**Elburton Primary School Pupil premium strategy statement 2018-19** 

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The school has chosen to support qualifying pupils in a number of ways to ensure that academic and pastoral needs are addressed.

The school is committed to “closing the gap” for every pupil. It is important to recognise that the school regards all pupils irrespective of backgrounds as individuals and targets and reviews the progress of all pupils termly. In some year groups the number of pupil premium pupils is so small that we need to be cautious about drawing inferences from any findings, i.e. one or two pupils’ achievement has a disproportionate impact on the data.

**Green Writing shows the end of year review**

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| 1. **Summary information for 2018-2019** | | | | | |
| **School** | Elburton Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget 2018/19** | **£75,100** | **Date of most recent PP Review** | **April (mid year review)** |
| **Total number of pupils** | 425 | **Number of pupils eligible for PP** | **43 ever 6, 4 post adopt, 1 CLA, 35 service** | **Date for next internal review of this strategy** | September 2019 |

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| 1. **Current attainment 2018/19** | | |
|  | *Elburton Pupils eligible for PP* | *All Pupils National Averages* |
| **% achieving in reading, writing and maths** | 72% | 64% |
| **% achieving in reading** | 72% | 75% |
| **% achieving in writing** | 86% | 78% |
| **% achieving in maths** | 72% | 76% |

Outcomes 2017-18 **2018--19**

Statutory Assessments

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| Year 6 |  | Read | Write | Maths | Combined |
|  | EX+ | 72% | 86% | 72% | 72% |
|  | HS/GD | 43% | 29% | 43% | 29% |
| 7 Pupils | EX | 29% | 57% | 29% | 43% |
|  | WT/X | 29% | 14% | 29% | 29% |
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| **Year 6** |  | **Read** | **Write** | **Maths** | **Combined** |
|  | **HS/GD** | **33%** | **11%** | **44%** | **11%** |
| **9 Pupils** | **EX +** | **78%** | **89%** | **89%** | **89%** |
|  | **WT/X** | **22%** | **11%** | **11%** | **11%** |
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| Year 2 |  | Read | Write | Maths |
|  | EX+ | 84% | 67% | 67% |
|  | GD | 17% | 17% | 17% |
| 6 Pupils | EX | 67% | 50% | 50% |
|  | WT | 17% | 34% | 34% |

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| **Year 2** |  | **Read** | **Write** | **Maths** |
|  | **EX+** | **43%** | **43%** | **43%** |
|  | **GD** | **14%** | **0%** | **0%** |
| **7 Pupils** | **EX** | **29%** | **43%** | **43%** |
|  | **WT** | **57%** | **57%** | **57%** |

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| **Year 1** |  | **Phonics** |
|  | **Pass** | **60%** |
| **5 Pupils** | **Not Pass** | **40%** |

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

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| **Foundation** |  | **GLD** |
| **3 Pupils** | **Achieved** | **67%** |
|  | **Not Achieved** | **33%** |

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| Foundation |  | GLD |
| 5 Pupils | Achieved | 40% |
|  | Not Achieved | 60% |

Internal Assessments

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

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

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

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

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| 1. **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)* | |
|  | Language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils. |
|  | PP pupils working at greater depth in maths, reading and writing at the end of both Key Stages. |
| **C.** | Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups. |
| **D.** | Pupils’ mental Health and wellbeing. |
| **E.** | Pupils who are deemed eligible for pupil premium (ever 6, formerly LAC and CLA) who have additional specific barriers to their learning |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **F.** | Parental expectations, engagement and commitment. |

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| 1. **Planned expenditure 2018/19** | | | | | |
| **Academic year** | **2018/19 - £75,100 (43 ever 6, 4 post adopt, 1 CLA, 35 service) (43 ever 6, 5 PLAC/Previously Looked After, 2 LAC, 35 service)** | | | | |
| 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. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To deliver more rigour in tracking and intervening on pupil, including pupil premium pupils, who are not making expected progress.  Language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils. - aspire to remedy this  Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups - aspire to achieve this | Part resourcing of TAs to support underperforming pupils - focus on language skills Foundation and Key Stage 1  Also employment of part time teachers and Learning Zone team (see below)  Deployment of specialist language schools - ie Talk Boost, Spirals | Through termly review of progress individuals who are underachieving are identified and strategies agreed to close the gap  TAs - £12,000  Learning Zone - £14,600(contribution) | Termly Pupil Progress Meetings | HT/DH | Termly  **- Pupil Premium discussed in every Pupil Progress Meeting as first priority.**  **- Talkboost targeted to Y1 4/5 children accessed.**  **- TA training in Foundation with SALT 2/2 children accessed.**  **- TA training with Language CIT for Y1 for 3/5 children.**  **- TA training in F in Talkboost.**  **F – 67% at GLD despite entry data**  **Y1 – 60% passed phonics but all made progress as evidenced in termly tracking.**  **Y2 57% PP WTS – focus for Y3.**  **Y6 PP 89% combined score but evident that the focus now needs to be Reading.** |
| To ensure that all pupils attain the phonics standards at the end of year 1 | Additional teaching targeted at those pupils not making expected progress | Previous years use of this strategy has improved phonics standards to being above national averages  £5,000 (contribution from Grant) | Phonics checks November , March  Progress Sheets  Lesson Observation  6 weekly Pupil Progress meetings | HJ/EG | Termly  **As above – Phonic Inc to be employed consistently next year.** |
| **Total budgeted cost** | | | | | £31,600 |
| 1. **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?** |
| To narrow the gap between disadvantaged pupils and the rest of the school in writing, maths and reading through targeted support intervention - focus on reducing gaps and year 3 cohort | Employment of additional staff - 1 part time teachers to engage in targeted three sessions after school - 2 supporting Literacy and 1 maths  Part supporting Learning Zone where specific interventions are used with our most vulnerable and with a specific focus on support for the PP+ pupils | Through the schools assessment and recording system individual pupils not making the expected progress can readily be identified and during 6 weekly pupil progress meetings agreed strategies agreed. Data identifies year 6 PP pupils as being vulnerable also that the school needs to increase the number of higher achieving disadvantaged pupils  £5000 (contribution to salary of part time teachers) | Termly Pupil Progress Meetings  Termly scrutiny of progress of identified pupils - work scrutiny, interviews, data drop, direct observation | HT/DH | Termly  **After School booster club accessed by 6/9 PP – 89% combined score.**  **5/5 PP+ (PLAC) and 2/2 PP+ (LAC) accessed ELSA, Circle of Friends, Socially Speaking or Social Stories in the Learning Zone and 2/5 PLAC and 2/2 LAC TAs were trained/coached by the LA TA.**  **Further 40% PP children accessed LZ support through TA coaching for Precision Learning/Maths Intervention, direct intervention and ELSA throughout the year.** |
| Focus on vulnerable children | Release time of 0.1 dedicated time for Intervention Lead to review, support and challenge impact of interventions.  To ensure that statutory requirements for LAC and post LAC are in place  To review learning behaviours | Effect interventions and support in place for identified pupils  The school meets statutory requirements and deadlines  Learning Behaviours throughout the school reflect the PACE training staff at the school have experienced  £5500 | Release time to monitor identified pupils and time in all classes observing engagement and learning | SL | September 2019  **100% LAC part of PEP process termly and received grants of top up for key worker support.**  **100% PLAC part of EPAC process termly and linked to ASF (Adoption Support Fund).**  **Effective Behaviours and Self-Regulation policy implemented reinforcing an attachment focused approach.** |
| Specific support for underachieving year 2 PP pupil | Employment of part time TA to engage in specific activities to support specific aspects of social and academic development | Academic progress, social and emotional difficulties of this vulnerable child and underachieving pupil  £4000 | Regular meetings with SENCO  Termly progress meetings | SENCO | Termly  **Good progress evidenced but not achieving ARE.**  **ELSA and Social stories support given alongside academic intervention.** |
| Specific support for 2 vulnerable year 1 PP pupil | Employment of 2 TAs to engage in specific activities to support specific aspects of social and academic development | Academic progress, social and emotional difficulties of these vulnerable child  Top up funding for 1 LAC and Former LAC  Ensuring outcomes from eternal agencies and actions are met  £10000 | Regular meetings with SENCO  Termly progress meetings | SENCO | Termly  **1/2 passed phonics.**  **Progress tracked.**  **ELSA support given throughout the year and linked to outside agencies, social care and therapeutic support.** |
| Specific support for 1 vulnerable year 6 pupil | Employment of TA to engage in specific activities to support specific aspects of social and academic development | Top up funding  £3000 | Regular meetings with SENCO  Termly progress meetings | SENCO | Termly  **Successful transition to Y7 and at ARE in all areas despite lower entry data from KS1.** |
| Specific external agency support to address pupils’ mental health and well being | Commissioning of external agencies ie Psychology Associates, to work with pupils with specific needs | The school has noticeable of PP+ pupils that in some cases show the need for therapies. Other pupils in need of a therapeutic approach are also supported £4000 | The appropriate external interventions are discussed with SENCO/HT/PSA and parents. The impact of interventions are measured where possible | SL/SENCO/PSA/HT | Regular meetings |
| **Total budgeted cost** | | | | | £31500 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To ensure that family and social factors impacting on the lives of pupils are alleviated so lessening barriers to learning. | Employment of Family and Pupil Mentor to support service families and other vulnerable groups | There is a broad economic divide at the school and it is important that disadvantaged pupils are offered same opportunities as other pupils.  Family and Pupil Mentor £11000 | All payments are passed through the HT. | HT/DH | July 2019  **Individuals worked with:**  **25 FSM (58%)**  **1 LAC (50%)**  **4 PLAC (805)**  **27 PP families for support/sign-posting. (63%)**  **26 PP/PP+ access lunchtime well-being club (60%)** |
|  | Support for pupils to attend school trips/residential/clubs  Support with specific clothing to fully participate in school | Support £1000 | No child is disadvantaged from accessing all the school offers |  | **2 FSM - £750 to access Klub Kidz**  **2 PP – to access guitar/keyboard lessons**  **19 families supported with free school uniform.**  **4 FSM access Mount Batten**  **2 FSM access Residential.**  **4 FSM to access trips.** |
| **Total budgeted cost** | | | | | £12000 |

Actions to be considered for next Pupil Premium Plan 2019/2020:

1. Maintain the rigour of the ‘Closing the Gap’ developments and Pupil Progress templates. Class Teachers to own data and present findings to SLT – PP identified and closely tracked.
2. Maintain focus on speech, language, vocabulary and oracy across the whole school – skills are lower for Pupils eligible for PP than other pupils.
3. Implement tracking sheet with admin staff to track financial support given to PP for clubs/residential/uniform/extra-curricular activities/Klub Kidz.
4. Raise attainment through EEF researched best interventions for PP – Accelerated Reader, Phonic Inc and Mastery Maths alongside Emotional Well-being support such as ELSA, PSHE – Jigsaw, Health and Relationship reformed Curriculum.
5. Raise attainment through developing meta-cognitive approaches to learning (using Meta-cognition toolkit).
6. Review and implement wider strategies to ensure best provision and avoid cultural capital gap such as \*consistent Effective Behaviours policy and Self-regulation Policy, strategic use of PSA, subscription to MAST, rich provision of extra-curricular activities, wrap around provision accessible for PP to include Breakfast club, access support/provision for clubs/trips/uniform.
7. Promotion on the school website and newsletters about Children’s University opportunities.
8. Ensure attainment through increased attendance for PP tracked through half-termly attendance meetings (HT, admin, PSA).
9. PSA to annotate weekly timetable showing (Pupil Premium/Service) who/when she is supporting. Evidence of impact needed for this support – link to Pupil Progress and Closing the Gap sheets.
10. Develop parental links further and raise the profile of the PSA – to include coffee mornings, drop ins, training sessions. PSA to update and manage page on website. Focus on parental engagement, expectations and commitment where needed.
11. Implement after-school club/support/provision/drop in café for service families.
12. Provision mapping for PP through 3 main areas:
13. Quality First Teaching (broad curriculum, consistent phonics, Accelerated Reader, Mastery Maths, high vocabulary rich learning, oracy).
14. Targeted Interventions Linked to Learning (Precision, Maths Plus 1, BLAST, Talkboost, Spirals, Colourful Semantics, booster clubs, pre-learning/over-learning groups).
15. Wider Strategies (\* as mentioned above).