

# Pupil premium strategy statement: Elton Primary School

1. Summary information					
School	Elton Primary School & Nursery				
Academic Year	2017/18	Total PP budget	£59,840	Date of most recent PP Review	Cathy Parkinson 18.7.17 TBA
				Date of next PP Review	
Total number of pupils	207 <i>(daily fluctuations)</i>	Number of pupils eligible for PP Including Nursery Children*	Based on 46 children (although 51 children are on the PP register as of Jan 9 <sup>th</sup> 2018 (3 LAC +12 EVER6 2 Service).	Date for next internal review of this strategy	Termly: done 10 <sup>th</sup> Jan 2018

2. Current achievement		
<b>It should be emphasised at the outset that all data for this school should be treated with great caution. The school's circumstances are unique and have a significant impact on the all of the measurable statistics that are published.</b>		
<b>Attainment for: 2016-2017 Whole school – see additional information</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (school/national)</i>
% achieving ARE or above in reading, writing and maths KS2	11%	(38%/67%)
% achieving ARE or above in reading KS2	11%	(69%/77%)
% achieving ARE or above in writing KS2	22%	(69%/81%)
% achieving ARE or above in maths KS2	33%	(54%/80%)
% achieving ARE or above in SPAG KS2	22%	(54%/82%)
% achieving ARE or above in reading KS1	29%	(64%/79%)
% achieving ARE or above in writing KS1	14%	(59%/72%)
% achieving ARE or above in maths KS1	43%	(55%/79%)
% achieving phonics in Y1	100%	(77%/84%)

<b>% achieving GLD Reception</b>	66%	(55%/71%)
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### 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)

<b>A.</b>	Poor oral language skills on entry of a number of pupils.
<b>B.</b>	Low aspirations and entrenched attitudes to education of a minority of pupils.
<b>C.</b>	Behaviour issues for a small minority of pupils (mostly eligible for PP) are having detrimental effect on their academic progress.
<b>D.</b>	Social and emotional issues of a number of pupils.

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

<b>E.</b>	<p>Attendance for a significant number of children.  Attendance rates for all PP children are 92.54% Sept 16 - July 2017.  Attendance rates for children who fall into two categories: GRT &amp; PP children are 80.34% - July 2017.  As of January 2018 there is also a significantly reduced EWO service from the LA.  <u>This issue, over time, has a significant impact on overall progress and attainment for children: not just those who are not in school but on the rest of the class when the children repeatedly leave and return.</u></p>
<b>F.</b>	Mobility of a significant number of pupils.
<b>G.</b>	Negative parental attitudes to learning of a significant number of pupils: this means that pupils who know that they will not be expected to go to high school, pupils who know that they will not be required to attend school, whose parents do not support school initiatives such as reading at home, after school clubs etc. do not engage as there is no requirement to from home and no back up for school when we need it.
<b>H.</b>	Either poor, or no role models for a number of pupils who fall into several sub-groups has a similar impact to that mentioned above. At the moment, this affects more boys than girls.

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Poor oral language skills on entry of a number of pupils will be addressed by continuing to facilitate 2YR pre-school, Nursery provision and early intervention using WELCOMM and/or CHATTA in addition to external agencies (SALT) and RWI. Children will be assessed on entry, at whatever age, and their needs catered for using one or more of the above programmes. Progress will be measured termly.	Progress rates for PP children to be at least good (6 points on school Target Tracker). Measured in EYFS and KS1 by teacher assessments, WELCOMM assessments, half termly phonics assessments, and robust internal and external moderation practices. KS2 children will continue where necessary with phonics and the assessments for this will evidence progress, as will benchmarking in reading, progress in the reading scheme and spoken literacy evidenced on in-year Target Tracking systems.

<b>B.</b>	<p>Low aspirations and entrenched attitudes to education will be modified and become more positive. Children with low aspirations and poor attitudes to education will have dedicated sessions with an adult during Y5&amp;6 to discuss these and how they impact on other children. Parents will meet with the HT&amp; Chair of Governors to discuss the low aspirations and poor attitudes to education and how they impact on other children and required to support school efforts to minimise the negative impact of their child on the other children in the class. Children will be rewarded for improved attitude as per the Behaviour for Learning Policy, which will be reviewed and will reflect the views of the children and parents. We will continue with our enhanced transition for Y6 children, particularly for vulnerable groups.</p> <p>Views of parents and children will be gathered regularly at stay and learn sessions, parent panel sessions, parent’s evenings, after annual reports and via annual questionnaires, survey monkey surveys, emails and letters to the office and HT and direct questions.</p>	<p>All Y6 children will apply for a place in secondary education.  All Y5&amp;6 children will apply themselves in a positive way to learning.  All Y6 children will attend for KS2 SATs.  All parents will attend for Parent’s Evening sessions and/or Stay and Learn sessions.  Increased take up of adult learning sessions in school will be evidenced.</p>
<b>C.</b>	<p>Behavioural issues of a small minority of children (many eligible for PP) to be positively addressed via the Behaviour for Learning policy (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). Expectations for Behaviour of both children and parents in school will be shared on the first day of term with parents via all media explicitly setting out boundaries, rewards and sanctions. SB will telephone parents on a weekly basis to ensure that positive information is shared ASAP when children have followed the school rules.</p>	<p>Fewer behaviour incidents recorded weekly and termly by the behaviour lead (particularly for those children who are eligible for PP).  Fewer after school detentions recorded termly by the behaviour lead (particularly for those children who are eligible for PP).  Fewer exclusions (internal and external) recorded termly by the behaviour lead (particularly for those children who are eligible for PP).</p>
<b>D.</b>	<p>Social and emotional issues of a number of pupils will be addressed with a weekly programme of ELSA and P4C sessions, and supported with our SMSC work in assembly, pastoral sessions, nurture groups and 1:1 support for things such as LEGO therapy.</p>	<p>Children will make measurable progress in curriculum areas as a result of being more emotionally secure.  Behaviour incidents recorded will reflect the increased emotional security of the children and detailed as above.  Children will be observably more content and confident as evidenced by both staff and their own testimony.</p>
<b>E.</b>	<p>Increased rates of attendance for children eligible for PP will facilitate increased progress for children, this will be a focus for our School Development Plan with the drastically reduced support of the EWO and our dedicated admin assistant. We will ensure that national policy on school</p>	<p>Overall, pupils eligible for PP have increased attendance and this is in line with other children.  Children for whom persistent absenteeism affects learning will have their progress and attainment disaggregated from published data to ensure that data</p>

	<p>holidays/fines is upheld, despite an increased strain on the school budget. We will also ensure that policy on attendance in school is upheld with a range of fines imposed by the school now, rather than previously through the EWO. We will support families and will continue to liaise with the GRT team to remove barriers to attendance.</p>	<p>sets are not skewed and that development planning is accurate based on children who's attendance is stable.</p>
<b>F.</b>	<p>Mobility of a significant number of pupils has a detrimental impact on their learning and that of other children in class. Where we know a child is going travelling for a fixed term we will endeavour to provide work for them to do in their absence to support their learning. We will, where we know their travelling arrangements, provide them with a list of libraries in the area and recommend books for their parents to buy for them. Any child who joins mid-year or returns to school after a period of 4 weeks or more of travelling, will complete baseline assessments in core subjects to ascertain their starting points and enable us to record progress made whilst in school. Where we know a child is leaving mid-year we will endeavour to assess them to record progress accurately.</p>	<p>Children who are with us for a short amount of time, or who join mid-year, will have accurate progress and in-year attainment data to support their transition to other settings in addition to evidencing the quality of our practice.</p>
<b>G.</b>	<p>Negative parental attitudes to learning and attitudes to school of a group of parents affect those of their children in a negative way and this can have a huge impact on learning of other children in the classroom. Start and end of day arrangements have been changed reflecting the desire to engage with children 15 minutes early in the morning and prevent negative attitudes and behaviour affecting the perception of school. Expectations of parental behaviour are explicit. Working with our parent association, Friends of Elton, and in conjunction with the Church, we will continue to be outward facing and endeavour to change perceptions of school in the locality.</p>	<p>Children identified from progress data and targeted for intervention will make accelerated progress as recorded on internal Target Tracker and attain in line with age related expectations.</p>
<b>H.</b>	<p>Role models for a number of pupils can hinder aspirations of significant groups e.g. boys and literacy. School have identified children who may benefit from 1:1 reading, 1:1 mentoring sessions with SLT members, and 1:1 work after school. We have invited members of the parish who are DBS checked to read with our children and talk to them in a mentoring capacity about employment and jobs. Working with the church we are actively pursuing an 'early intervention' programme which funds adults to come and work with children on a 1:1 basis to increase aspiration.</p>	<p>Children identified from progress data and targeted for intervention will make accelerated progress as recorded on internal Target Tracker and attain in line with age related expectations.</p>

5. Planned expenditure					
Academic year	2017/18				
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?
Poor oral language skills on entry of a number of pupils are quickly identified, planned for and improved upon using a range of standard tools and strategies.	<p>RWI WELCOMM CHATTA</p> <p>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 new 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 <a href="https://nces.ed.gov/pubs2009/attendedata/chapter1a.asp">https://nces.ed.gov/pubs2009/attendedata/chapter1a.asp</a> Peer observation for sharing good practice, enhanced consistency and to support NQTs.</p>	<p>In the first instance, our on entry FS1/2 data. Speech, language and communication are central life skills. They are linked to learning, attainment, behaviour, social and emotional development as well as mental wellbeing. Speech, language and communication needs (SLCN) affect a huge number of children and young people in the UK. Approximately two children in every year one classroom will experience a clinically significant language disorder that impacts on their learning. Language disorders are also more than seven times more prevalent in children than other developmental conditions.</p> <p>"10% of all children have long-term SLCN. In some areas of deprivation, more than 50% of children start school with SLCN..." Taken from the SLC Handbook: <a href="https://www.slcframework.org.uk/app/uploads/2017/01/SLCF_Handbook_FINAL.pdf">https://www.slcframework.org.uk/app/uploads/2017/01/SLCF_Handbook_FINAL.pdf</a></p>	<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>	<p>Costs of supply for this at 1 day every 2 weeks to cover over 2 terms - £175 per day for 20 weeks = <b>£1750.</b></p>	<p>Phonic progress is reviewed on a half-termly basis.</p>
	Philosophy for Children will be taught weekly to all children in school.	1. "There is evidence that P4C had a positive impact on Key Stage 2 attainment. Overall,	- All staff will be trained in L1	£300 for each new	At the end of each term when we

	<p>It will underpin not just the oracy work in school but draw together all aspects of the curriculum in a cohesive way that children will become confident in using. This will enhance the SMSC curriculum and also RE teaching to ensure that children have authentic language to facilitate their Personal Development, Behaviour and Welfare.</p>	<p>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> November 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> <p>There is suggestion that specifically speaking and listening can be enhanced for children using this strategy: "Children begin to extend their ideas or accounts by providing some detail. Children begin to show confidence in talking and listening... show awareness of the needs of the listener... explain their ideas... usually listen carefully and respond with increasing appropriateness. Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion they show understanding of the main points. Through relevant comments and questions they show they have listened carefully... vary use of vocabulary and level of detail..."</p> <p><a href="http://www.philosophy4children.co.uk/home/p4c-nc/">http://www.philosophy4children.co.uk/home/p4c-nc/</a></p>	<p>P4C, including TAs and HLTAs. All staff will team plan and teach with the HT who has L2 P4C training.</p> <ul style="list-style-type: none"> <li>- Governor support for initiatives and parent view on initiatives will ensure maximum engagement.</li> </ul>	<p>member of staff L1= £900</p>	<p>review progress of all children.</p>
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<p>Low aspirations and entrenched attitudes to education of a minority of pupils.</p>	<p>1 Babcock Spelling programme  2 'Linda Neill' literacy Training with IGNITE.  3 'First for Maths' Maths Training with IGNITE for all staff.  4 meetings for children with senior leadership team.  5 Parent meetings with the HT &amp; Chair of Governors to discuss low aspirations and poor attitudes to education and how they impact on other children.  6 phone calls home to parents when Children show improved attitudes.  7 Enhanced transition for Y6 children.  8 Views of parents and children will be gathered regularly at stay and learn sessions, parent panel sessions, parent's evenings, after annual reports and via annual questionnaires, survey monkey surveys, emails and letters to the office and HT and direct questions.  9 IDL  10 Reading Buddies: children will be paired up with a child who has a great attitude to reading.</p>	<p>The rationale is based on evidence in The Joseph Rowntree Foundation report on educational attainment interventions accessed on 11/09/17 at: <a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-interventions-full.pdf</a></p> <p>"...a cost-benefit analysis found evidence of value for money in the areas of parent involvement, academic extra-curricular activities and mentoring... academically focused extra-curricular activities, mentoring and parent encouragement of child learning. Such interventions had more impact on educational attainment and also had a more convincing case in terms of economic costs and benefits."</p> <p>The rationale is based on evidence in EEF report on parental aspirations accessed on 12/09/17 at: <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a></p> <p>"The impact of parents' aspirations is also important, though there is insufficient evidence to show that changing parents' aspirations will raise their children's aspirations and achievement over the longer term. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact."</p> <p>The rationale is based on evidence in the Evaluating the Impact of Continuing Professional Development (CPD) DfE report (number 659) accessed on 12/09/17 at: <a href="http://webarchive.nationalarchives.gov.uk/20130402123207/https://www.education.gov.uk/publications/eOrderingDownload/RR659.pdf">http://webarchive.nationalarchives.gov.uk/20130402123207/https://www.education.gov.uk/publications/eOrderingDownload/RR659.pdf</a></p> <p>"Professional development is acknowledged to be centrally important in maintaining and enhancing the quality of teaching and learning in schools (Craft 2000; Harland and Kinder 1997; Harris 2002). The international research literature has consistently shown that professional development is an essential component of successful school level change and development (Day 1999b; Hargreaves 1994). It has confirmed that where teachers are able to access new ideas and to share experiences more readily, there is greater potential for school and classroom improvement. Improving schools invest in the development of their staff and create opportunities for teachers to collaborate and to share best practice."</p>	<ul style="list-style-type: none"> <li>- Designated time for leadership of literacy and maths initiatives</li> <li>- Designated time for staff training in INSET and also staff meetings/twilight</li> <li>- Regular monitoring of impact through SLT monitoring schedule</li> </ul>	<p>IGNITE calendar confirmed</p> <p>£3,400 membership</p>	<p>At the end of each term when we review progress of all children.</p>
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Behavioural issues of a small minority of children eligible for PP to be addressed and recorded incidents reduced (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, LEGO therapy 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 12/09/17 at:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>"Feedback studies tend to show very high effects on learning."</p> <p>Taken from the EEF toolkit, accessed 12/09/17 at:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</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>- SLT to designate Monday morning for feedback time with designated children.</li> </ul>	VC AM KM SB LR	At the end of each half term when the designated governor for behaviour meets with the senior member of staff designated for behaviour.
	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.				
	Identified children who need extra support to spend time with SLT on a rotation basis on Monday morning for designated mentoring time where direct feedback can be given.				
	SENDCO to provide enhanced support for families whose children require review of their funding and greater support in school.				
	Nurture group established for FS and KS1 pupils.				
	Explore mentoring programme with the local Church.				
	Review Behaviour For Learning Policy to reflect parental views and child voice. Also, explore a range of other strategies rather than immediate exclusion for unacceptable behaviour.				

	<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>	<p>- 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.</p>	<p>VC</p>	<p>Annually with the Music for All staff.</p>
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<p>Increased awareness by parents of the importance of good attendance rates and increased 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.  Admin require evidence of medical appointments.  Newsletters each term to inform parents.</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 12/09/17 at:  <a href="https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp">https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</a></p>	<p>- Designated attendance time for leadership of the initiative by JW.</p>	<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>
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<p>Mobility of a significant number of pupils.</p> <p>Substantial time will be spent on enrolment, assessment, obtaining records, arranging SEND or behaviour support, getting to know the parents and child, integrating the new pupil with their classmates and fostering a feeling of class identity.</p>	<p>Effective liaison between pupils, teachers, parents and representatives of support agencies via SEND/SLT time;</p> <p>a clear procedure to support transfer with distinct phases of <i>pre-arrival</i>, including face to face contact where possible; <i>arrival</i>, including the setting up of a review meeting with parents shortly after admission, and <i>departure</i>, including producing documentation for the next teacher;</p> <p>the active involvement of parents and pupils in producing documentation which informs the new teacher of significant pupil attainments, identifies specific needs and current targets, and provides a summary of significant personal and social details;</p> <p>a management system which allocates time to ensure that documentation is read in order to support appropriate decisions;</p> <p>targeted support for mobile pupils and regular monitoring of their progress after joining the school;</p> <p>consideration of the implications for effective progression of possible differences in teaching styles, structures, organisation and ethos between the past and present school;</p>	<p>“student mobility,” also called “churn” or “transience,” can include any time a student changes schools...Student mobility is often related to residential mobility, such as when a family becomes homeless or moves due to changes in a parent’s job. School mobility refers to the frequency of such moves among students in a particular classroom, school, or district. High churn in schools not only can hurt the students who leave, but also those who remain enrolled...It makes all the reforms—smaller classes, better-trained teachers, better facilities—irrelevant.”</p> <p>Taken from a report on mobility accessed on 12/09/17 at: <a href="http://www.edweek.org/ew/issues/student-mobility/index.html">http://www.edweek.org/ew/issues/student-mobility/index.html</a></p> <p>Taken from an international research paper about mobility accessed on 12/09/17 at:</p> <p>“Investigations of school mobility have consistently demonstrated associations between the number of times students change schools and a variety of negative developmental outcomes (Gruman, Harachi, Abbott, Catalano, &amp; Fleming, 2008; Heinlein &amp; Shinn, 2000; Mantzicopoulos &amp; Knutson, 2001; Mehana &amp; Reynolds, 2004; Pribesh &amp; Downey, 1999; Rumberger, 2003; Rumberger &amp; Larson, 1998; South, Haynie, &amp; Bose, 2007; Swanson &amp; Schneider, 1999; Temple &amp; Reynolds, 1999). School mobility has been shown to increase the risk of poor achievement, behaviour problems, grades...”</p> <p>Taken from an international research paper presented at the <b>British Educational Research Association</b> about mobility accessed on 12/09/17 at: <a href="http://www.leeds.ac.uk/educol/documents/00001484.htm">http://www.leeds.ac.uk/educol/documents/00001484.htm</a></p> <p>“Implications of mobility for school and classroom management, planning and resourcing are substantial.”</p> <p>DfE research brief 168 accessed on 12/09/17 at: <a href="http://webarchive.nationalarchives.gov.uk/20130323025511/https://www.education.gov.uk/publications/eOrderingDownload/RB168.pdf">http://webarchive.nationalarchives.gov.uk/20130323025511/https://www.education.gov.uk/publications/eOrderingDownload/RB168.pdf</a></p> <p>“Pupil mobility, and particularly high mobility, has manifold implications for strategies to raise achievement in schools.”</p>	<ul style="list-style-type: none"> <li>- Designated SENDCO time for leadership of the initiative by AM and VC.</li> <li>- Designated admissions and transfer time for leadership of the initiative by JW.</li> </ul>	<p>VC JW</p> <p><b>3,000</b> - is spent on admissions.</p>	<p>At the end of each term when the HT reports to the Governors on admissions and leavers figures.</p> <p>In addition, when the HT reports progress and attainment to the Governors of the child/children who is mobile and also those in the class affected by the impact of mobility.</p>
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<p>Negative parental attitudes to learning of a significant number of pupils.</p> <p>We must continue to ensure that children are exposed to as many positive influences and inspirations as possible through both curriculum and extra-curricular routes. We must engage with the community and community learning to attempt to support parents in developing more positive attitudes to education and learning. We must work with a range of agencies to attempt to engage parents in a number of ways and places. Stay and Learn will still be a feature of our attempts to engage.</p>	<p>Continue to implement rigorous safeguarding procedures which identify where parents may need support with parenting and signpost them to a range of parenting support options. Most intervention programs for parents involve teaching effective strategies for managing children's behaviour. But problems can also arise when parents engage in maladaptive thinking. See the Joseph Rowntree report below:</p> <p><a href="https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-young-people-parents-full.pdf">https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-young-people-parents-full.pdf</a></p> <p>"Parental behaviour relevant to the child ranges from conception (prenatal health and risk), through preschool (interaction with toddlers) to school (involvement in homework and choices) and beyond. Possible indicators include parents reading to children, their rules about the timing of meals and bedtimes, and parents' engagement in risky behaviour such as drug use. Parental expectation here refers to what an individual believes will happen in the future.</p> <p>Self-concept is an individual's perception of themselves. A key indicator might be a child's perception of the relative economic status of their family.</p> <p>Self-esteem is closely related to self-concept, and refers to an individual's evaluation of their own worth or goodness. A key indicator might be a child's perception of significant others' beliefs, expectations and attitudes about them.</p> <p>Self-efficacy is an individual's belief in their own ability to achieve something. A key indicator might be a child's belief about their cognitive abilities in a particular subject area.</p> <p>Locus of control is very similar in definition to self-efficacy, and refers to an individual's belief that their own actions can make a difference. A key indicator might be a child's belief about the importance of making an effort to ensure success.</p> <p>Aspiration is what an individual hopes will happen in the future. A key indicator might be a child's reported desire to continue with education post-16.</p> <p>Motivation is both the reason why an individual makes a decision, and their strength of purpose in carrying these decisions out. A key indicator might be a child's reported belief that schooling is important for their future.</p> <p>Attitude (other than those 'attitudes' dealt with separately) is an individual's feelings about education. A key indicator might be a child's expression of liking or dislike for school."</p> <p>Achievement for All 3As programme. From January 2018.</p>	<p><i>In December 2014, the government's <a href="#">Horizon Scanning Programme</a> published a report on the <a href="#">Social Attitudes of Young People</a>. Based on a comprehensive review of the social science research... the report shows how peers, school, community and – hugely important – parents, together influence and mutually reinforce the social attitudes and aspirations of children and young people:</i></p> <p><i>Socioeconomic background matters.</i> While aspirations are generally high among young people, their parents' socioeconomic background determines young people's outlook on success in life. Those from disadvantaged backgrounds express lower aspirations and expectations to succeed.</p> <p><i>Attitudes are transferred from parent to child.</i> For example, parental experiences and attitudes to education influence a young person's likelihood of wanting to stay in further education after 16.</p> <p><i>The relationship with parents is a key predictor of wellbeing.</i> High levels of family harmony, along with parents who are supportive and willing to grant autonomy to their children, facilitate children's wellbeing and life satisfaction.</p> <p>Accessed on 13/09/17 at: <a href="https://www.gov.uk/government/news/horizon-scanning-programme-a-new-approach-for-policy-making">https://www.gov.uk/government/news/horizon-scanning-programme-a-new-approach-for-policy-making</a></p> <p><a href="https://afaeducation.org/">https://afaeducation.org/</a></p>	<ul style="list-style-type: none"> <li>- All SLT to be L3 safeguarding trained.</li> <li>- VC to engage with West Cheshire College to put adult learning plans in place following redundancy of previous link tutor.</li> <li>- VC to liaise with Friends of Elton and local community organisations for a programme of community events in school to remove barriers to accessing school facilities.</li> <li>- VC to work directly with A4A coaches.</li> </ul>	<p>Training:</p> <p>Time:</p> <p>Supporting programmes:</p>	<ul style="list-style-type: none"> <li>- HT reports</li> <li>- Parental questionnaire feedback</li> <li>- Pupils attending secondary school</li> <li>- Attendance increasing</li> <li>- Parents attending adult learning sessions</li> <li>- Parents attending parenting classes</li> <li>- Pupil annual questionnaire feedback</li> </ul>
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<p>Role models for a number of pupils.</p>	<p>We will ensure that children are supported by a wide variety for role models in school, men where possible for the boys, who will make time to talk to children and share their life experiences in addition to discussing future aspirations.</p> <p>Male staff to read to younger staff. Male staff to read 'Story of the Week' on the website.</p>	<p>"Most parents would like their children to grow up to be healthy, happy individuals who show respect and consideration for others. However, many good character qualities cannot be taught, they need to be experienced, which is why positive role models are extremely important. When a child follows the example of any adult, they will pick up habits and perspectives that could last a lifetime."</p> <p><a href="http://www.educationandbehavior.com/importance-of-positive-role-models-for-children/">http://www.educationandbehavior.com/importance-of-positive-role-models-for-children/</a></p> <p>"Role models provide learning and inspiration which helps individuals to define themselves, according to Gibson (2003). Individuals choose their role models and the qualities which they wish to emulate, so role models are distinct from mentors (who may be allocated) and models of behaviour promoted by organisations. Individuals judge themselves against the standards role models set, and seek to become more similar (or different) to them."</p> <p><a href="https://www.teachfirst.org.uk/blog/impact-role-models-young-people-brief-review">https://www.teachfirst.org.uk/blog/impact-role-models-young-people-brief-review</a></p> <p>Parents and family members seem to be most influential, followed by other known adults, with celebrities coming last. Our own studies in areas across England and Wales have repeatedly found that parents and family members are named most frequently. Studying 384 young people across a range of English schools, Kniveton (2004) found parents the key influence on young people, ranked significantly above teachers and careers teachers. Anderson and Cavallaro (2002) conducted a careful analysis of a limited group of 8-13 year olds in the USA. They found that young people tended to choose role models who they knew personally (parents came first)...A role model must be 'available' – salient and relevant to the individual – but they can be distant, such as a fictional or historical character, according to Gibson...Anderson and Cavallaro found that boys were more likely to choose male role models...</p>	<ul style="list-style-type: none"> <li>- Subscribe to assembly resources that reflect values and role models for children.</li> <li>- Ensure breadth in P4C sessions so that children are exposed to a range of people for a range of positive reasons and able to engage in debate about their characteristics</li> <li>-</li> </ul>	<p>Time:</p>	<ul style="list-style-type: none"> <li>- HT reports</li> <li>- Parental questionnaire feedback</li> <li>- Pupils attending secondary school</li> <li>- Attendance increasing</li> <li>- Parents attending adult learning sessions</li> <li>- Pupil annual questionnaire feedback</li> </ul>
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**ii. Targeted support**

<p>Behavioural issues of a small minority of children eligible for PP to be addressed (with the</p>	<p>SENDCO to liaise with the ELSA trained HLTA to support children on a 1:1 basis for whom emotional</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</p>	<ul style="list-style-type: none"> <li>- Designated time for training, development, and leadership of the initiative</li> </ul>	<p>TD AM TD £7619.20 SENDCO</p>	<p>At the end of each term when the SENDCO and governor for SEND</p>
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<p>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).</p> <p><b><u>ELSA</u></b> <b><u>LEGO THERAPY</u></b></p>	<p>and behavioural challenges affect their learning.</p>	<p>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>	<p>by TD (doubled from last year), with feedback time for the SENDCo AM.</p> <ul style="list-style-type: none"> <li>- Designated time for SENDCo.</li> </ul>	<p>£9777.50</p>	<p>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>
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<p>Children eligible for PP 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>- IDL programme</li> <li>- Babcock spelling programme</li> <li>- Twice weekly 1:1 reading sessions,</li> <li>- Phonics in a small group daily</li> <li>- Small group support within class Lit/Num</li> <li>- Challenge writing interventions for more able</li> <li>- Reading club before and after school</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 13/09/17 at:  <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 LR, with feedback that is followed up and rigorous.</li> </ul>	<p>VC KM LR</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 for selected children</li> <li>- Homework club as appropriate</li> <li>- Enrichment clubs after school</li> <li>- Externally provided workshops such</li> </ul>		<ul style="list-style-type: none"> <li>- Designated time for training, development, and leadership of the initiatives by AM and LR, 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, writing and maths in 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 13/09/17 at: <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>	2016-2017    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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<p>Improved rates of progress for children eligible for PP in reading, writing and maths in KS2 results 2017</p>	<p>1 ECM updated and progression training for new curriculum calculations  2 Literacy Counts Spelling Training  3 Linda Neill Training staff Mtg  4 Y1,3,4 2 day English/Maths Training</p> <p>Peer observation for sharing good practice, enhanced consistency and to increase the degree of teaching from good to outstanding.</p> <p>Philosophy for Children  Maths of the Day</p>	<p>Improved rates of progress for children eligible for PP in reading, writing and maths in KS2 results 2017</p> <p><a href="#">You probably have very specific information and might want to reference it here. ( eg see ????)</a></p>	<p>We have refined the deployment of staff, enhanced planned training in several key areas, and regrouped children to ensure that focused and targeted interventions can be implemented in the coming year.</p>	<p>KM  CK/KC</p> <p>Calculations: £709</p> <p>Spelling: TBC</p> <p>Linda Neill TBC</p> <p>1/3/4 trg TBC Costs of supply for this at 1 day per week to cover over 2 terms - £175 per day for 20 weeks = <b>£3500.</b></p> <p>£300 for L2 VC</p> <p>£300 for each new member of staff L1.</p>
<p>Behavioural issues of a small minority of children eligible for PP to be addressed</p>	<p>Music for All</p>	<p>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.</p> <p><a href="#">(How do you know? E.g reduced incident on playground, observed concentrating longer leading to???)</a></p>	<p>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.</p>	<p>80x29 weeks (the first 10 weeks are free).  £2320</p>
<p><b>ii. Targeted support</b></p>				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	£9777.50
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

<p>Children eligible for PP across the school to attain ARE and greater depth in reading, writing, SPAG and maths.</p> <p>Behavioural issues of a small minority of children eligible for PP to be addressed</p>	<p>Targeted SENDCo time specifically for PP children.</p>	<p>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.</p>	<p>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. The negative impact of this is that from the school budget, we have to fund the first £6000 support for those children who have been identified as having SEND.</p>	<p>£9777.50</p>
<p>Increased rates of attendance for children eligible for PP</p>	<p>Attendance officer</p>	<p>Attendance had improved dramatically, by 19.4% (although a change in the legislation in the summer of 2016 created a dip in this percentage last academic year as all parents became aware of the lack of legal follow up for holidays).</p>	<p>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.</p>	<p>£12,000</p>
<p>iii. Other strategies</p>				

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	£

## 7. Additional detail

### KS2 attainment 2017:

The complexities of the individual cohorts of pupils also have a substantial impact on the statistics and therefore predictions, trends and comparisons with other schools have limited relevance. This is because the cohorts are not stable. Within the catchment of the school are five traveller sites. The school accepts pupils from this community meaning that its population is mobile. Numbers of pupils and their individual circumstances vary significantly throughout the year. For example, of the 22 pupils who were on roll for the 2017 national tests, seven (32%) were from mobile families with one of those pupils arriving in September 2016, two of these pupils only arriving in school in February 2017 and the other four from a GRT background with either persistent absenteeism or extensive travelling (or both) over the 4 years of their junior schooling. Two out of those three pupils were not in school for the tests. An additional 4 pupils from the GRT cohort in this class had been taken off roll during Year 6. 31% of the children who were in Year 6 during the year have elected not to attend secondary school.