

## Pupil premium strategy statement: Elton Primary School

1. Summary information					
School	Elton Primary School & Nursery				
Academic Year	2016/17	Total PP budget	£61,760	Date of most recent PP Review Date of next PP Review	Ann Gill 3.2.15 Cathy Parkinson 18.7.17
Total number of pupils	213	Number of pupils eligible for PP	43 (+2 LAC +4 EVER6 Service).	Date for next internal review of this strategy	Termly : Dec 16

2. Current achievement		
Attainment for: 2015-2016 Whole school – see additional information	Pupils eligible for PP (your school)	Pupils not eligible for PP (school/national)
% achieving ARE or above in reading, writing and maths KS2	50%	(53%/60%)
% achieving ARE or above in reading KS2	50%	(59%/71%)
% achieving ARE or above in writing KS2	67%	(73%/79%)
% achieving ARE or above in maths KS2	67%	(62%/75%)
% achieving ARE or above in SPAG KS2	50%	(62%/78%)
% achieving ARE or above in reading KS1	86%	(68%/78%)
% achieving ARE or above in writing KS1	86%	(58%/70%)
% achieving ARE or above in maths KS1	86%	(58%/77%)
% achieving phonics in Y1	67%	(86%/83%)
% achieving GLD Reception	33%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
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<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Children eligible for PP attain less than other children by the end of KS2 in reading, writing and maths.	
<b>B.</b>	There were no children, eligible for PP in Year 2 (currently in Year 3), who attained greater depth in English or maths.	
<b>C.</b>	Behaviour issues for a small minority of pupils (mostly eligible for PP) are having detrimental effect on their academic progress.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance rates for all PP children are 89.75% - July 2016. Attendance rates for children who fall into two categories: GRT & PP children are 75.92% - July 2016. This issue, over time, has a significant impact on overall progress and attainment for children.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved rates of progress for children eligible for PP children in reading, writing and maths in KS2 results 2017	Progress rates for PP children to be at least good. Measured in Y6 by teacher assessments and robust internal and external moderation practices.
<b>B.</b>	Children eligible for PP in current Year 2 class to attain greater depth in reading and writing.	Pupils eligible for PP in Year 2 so that an increased number of PP pupils achieve greater depth. Measured by KS1 teacher assessments in reading, writing and maths
<b>C.</b>	Behavioural issues of a small minority of children eligible for PP to be addressed (with the continued support of the SEND team, Social Care, Sure Start Children's Centre, GRT advisory service, exclusion advisory service and external support from team teach specialists).	Fewer behaviour incidents recorded termly by the behaviour lead for the children who are eligible for PP. Fewer exclusions (internal and external) recorded termly by the behaviour lead for the children who are eligible for PP.
<b>D.</b>	Increased rates of attendance for children eligible for PP (with the ongoing support of the EWO and our dedicated admin assistant).	Overall, pupils eligible for PP have increased attendance and this is in line with other children.

5. Planned expenditure					
Academic year	2016/17				
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 & Cost	When will you review implementation?
Improved rates of progress for children eligible for PP in reading, writing and maths in KS2 results 2017	1 ECM updated and progression training for new curriculum calculations 2 Literacy Counts Spelling Training 3 Neill Training staff Mtg 4 Y1,3,4 2 day English/Maths Training	The rationale is based on our knowledge of the current Y6 children and our RoL last year in addition to our SEF.	<ul style="list-style-type: none"> <li>- Designated time for leadership of the initiative in maths for KM</li> <li>- Designated time for leadership of the initiative in writing for KC</li> <li>- Designated time for staff training in INSET and also staff meetings/twilights</li> <li>- Regular monitoring of impact through SLT monitoring schedule</li> </ul>	KM CK/KC  Calculations: £709  Spelling: TBC  Linda Neill TBC  1/3/4 trg TBC	At the end of each term when we review progress of all children.
	Peer observation for sharing good practice, enhanced consistency and to increase the degree of teaching from good to outstanding.	An aspect of our practice complemented upon by Ofsted and which we know has ensured that the majority of our teaching (60%) is outstanding with the rest (40%) good with outstanding features, we wanted to build upon it by ensuring that knew strategies were embedded and interpretations of these strategies informed professional dialogue and practice. "Teacher effectiveness is the strongest school-related determinant of student success..." Taken from the National Centre for Educational Statistics, accessed on 17th November 2016 at 11:58am. <a href="https://nces.ed.gov/pubs2009/attendanc">https://nces.ed.gov/pubs2009/attendanc</a>	<ul style="list-style-type: none"> <li>- Designated time for staff training in INSET and also staff meetings/twilights</li> <li>- Cover for staff observing.</li> <li>- Regular monitoring of impact through SLT monitoring schedule</li> </ul>	Costs of supply for this at 1 day per week to cover over 2 terms - £175 per day for 20 weeks = <b>£3500.</b>	

		<a href="https://educationendowmentfoundation.org.uk/our-work/projects/philosophy-for-children">edata/chapter1a.asp</a>			
	Philosophy for Children	<p>1. "There is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall, pupils using the approach made approximately two additional months' progress in reading and maths.</p> <p>2. Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils (those eligible for free school meals)."</p> <p>Taken from the EEF summary of the report commissioned into the effectiveness of P4C accessed 17<sup>th</sup> Novemeber 2016 11:39am.  <a href="https://educationendowmentfoundation.org.uk/our-work/projects/philosophy-for-children">https://educationendowmentfoundation.org.uk/our-work/projects/philosophy-for-children</a></p>	<ul style="list-style-type: none"> <li>- All staff will be trained in L1 P4C, including TAs and HLTAs.</li> <li>- All staff will team plan and teach with the HT who has L2 P4C training.</li> <li>- Governor support for initiatives and parent view on initiatives will ensure maximum engagement.</li> </ul>	<p>VC</p> <p>£300 for L2 VC</p> <p>£300 for each new member of staff L1.</p>	At the end of each term when we review progress of all children.
Children eligible for PP in current Year 2 class to attain greater depth in reading and writing.	<p>1 Literacy Counts Spelling Training</p> <p>2 Neill Training staff Mtg</p> <p>3 Y1,3,4 2 day English/Maths Training</p> <p>Currently Y2 PP pupils have extra 30 min/week as an Eng Intervention focussing on comprehension</p>	The rationale is based on our knowledge of the current Y2 children and our RoL last year in addition to our SEF.	<ul style="list-style-type: none"> <li>- Designated time for leadership of the initiative in writing for KC</li> <li>- Designated time for staff training in INSET and also staff meetings/twilights</li> <li>- Regular monitoring of impact through SLT monitoring schedule</li> </ul>	<p>KC Spelling: TBC</p> <p>Linda Neill TBC</p> <p>1/3/4 trg TBC</p>	At the end of each half term when we review progress of all Y2 children.

Behavioural issues of a small minority of children eligible for PP to be addressed (with the continued support of the SEND team, Social Care, Sure Start Children's Centre, GRT advisory service, exclusion advisory service and external support from team teach specialists).	Exclusion service to provide 1:1 support (volcano in my tummy programmes etc.) for those children eligible for PP who are at risk of permanent exclusions and whose behaviour is impeding them from making progress.	<p>This rationale is based on our commitment to inclusivity and desire to prevent children from being excluded from education (internally or externally, fixed term or permanently, from an ethnic minority or not).</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>"Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours..."</p> <p>Taken from the EEF toolkit, accessed 17<sup>th</sup> November, 12.19pm.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p>	<ul style="list-style-type: none"> <li>- Designated SENDCO time for leadership of the initiative by AM and VC.</li> <li>- Staff to give up a lunch time 3 times per half term to support this initiative.</li> <li>-</li> </ul>	VC AM SB £750 October 2016 + £180 spring 2017	At the end of each half term when the designated governor for behaviour meets with the senior member of staff designated for behaviour.
	Donna Davies (TEAM TEACH) to train all staff in de-escalation and restraint.				
	Designated staff member (on rotation) every lunch time to support mid-day assistants. HT to have children for internal support at break and lunchtimes if required.				
	SENDCO to provide enhanced support for families whose children require review of their funding and greater support in school.				

	<p>Music for All provision for Y5</p>	<p>Research suggests that “the positive effects of engagement with music on personal and social development only occur if it is an enjoyable and rewarding experience. This has implications for the quality of the teaching.” Hence we purchase services of a specialist peripatetic music teacher.</p> <p>There is also empirical evidence relating to the impact of musical skills on language development, literacy, numeracy, measures of intelligence, general attainment, creativity, fine motor co-ordination, concentration, self-confidence, emotional sensitivity, social skills, team work, self-discipline, and relaxation.</p> <p><b>The power of music: Its impact on the intellectual, social and personal development of children and young people, Hallam, S. (2010).</b> International Journal of Music Education August 2010 vol. 28 no. 3 269-289</p>	<ul style="list-style-type: none"> <li>- Weekly music lessons as a whole class where children can learn alongside peers and share a sense of fun, awe and wonder in the arts.</li> </ul>	<p>VC</p>	<p>Annually with the Music for All staff.</p>
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<p>Increased rates of attendance for children eligible for PP (with the on-going support of the EWO and our dedicated admin assistant).</p>	<p>Admin team to record daily the late and absent children, write letters to parents of persistently late children/regularly absent children and to work with EWO and GRT service to be more robust with implementation of fines. Attendance week initiatives for census day and to reward and celebrate good attendance. 1:1 targeted support where required for breakfast club to support attendance and punctuality.</p>	<p>This rationale is based on our commitment to attendance and desire to prevent children from missing any education. "...chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. A recent study looking at young children found that absenteeism ... was associated with negative ... outcomes such as greater absenteeism in subsequent years and lower achievement in reading, maths, and general knowledge".</p> <p>Taken from the National Centre for Educational Statistics, accessed on 17th November 2016 at 11:58am.  <a href="https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp">https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</a></p>	<ul style="list-style-type: none"> <li>- Designated attendance time for leadership of the initiative by JW.</li> </ul>	<p>VC JW  <b>12,000</b> - is spent on attendance and PP work.</p>	<p>At the end of each term when the HT reports to the Governors on attendance figures.</p>
<p><b>ii. Targeted support</b></p>					
<p>Behavioural issues of a small minority of children eligible for PP to be addressed (with the continued support of the SEND team, Social Care, Sure Start Children's Centre, GRT advisory service, exclusion advisory service and external support from team teach specialists).  <b>ELSA</b></p>	<p>SENDCO to liaise with the ELSA trained HLTA to support children on a 1:1 basis for whom emotional and behavioural challenges affect their learning.</p>	<p>"There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically."</p> <p>Taken from the ELSA network newsletter, accessed 17<sup>th</sup> November 2016 at 12:41pm.  <a href="https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2016/elsaflyergeneral2017.pdf">https://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2016/elsaflyergeneral2017.pdf</a></p>	<ul style="list-style-type: none"> <li>- Designated time for training, development, and leadership of the initiative by TD (doubled from last year), with feedback time for the SENDCo AM.</li> <li>- Designated time for SENDCo.</li> </ul>	<p>TD AM  TD  £7619.20  SENDCO  £9777.50</p>	<p>At the end of each term when the SENDCo and governor for SEND meet with the HT. As part of the monitoring schedule for the school. As part of any funding requests made by school and specialist follow up made by external agencies.</p>

<p>Children eligible for PP in Reception and Year 2 to attain ARE and greater depth in reading and writing.</p> <p><b>Nursery/Reception/Year 1/Year 2</b></p> <p><b>HLTA support x 3</b></p>	<ul style="list-style-type: none"> <li>- 1:1 support on arrival at school to settle if/when required</li> <li>- Twice weekly 1:1 reading sessions,</li> <li>- Phonics in a small group daily</li> <li>- Small group support with in class Lit/Num</li> <li>- Enrichment clubs after school</li> <li>- Socially speaking group</li> <li>- Fine motor skills group</li> <li>- speech and language programmes</li> </ul>	<p>“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment... when TAs work in structured settings with high quality support and training... Schools should use structured interventions with reliable evidence of effectiveness... Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child.”</p> <p>Taken from the EEF research document on the effectiveness of TAs in the classroom accessed November 17<sup>th</sup> 2016 at 12:53.  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssistants.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssistants.pdf</a></p> <p>The rationale for the deployment of our TAs is that they are ALL trained and monitored to the highest level and in exactly the same way as teachers in speech and language interventions (such as WELCOMM), phonics (RWI) etc.</p>	<ul style="list-style-type: none"> <li>- Designated time for training, development, and leadership of the initiatives by AM and KC, with feedback that is followed up and rigorous.</li> </ul>	<p>VC KM KC</p> <p>£49,190</p> <p>(2/3 of 4 infant TA salaries).</p>	<p>At the end of each term when we review progress of all children.</p>
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<p>Improved rates of progress for children eligible for PP in reading, writing and maths in KS2 results</p> <p><b>Year 3/Year 4/ Year 5/Year 6</b></p> <p><b>HLTA support x 3</b></p>	<ul style="list-style-type: none"> <li>- 4 Guided Reading sessions per week</li> <li>- 3 x spelling support sessions per week.</li> <li>- HLTA or teacher with group every lit lesson</li> <li>- Maths 'club' 1hr per week with expert teacher</li> <li>- Homework club</li> <li>- Enrichment clubs after school</li> <li>- Externally provided workshops such as RE.</li> </ul>		<ul style="list-style-type: none"> <li>- Designated time for training, development, and leadership of the initiatives by AM and KC, with feedback that is followed up and rigorous.</li> </ul>	<p>£52,198</p> <p>(2/3 of 4 junior TA salaries).</p>	
<p>iii. <b>Other strategies</b></p>					

<p>Children eligible for PP in Reception and Year 2 to attain ARE and greater depth in reading and writing. Improved rates of progress for children eligible for PP in reading, <b>writing and maths in</b> KS2 results</p> <p><b>Enrichment activities are available for all children</b></p>	<ul style="list-style-type: none"> <li>- A range of after school and before clubs is available for all.</li> </ul>	<p>“Participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills...For children from economically disadvantaged backgrounds, who have lower take-up of formal out of school activities, school-based clubs appear to offer an affordable and inclusive means of supporting academic attainment... children who participated in organised sports and physical activities at any time during primary school had better social, emotional and behavioural skills than those who did not take part”</p> <p>Nuffield Foundation, accessed November 17<sup>th</sup> at 13:17. <a href="http://www.nuffieldfoundation.org/news/out-school-activities-improve-children%E2%80%99s-educational-attainment">http://www.nuffieldfoundation.org/news/out-school-activities-improve-children%E2%80%99s-educational-attainment</a></p>	<ul style="list-style-type: none"> <li>- Designated time for organising and administration of the clubs by AC and feedback that is followed up.</li> </ul>	VC AC	At the end of each term when we review progress of all children.
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**6. Review of expenditure**

<b>Previous Academic Year</b>	2015-2016    43 pupils (+2 LAC, +4 Ever 6 Service pupils)	£61,760
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**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
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Children eligible for PP across school to attain ARE and greater depth in reading and writing and maths.	<b>Kagan grouping</b>	<p>Research into Kagan has cited that the following will improve:</p> <ul style="list-style-type: none"> <li>• Academic achievement among students, especially for low achieving students.</li> <li>• Race relations among students, including frequency of cross-race friendship choices.</li> <li>• Self-esteem among students, including intellectual/academic self-esteem, and peer self-esteem.</li> <li>• Class climate, including liking for class, content, and teachers.</li> <li>• Higher-level thinking, including questioning and synthesising diverse viewpoints and data.</li> </ul>	We feel that the whole school and all staff now have these skills and this is something that we will embed into teaching but will require no further funding.	£925.60
Behavioural issues of a small minority of children eligible for PP to be addressed	Music for All	Music makes a powerful contribution to the education and development of children, having observable benefits for our children which include the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act. It has re-engaged pupil premium pupils, increasing their self esteem.	We fund musical instruments for those eligible for PP and pay for this provision so that children can learn and enjoy alongside their peers in collaboration. This has been successful in terms of pupil voice and also skill and parents have commented on how much their child enjoys the provision of music.	80x29 weeks (the first 10 weeks are free). £2320
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Behavioural issues of a small minority of children eligible for PP to be addressed	ELSA	Five themes were identified from analysis of impact: social behaviour and friendships, self-esteem and feelings, social and emotional confidence, behaviour, learning and concentration for children participating has improved as evidenced by teacher and SENDCo observation and liaison/moderation with the Educational Psychology team.	We have more children that need this work and therefore, having noted the successes, we need to extend the provision by more time being afforded to TD to implement it. Further training for TD is required and money devoted to her sharing good practice across a network is essential.	£3009.60 £650.00 + £150.00  <b>£3809.60</b>

	Passion for Learning	As a learning mentor would, the P4L lady listens to children, talks to them about their learning and assists them in gaining self-esteem, confidence, S&L skills and social skills. The impact of this is a noticeable improvement in behaviour for learning and confidence in taking on new strategies for learning.	The overall success of this programme did not warrant the money spent on it and the administration of it was costly compared to the ELSA programme that we ran alongside it (which was in its infancy). On analysis we note that the ELSA programme showed better results, and was more cost effective. We will therefore not continue with this programme.	£900.
Children eligible for PP across the school to attain ARE and greater depth in reading, writing, SPAG and maths.	Additional support of TAs in the morning in classes	Ofsted observed that 'The use of adults to support learning has a significant impact on the standards achieved by pupils and the progress they make'. Teaching assistants and support staff understand the focus of each session clearly and have appropriate resources to work with groups and individuals.	We have refined the deployment of staff, enhanced training in several key areas, and regrouped children to ensure that focused and targeted interventions can be implemented.	£78,474.50
Children eligible for PP across the school to attain ARE and greater depth in reading, writing, SPAG and maths.  Behavioural issues of a small minority of children eligible for PP to be addressed	Targeted SENDCo time specifically for PP children.	The achievement of Pupil Premium pupils who also have special educational needs is 'good' according to Ofsted. They make similar progress to their peers, although they occasionally do not reach the same standards because their starting point is often lower. The school is quick to assess pupils who are at risk of underachieving in pre-school and nursery. These pupils receive a range of effective support which ensures they continue to achieve well as a direct result of an effective and co-ordinated approach by the SENDCo and PP team working in unison.	Our SENDCo, as a result of her excellent record keeping and tenacity, has secured funding for 1:1 support for those children in the sub group of children who are eligible for PP and also fall under the SEND category. The impact of this is both academic and also dramatic social improvements for those children.	£9777.50

Increased rates of attendance for children eligible for PP	Attendance officer	Attendance had improved dramatically, by 19.4% (although a change in the legislation in the summer of 2016 created a dip in this percentage as all parents became aware of the lack of follow up for holidays).	This will increase next year as we intend to tighten our practice around absence and work with the EWO on a monthly basis to ensure that children who are persistent absentees are supported and/or fined.	£13,642.00
iii. Other strategies				
Behavioural issues of a small minority of children eligible for PP to be addressed	Enrichment clubs, trips and workshops.	The curriculum is enriched with a wide range of trips and visits. Pupils are very enthusiastic about the range of sporting and musical opportunities they enjoy at school. There are opportunities to take part in different extra-curricular activities. Pupils have a range of responsibilities in school which they particularly enjoy, and a strong sense of community responsibility within and beyond the school environment as a direct result of the activities on offer. Parents and pupils who have been canvassed say they have benefitted and staff have observed a noticeable improvement in attendance, punctuality, academic achievement and social ability.	We will continue to offer this as it enriches the lives of those children who are eligible for PP funding and enables them to socialise with their peer group and develop aspirations.	11120.85 1727.00 £12,847,85
			Total spend (including a specific item bought for a child in the infants of 82.17)	<b>£121,853.62</b>

## 7. Additional detail

In 2016 at the end of KS2: two of the six children were persistently absent GRT children, one of whom didn't attend from Easter onwards so didn't attend for the SATs. The attainment scores for the children who attended were:

Combined 60% (national non-dis 60%) Reading: 60% (71%) Writing 80% (79%) Maths 80% (75%) Spag 60% (78%)

The scores without the persistently absent children would have been:

Combined 75% (national non-dis 60%) Reading: 75% (71%) Writing 100% (79%) Maths 100% (75%) Spag 75% (78%)

Progress across KS 2 showed our disadvantaged children made better progress than their peers in our school for reading and maths; and made the same progress in writing.