	Termly
Total budgeted cost					£31,600
ii. Targeted support					
Desired outcome	Chosen	What is the evidence and rationale for	How will you ensure it is	Staff lead	When will you

	action/approach	this choice?	implemented well?		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 - 1 part time teachers to engage in targeted 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 6 PP pupils as being vulnerable also that the school needs to increase the number of higher achieving disadvantaged pupils £5000 (contribution to salary of part time teachers)	Termly Pupil Progress Meetings Termly scrutiny of progress of identified pupils - work scrutiny, interviews, data drop, direct observation	HT/DH	Termly

Focus on vulnerable children	Release time of 0.1 dedicated time for Intervention Lead to review, support and challenge impact of interventions. To ensure that statutory requirements for LAC and post LAC are in place To review learning behaviours	Effect interventions and support in place for identified pupils The school meets statutory requirements and deadlines Learning Behaviours throughout the school reflect the PACE training staff at the school have experienced £5500	Release time to monitor identified pupils and time in all classes observing engagement and learning	SL	September 2019
Specific support for underachieving year 2 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 and underachieving pupil £4000	Regular meetings with SENCO Termly progress meetings	SENCO	Termly
Specific support for 3 vulnerable year 1 PP pupil	Employment of 2 TAsto engage in specific activities to support specific aspects of social and academic development	Academic progress, social and emotional difficulties of these vulnerable child Top up funding for 1 LAC and Former LAC Ensuring outcomes from external agencies and actions are met £10000	Regular meetings with SENCO Termly progress meetings	SENCO	Termly

Specific support for 1 vulnerable year 6 pupil	Employment of TA to engage in specific activities to support specific aspects of social and academic development	Top up funding £3000	Regular meetings with SENCO Termly 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 £4000	The appropriate external interventions are discussed with SENCO/HT/PSA and parents. The impact of interventions are measured where possible	SL/SENCO/ PSA/HT	Regular meetings
Total budgeted cost					£31500
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 to support service families and other vulnerable groups	There is a broad economic divide at the school and it is important that disadvantaged pupils are offered same opportunities as other pupils. Family and Pupil Mentor £11000	All payments are passed through the HT.	HT/DH	July 2019
	Support for pupils to attend school trips/residentials/clubs Support with specific clothing to fully participate in school	Support £1000	No child is disadvantaged from accessing all the school offers		
Total budgeted cost					£12000

5. Review of expenditure 2017/18

Previous Academic Year

2017-18 - £93120

Intervention	Budget	Intention	Outcome						
<p>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</p>	£13500	<p>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 intervention - ie Talk Boost, Spirals</p>	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						
			Year 1		Phonics		Read	Write	Maths
				Pass	86%	ARE	72%	57%	57%
			7 Pupils	Not Pass	14%	Not ARE	29%	43%	43%
			Year 2			Read	Write	Maths	
					EX+	84%	67%	67%	
					GD	17%	17%	17%	
			6 Pupils		EX	67%	50%	50%	
					WT	17%	34%	34%	
			Year 3			Read	Write	Maths	
					ARE	77.7%	77.7%	77.7%	
			9 Pupils		Not ARE	22.3%	22.3%	22.3%	
			Year 4			Read	Write	Maths	
		ARE	100%	80%	80%				
4 Pupils		Not ARE	0%	20%	20%				
Year 5			Read	Write	Maths				
		ARE	40%	70%	50%				
10 pupils		Not ARE	60%	30%	50%				
Year 6			Read	Write	Maths	Combined			
		EX+	72%	86%	72%	72%			

				HS/GD	43%	29%	43%	29%
			7 Pupils	EX	29%	57%	29%	43%
				WT/X	29%	14%	29%	29%
							GLD	
			5 Pupils	Achieved			40%	
				Not Achieved			60%	
To ensure that all pupils attain the phonics standards at the end of year 1	£10400		86% of pp pupils passed phonics screening 1 pupil 14% did not					
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	£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					
			Year 3			Read	Write	Maths
					ARE	77.7%	77.7%	77.7%
			9 Pupils		Not ARE	22.3%	22.3%	22.3%

Narrow attainment gap in writing and Specific support for underachieving year 6 PP pupil	£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	<p>Targeted support for pupils centred on underperformance of pp pupils. Two after school tutor groups also took place targeting underachievement of PP</p> <p>Year 2 PP Writing 67% (17% GD) School Averages 83% Year 6 PP Writing 86% (29% GD) School Averages 90%</p> <p>The year 6 pupil achieved ARE in writing and scored 99 in maths and reading - a considerable improvement on her key stage 1 results - writing level 1, reading and maths 2c</p>
Specific external agency support to address pupils' mental health and well being	£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 66% of this group achieved ARE in writing and 33% in reading and maths. Progress indicators are not yet available but internal records from the school suggests good progress for these pupils from Key Stage 1. Two after school tutor groups also took place targeting underachievement of PP
To ensure that family and social factors impacting on the lives of pupils are alleviated so lessening barriers to learning.	£9500	To narrow the gap between pupil premium pupils children and the rest of the school in all areas especially focusing on phonics.	See Above tables