

Pupil Premium Elmgrove Primary and Nursery – September 2018 to August 2019

2017 - 2018 – Key Stage 2 Progress and Achievement

Progress from Key Stage 1 to Key Stage 2	National (All Pupils)	National (Other Pupils)	Elmgrove (Disadvantaged Pupils)
Reading	0	+0.3 National Average	-1.1 National Average
Writing	0	+0.2 National Average	+0.4 National Average
Maths	0	+0.3 National Average	+0.5 National Average
Attainment at the end of Key Stage 2 (% at the expected standard)	National (All Pupils)	National (Other Pupils)	Elmgrove (Disadvantaged Pupils)
Reading	75	80	63
Writing	78	83	78
Maths	76	81	85
English Grammar, Punctuation & Spelling	78	82	85
All (Maths, Reading and Writing Teacher Assessment)	64	70	56

Pupil premium strategy statement Elmgrove Primary and Nursery

1. Summary information					
School	Elmgrove Primary School and Nursery				
Academic Year	2018-2019	Total PP budget	£143,900 (2 terms funding Autumn 2018, Spring 2019)	Date of most recent PP Review	December 2018, April 2019, July 2019
Total number of pupils	802 (July 2018)	Number of pupils eligible for PP	177 (July 2018)	Date for next PP Strategy Review	July 2019

2. 2018 – Key Stage 2 Progress and Achievement		
	<i>Disadvantaged Pupils (Elmgrove)</i>	<i>Other Pupils (national average)</i>
% achieving expected standard or above in reading, writing & maths (or equivalent)	56%	70%
Progress in reading	-1.1 National Average	+0.3 National Average
Progress in writing	+0.4 National Average	+0.2 National Average
Progress in maths	+0.5 National Average	+0.3 National Average

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Lack of skills needed for mastering learning at greater depth.
B.	Pupils with a SEN find it harder to understand concepts of the relevant curriculum.
C.	Limited vocabulary knowledge and underdeveloped reading comprehension skills in inference and deduction for Key Stage 1 and 2 pupils.
D.	Emotional and behavioural issues for a small group of pupils which affects their academic progress.
External barriers	
D.	Lower attendance rates for pupils eligible for PP
E	Lack of cultural and artistic experiences to support pupils' wider educational needs which can impact on maths and English outcomes

4. Outcomes		Success criteria
A.	Higher rates of progress across the school for higher prior attaining pupils and pupils working at the expected level eligible for PP.	Pupils eligible for PP identified as having higher prior attainment or working at the expected level make as much progress as 'other' pupils identified as having higher prior attainment or working at the expected level, across the school in maths, reading and writing. Also compared to national in Yr2/6 (SATs) Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices.

B.	Higher rates of progress across the school for lower prior attaining and SEN pupils eligible for PP.	Pupils eligible for PP identified as lower prior attaining or SEN make as much progress or accelerated progress compared with 'other' pupils identified across the school in maths, reading and writing. Also compared to national in Yr2/6 (SATs), measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices.
C.	Improved progress in reading for all pupils eligible for pupil premium, especially those in Key Stage 1 and 2	Reading results in KS1 and KS2 are in line with National reading results for pupils eligible for PP
D.	Barriers to learning as a result of social and emotional concerns are addressed	Fewer behaviour incidents recorded for these pupils on the school system Children are able to remain in the classroom and engage in learning activities alongside their peers for longer periods of time.

5. Planned expenditure

Academic year 2018-19

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A Higher rates of progress across the school for higher prior attaining pupils and pupils working at the expected level eligible for PP.</p> <p>B Higher rates of progress across the school for lower prior attaining and SEN pupils eligible for PP.</p>	<p>CPD on enhancing teacher and TA subject knowledge and misconceptions.</p> <p>CPD on catch up /intervention programmes/reflection of learning</p>	<p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We also want to show progress within the depth and mastery of the bands. As a result we will provide training for teachers and teaching assistants of relevant teachers in practices to provide stretch and encouragement for these groups of pupils.</p>	<p>Courses selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Peer observations of attendees' classes after the courses, to embed learning</p>	<p>English and Maths leaders SENCO</p>	<p>July 2019</p>
<p>C Improved reading comprehension skills</p>	<p>All staff training on reading</p>	<p>Our children struggle with the more complex vocabulary, have limited background knowledge and inference skills. These are the biggest factors hindering their reading skills. We want to ensure we develop these skills in order to make them successful readers for the future.</p>	<p>Use INSET days /Twilight sessions to deliver training.</p>	<p>English leaders</p>	<p>July 2019</p>
Total budgeted cost					<p>£3500 (Autumn 2018 and Spring 2019)</p>

ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved progress for high prior attaining pupil attaining pupils or pupils working at the expected level	Weekly small group sessions in maths and English for high-attaining pupils with experienced teacher, in addition to standard lessons	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie	Organise timetable and provision mapping. Clear target setting. Regular inset	AHTS SENCO Year leaders	Termly review Jan 2019 April 2019 July 2019
B. Improved progress for pupils with a SEN	Weekly small group sessions in maths and English for pupils with a SEN with experienced staff, in addition to usual lessons.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.	Early identification of children who are at risk of underachievement. Clear provision mapping Half termly progress meetings TA training by English and maths subject leaders	AHTS SENCO Year leaders	Termly review Jan 2019 April 2019 July 2019
C. Improved reading results in Key Stage 1 and 2	Increased reading resources and weekly booster sessions. Resources to provide more books for pupils Target teaching for reading in Key Stage 1 and 2	Reading skills are an essential life skill and all children need to be effectively literate to function in their future educational studies	Literacy lead action plan School Development Plan monitoring Booster and homework clubs to have a reading focus	Literacy leader AHTs DH	Termly review Jan 2019 April 2019 July 2019

Social and emotional behaviour issues addressed	<p>Learning Mentor who provides nurturing, mental well-being and behavioural support</p> <p>Counselling service to provide emotional support to vulnerable pupils and families</p> <p>Improved resources at playtimes to ensure playtime is active and encourage children to develop better social skills</p>	<p>Children’s emotional development needs to be supported in order for them to be fully successful in their learning.</p> <p>Active playtimes ensure children develop social skills, greater independence and are ready for learning.</p>	<p>Learning Mentor records</p> <p>Counselling service</p> <p>Track attainment of pupils to monitor whether improvements in behaviour translate into improved attainment.</p> <p>Track red card incidents behaviour records</p>	SENCO Learning Mentor	<p>Jan 2019</p> <p>April 2019</p> <p>July 2019</p>
Total budgeted cost					£123300 (Autumn 2018, Spring 2019)
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance and punctuality rates	Office staff employed to monitor pupils and follow up quickly on absences. First day response provision.	In order to be truly successful in school children must be in school on time, every day.	Close monitoring of punctuality and attendance figures. EWO support.	DH DC	Termly review July 2019

Increased provision for enrichment programmes to support pupils' wider educational needs	Subsidised music lessons residential trips sports provision Graduation celebrations	Music lessons help support learning in language and reasoning. Trips support children's understanding of the wider world and sports provision ensures that children are active and healthy and healthy life choices are promoted.	Curriculum overviews Events and trips calendars Sports and club provision mapping Healthy schools awards	SLT Year leaders	Termly review July 2019
Total budgeted cost					£17100 (Autumn 2019, Spring 2019) £143900

Please note that a more detailed breakdown of the Pupil Premium spending for each section and progress of pupil groups can be requested via the school office.