

Pupil premium strategy statement: Elton Primary School

1. Summary information					
School	Elton Primary School & Nursery				
Academic Year	2019/2020	Total PP budget	£64915	Date of most recent PP Review	Cathy Parkinson 18.7.17 TBA
				Date of next PP Review	
Total number of pupils	186	Number of pupils eligible for PP Including Nursery Children*	45	Date for next internal review of this strategy	September 2020

2. Current achievement – Based on 7 children in Yr 6 including 2 GRT and 1 EHCP although was absent during tests; 6 children in Yr2 and 4 in EYFS.		
Attainment for: 2018-2019 Whole school	<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	14%	40%/65%
% achieving ARE or above in reading KS2	29%	65%/73%
% achieving ARE or above in writing KS2	43%	55%/78%
% achieving ARE or above in maths KS2	29%	55%/79%
% achieving ARE or above in SPAG KS2	43%	60%/78%
% achieving ARE or above in reading KS1	67%	50%/75%
% achieving ARE or above in writing KS1	67%	50%/69%
% achieving ARE or above in maths KS1	83%	50%/76%
% achieving phonics in Y1	63%	88%/82%
% achieving GLD Reception	40%	63%/72%

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

In-school barriers

A.	The percentage of KS2 PPs who attains age related expectations (ARE) in reading, writing and maths is lower than their school peers in our current Year class and much lower than their national peers in our current Yr4 and Yr5 classes (2019-20 cohorts).
B.	The percentage of KS1 PPs who attains age related expectations (ARE) in reading, writing and maths is lower than their peers in both infant classes.
C.	The progress that the PP children make in writing is too slow for a large minority of our PP children compared to their peers.
D.	Social and emotional issues of a number of pupils have a detrimental effect on their progress and sometimes that of their peers

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

E.	Attendance rates for PP children are lower than their peers. Too many are still persistently absent.
F.	Mobility issues and travelling by some of our PP children make sustained progress difficult to maintain.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school	For progress of all pupils who are eligible for pupil premium to be in line with others (using school's assessment tracking) within school.
B.	More PP children will achieve ARE in reading, writing and maths across all year groups.	As evidenced on Target Tracker, the difference will be diminished in the levels of children reaching ARE compared to their peers.
C.	The attendance rates of our PP children will improve across the year (excluding those absences due to travelling).	To diminish the difference between disadvantaged pupils and other pupils in attendance: improved attendance and punctuality of disadvantaged children.
D.	Behavioural issues of those children with specific social and emotional needs will be addressed.	Fewer lessons will be disturbed due to social and emotional related behavioural issues.

5. Planned expenditure

Academic year

2019/20

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?
<p>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school.</p> <p>More PP children will achieve ARE in reading, writing and maths across all year groups.</p>	<p>All teachers will continue to attend year specific 'Mastery Planning' training to ensure correct progression of skills across a unit of work for writing. Throughout the year they will work alongside an external literacy advisor (Linda Neill) to moderate children's writing and to identify areas for development.</p> <p>The mastery elements of mathematics will continue to be embedded based upon the successful work the school undertook with our SLE.</p> <p>The curriculum will be restructured to ensure topics match themes from literacy books using the Pathway To Write scheme.</p> <p>Classes will continue to embed the 4B (brain, board, buddy and boss) sequence to develop independence. Pupil consultants will be promoted during lessons to raise children's self-esteem and to help children support each other's progress.</p>	<p>The EEF states</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.</p> <p>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress.</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits.</p>	<p>Termly progress review meetings.</p> <p>Each disadvantaged child has a profile of support with a termly summary from class teachers about the effectiveness of the support and any identified barriers.</p> <p>Lesson drop-ins will identify the use of effective use of TA support.</p>	<p>35% HLTA KS2 time = £11,212</p> <p>35% HLTA KS1 time = £9849</p> <p>100% 0.5 TA time = £10,274</p>	<p>Termly</p>

	<p>The school will renew the Times Tables Rock stars programme to engage the children in maths at home and school.</p> <p>HLTAs and TAs will support class groups during literacy and numeracy sessions.</p> <p>HLTAs will support small groups during guided reading and guided Comprehension sessions.</p> <p>A mastery whole class approach to reading will continue to be rolled out across year groups.</p>				
ii. Targeted support					
<p>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school.</p> <p>More PP children will achieve ARE in reading, writing and maths across all year groups.</p>	<p>Staff are all aware of the pupil premium children within their class. They have created action plans for each child detailing their individual support strategies.</p> <p>Teachers, HLTAs and TAs prioritise their time and support during class in supporting pupil premium children. This includes ensuring that they have verbal assessment feedback during lessons to guide them at the point of learning; and ensuring that they have frequent small group modelled support in lessons.</p> <p>A variety of intervention lessons and booster sessions outside of the English and maths lessons are carried out by TAs and HLTAs during the year based on the action plans created by teachers.</p>	<p>The EEF states that small group support can add 4 months of progress.</p> <p>“Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.”</p>	<p>The effectiveness of interventions will be formally assessed at the end of each term.</p> <p>Each disadvantaged child’s progress and attainment is recorded and discussed at SLT level to identify how effective the interventions are being.</p>	<p>15% HLTA KS2 time = £4805</p> <p>15% HLTA KS1 time = £4221</p>	<p>Termly</p>
<p>Behavioural issues of those children with specific social and</p>	<p>The school will continue to employ a learning mentor to help address the emotional needs and mental health</p>	<p>On average, SEL (social emotional learning) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an</p>	<p>Logged incidents on CPOMs about disruptions will</p>	<p>80% of HLTA time as Learning</p>	<p>Half-termly</p>

<p>emotional needs will be addressed.</p>	<p>requirements for a small group of identified children.</p> <p>The school has trained and will utilise a KS1 staff member as an ELSA lead for the KS1 children and to help support the KS2 ELSA lead.</p> <p>The KS2 ELSA lead will undertake 1,2,3 magic training and Drawing and Talking training to support identified disadvantaged children.</p> <p>The school will continue to work closely with outside agencies such as the Education Access Team to support specific children.</p> <p>The school will offer a nurture club during dinner times to support children with emotional and behavioural issues.</p>	<p>average overall impact of four months' additional progress on attainment.</p> <p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils.</p>	<p>detail the frequency of problems. The behaviour lead will record any improvement in the amount of amber and red warnings for the children who are working on the programmes.</p> <p>Governors receive reports on exclusions and monitor the number of disadvantaged pupils and cohorts such as SEND, LAC and GRT, then they compare these statistics with the composition of the whole school in order to identify any excessive bias.</p>	<p>Mentor =£23,554</p>	
<p>iii. Other strategies</p>					

<p>The attendance rates of our PP children will improve across the year (excluding those absences due to travelling).</p>	<p>The school will continue to operate the longer office hours to ensure the office is open and manned from 8am – 4pm every day to help deal with attendance issues.</p> <p>Our learning mentor will work with families to overcome barriers in mornings – ensuring children with known issues regarding entering school in the morning are supported. This will help ensure they are in in time for guided reading sessions to start.</p> <p>The head and/or the attendance officer will meet with parents to discuss any attendance issues.</p>	<p>None of the strategies mentioned above will be effective without the children attending regularly at school.</p> <p>Our learning mentor will work with families to support when getting children to school in the morning is difficult.</p> <p>Extra admin time will allow close monitoring of attendance and close links with EWO to help ensure attendance is good.</p>	<p>Regular EWO meetings with admin staff.</p> <p>Attendance figures and trends regularly investigated and shared with governors.</p>	<p>£2,350 for 4 hours extra admin time.</p>	<p>Half-termly</p>
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6. Review of expenditure

Previous Academic Year	2018-2019			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>In year progress for pupil premium pupils will be in line with, or accelerated, against other pupils within the school.</p> <p>More PP children will achieve ARE in reading, writing and maths across all year groups.</p>	<p>Teachers attended moderating children’s work training in maths and writing to ensure expectations are correct for their year groups. All teachers attended year specific ‘Mastery Planning’ training to ensure correct progression of skills across a unit of work for both maths and writing. All staff worked with SLEs to explore effective pedagogies for the teaching of writing and maths: including plan, teach and review sessions for KS1; and planning sessions and drop-ins for KS2.</p>	<p>In reading – 44 out of 52 children made at least the required good progress. That breaks down to 27/33 children in KS2, 13/15 for KS1 and 4/4 for reception.</p> <p>In writing – 38 out of 52 children made at least the required good progress. That breaks down to 21/33 children in KS2, 13/15 for KS1 and 4/4 for reception.</p>	<p>Progress was good in maths thanks to the mastery approach, CPA techniques and interventions.</p> <p>Progress was good for the majority of children in reading with only slightly slower than good progress for 8 children: including 1 EAL, 1 SEN, 1 SEN who was persistently absent and another persistently absent child.</p> <p>Writing had the most children who didn’t make good progress – over 25%. Reasons have been identified and actions put in place to</p>	<p>HLTA led phonics and reading group = £5,763</p> <p>HLTA literacy & numeracy in class support = £15,686</p> <p>0.3 of a teacher = £13,335</p> <p>15hrs of TA support = £11,286</p>

	<p>The school purchased the 'Reading Bugs' computer scheme to help engage children in reading at home.</p> <p>The school renewed the Times Tables Rock stars programme to engage the children in maths at home and school. HLTAs and TAs supported class groups during literacy and numeracy sessions.</p> <p>HLTAs supported small groups during guided reading and guided comprehension sessions.</p> <p>Miss Stanley was employed for an extra 7.5 hrs a week in an afternoon to undertake small group support interventions across all KS2 year groups.</p> <p>Mrs Henderson was employed for 7.5 hrs a week in an afternoon to undertake small group support interventions across all KS1 year groups.</p> <p>A 0.3 teacher was employed to release HLTAs from class cover to allow them to undertake more support interventions in maths and SPAG.</p>	<p>In maths – 48 out of 52 children made at least the required good progress. That breaks down to 30/33 children in KS2, 14/15 for KS1 and 4/4 for reception.</p> <p>The levels of children who were at ARE for reading at the end of the year increased quickly in Yrs2-4 and maintained its high rate in Yr5.</p> <p>In writing there was a doubling of the amount at ARE for yr2 and yr6 although the overall attainment was still low. Maths saw bib increases in Yr2, an increase in Yr3 and the maintaining of the high level in Yr5.</p>	<p>rectify this. One class had half of these children and a strategy has been created to address this. Writing benefited more from in class support and ongoing assessment and feedback in classes than during extra interventions: whereas reading and maths in particular benefited from the extra interventions.</p>	
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<p>Behavioural issues of those children with specific social and emotional needs will be addressed.</p>	<p>The school employed a learning mentor to help address the emotional needs and mental health requirements for a small group of identified children.</p> <p>The school trained a KS1 staff member to become an ELSA lead for the KS1 children and to help support the KS2 ELSA lead.</p> <p>The KS2 ELSA lead undertook Drawing and Talking training to support identified disadvantaged children.</p>	<p>The learning mentor helped to ensure less disruption in class by being able to remove children from the classroom to be taught/supported in the ELSA room.</p> <p>Visitors from many outside agencies/ roles commented on how well behaved the children were.</p>	<p>Maintain the learning mentor role – make sure the children don't become over dependent on the mentor though by ensuring strategies are put in place for the children to become independent.</p>	<p>£14,080 to employ a learning mentor/ ELSA support for every morning.</p> <p>£225 for Drawing and Talking training.</p> <p>£600 for KS1 ELSA training.</p>
<p>The attendance rates of our PP children will improve across the year (excluding those absences due to travelling).</p>	<p>The school ensured that the office was open and manned from 8am – 4pm every day to help deal with attendance issues.</p> <p>Our learning mentor worked with families to overcome barriers in mornings – ensuring children with known issues regarding entering school in the morning are supported. This helped ensure they were in in time for guided reading sessions to start.</p>	<p>11 PP children still had attendance lower than 90%. 5 were from our GRT community (so sometimes related to travelling) and 6 from non-GRT.</p> <p>The overall attendance for PP was only 91%.</p>	<p>Continue to track attendance patterns regularly and respond rapidly to any trends by instigating conversations.</p>	<p>£2,350 for 4 hours extra admin time.</p>
			<p>Total spend</p>	<p>££66648</p>

7. Additional detail

The school operates a system of positive discrimination to ensure that disadvantaged children have the opportunities to access all types of trips, experiences, clubs etc.