

Elburton Primary School Pupil Premium Strategy Statement 2019-2022



1. Summary information					
School	Elburton Primary School				
Academic Year	2019-20	Total PP budget 2018/19	£77080	Publish Date	October 2019
Total number of pupils	425	Number of pupils eligible for PP	86 (21%) (Ever 6 43 pupils – 10% LAC/PLAC 7 pupils – 1.68% Service 36 pupils – 9%)	Date for next review of this strategy	July 2020
Statement Authorised by:	Maria Anderson (Head teacher) and the Local Governing Body				
Pupil Premium Lead:	Sarah Lakey (Assistant Head teacher/SENCO)				
Governor Lead:	Caroline Adams and Carrie Tutte				

2. Attainment and Progress 2019			
Year 6 pupils	Pupils eligible for PP	All Pupils National Averages (<i>school all pupils</i>)	Progress Score for Pupils eligible for PP
% achieving expected standard or above in reading, writing & maths	78%	Expected or above 65% (<i>school 71%</i>)	NA
Reading	78%	Expected or above 73% (<i>school 75%</i>)	-1.3 (National: -0.6, School: 0.9)
Writing	89%	Expected or above 78% (<i>school 93%</i>)	1.94 (National: -0.4, School: 2.4)
Maths	89%	Expected or above 79% (<i>school 90%</i>)	2.6 (National: -0.6, School: 2.6)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Low levels of oracy skills and limited vocabulary.
B.	Poor reading fluency leading to lack of stamina and comprehension skills.
C.	Maths mastery: fluency, problem solving and reasoning.
D.	Social, emotional, mental health difficulties related to ACEs (Adverse Childhood Experiences) or attachment difficulties.
E.	Poor effective behaviour for learning strategies including self-regulation and meta-cognition.
External barriers (issues which also require action outside school, such as low attendance rates)	
F.	PP Attendance lower than non-PP.

4. Strategy Aims for Disadvantaged Pupils			
3 Year Plan		2019-2022 (reviewed annually)	
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 <u>TEACHING</u> for all			
Aim	Target	Activity	Target Date
A Progress in oracy and vocabulary.	All children speak in compete sentences. All children in Foundation access cued articulation. All children access and use word of the day upper tiered words in sentences.	Whole school approach to speaking in sentences. CPD – oracy, word of the day and cued articulation. Daily teaching of word of the day Tier 3 words. Progression of taught technical and subject specific vocabulary across broad and engaging curriculum subjects.	September 2021
B	Achieve above 92% in Phonics in Year 1 (92%	a) Ensure all staff (all teachers and Foundation/KS1 and 1:1 TAs + train new staff) attend and receive Read Write Inc Training to deliver phonics scheme consistently and	September 2021

Progress in reading fluency and comprehension.	<p>2019). Achieve above last year's percentage for PP pupils. (60% 2019) All Year 2 retake Phonics will pass.</p> <p>Achieve above national average progress score in reading to be above 2 (0.9, 2019)</p>	<p>effectively. Continued CPD and development days over 2019-2020 and coaching 2020-2021 to ensure RWI is embedded.</p> <p>b) High emphasis on reading for pleasure, daily story time, love of reading culture, community reading events such as Race for Reading, Favourite Five and author visits. CPD to improve reading teaching, whole class reading and comprehension strategies such as ERIC and VIPERS.</p> <p>c) Buy and embed use of Accelerated Reader across key stage 2 to increase reading for pleasure, comprehension and used as a diagnostic assessment tool to inform teaching.</p> <p>Ensuring all staff use evidence-based whole-class teaching approaches/interventions.</p>	<p>September 2020</p> <p>September 2021</p>
C Progress in Maths.	Achieve above national average progress score in maths to be above 2.5.	<p>Continue to work with Maths hub and CPD to embed Teaching For Mastery across all year groups from Foundation – Year 6. Embed use of live marking and on the day maths surgeries to address misconceptions.</p> <p>Continue CPD for new staff.</p> <p>Raise the profile of small steps and mastery approach through whole school working walls.</p> <p>Ensuring all staff use evidence-based whole-class teaching approaches/interventions.</p>	September 2021
D & E A whole school and consistent approach to class/school routines and expectations through PACE, metacognition and regulation strategies.	To reduce class disruption – evidenced on CPOMs. Evidence of self-regulated learners.	<p>a) Whole School Jigsaw PSHE curriculum.</p> <p>b) Whole school effective behaviours policy with links to displays, regulation characters and universal use of language of behaviour and regulation.</p> <p>c) Embed CPD and PACE training across whole school context.</p> <p>d) Use EEF Meta-cognition handbook in CPD.</p> <p>e) Healthy Schools Award</p> <p>f) Mental Health Award</p> <p>g) Trauma Aware Award</p>	<p>September 2020</p> <p>September 2020</p> <p>September 2020</p> <p>September 2021</p> <p>September 2020</p> <p>September 2020</p> <p>September 2021</p>
Projected Spending: £11,500 RWI + £4000 Acc Reader + £1000 High interest books			
ii. Targeted support for current academic year:			
Measure	Activity		
Teacher led interventions:	<p>Daily Maths surgeries for on the day feedback and addressing misconceptions.</p> <p>Writing conferencing.</p> <p>Phonics 'Pinny Time' or 1:1 tuition.</p>		
Teaching Assistant led interventions:	BLAST/SPIRALS/Talkboost to improve speech, language and vocabulary outcomes.		

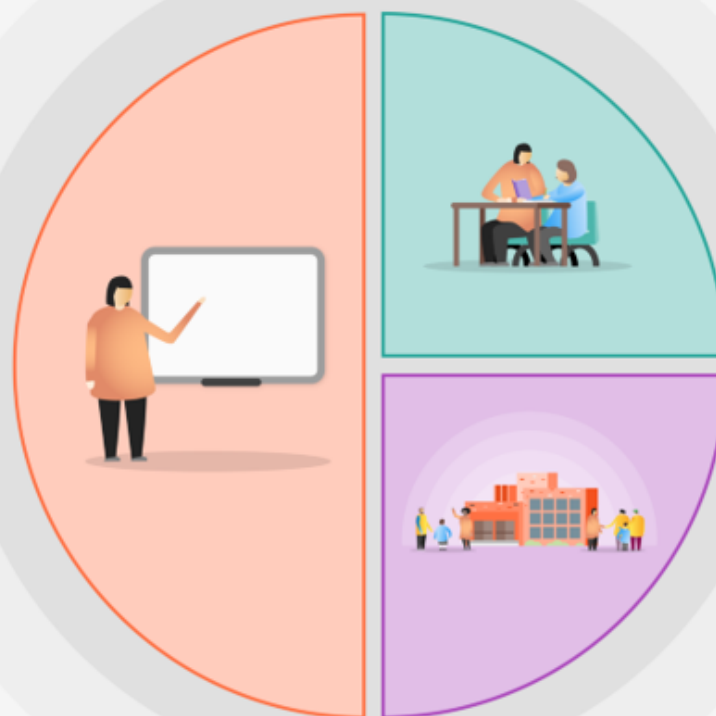
	Maths surgery 1:1 and small group for disadvantaged pupils falling behind ARE. Precision Instruction – for disadvantaged children falling behind in reading and spelling. Phonics 1:1 tuition and ‘Pinny Time’ for disadvantaged at risk of not passing Y1 phonics.
After school club:	Y6 Booster club for disadvantaged pupils falling behind in reading and maths.
Barriers to learning these priorities address	Closing the gap through ‘keep-up’ rather than ‘catch up’ ensuring that the gap is not too wide.
Projected Spending:	£3000 Phonics development days , MAST intervention training costs £400, TA overtime for booster club £120
iii. Wider Strategies for current academic year:	
Measure	Activity
Engaging curriculum to raise cultural capital.	CPD and implementation of Chris Quigley approach to broad and engaging curriculum to increase cultural capital for disadvantaged pupils.
Free breakfast	Access to free breakfast club provision for disadvantaged pupils.
Improving social interaction and maintaining attachments/relationships.	Use of individualised Social stories and Social/Communication groups such as Circle of Friends and Socially Speaking to improve social interaction, friendships and social understanding.
Enrichment offer.	Increase in enrichment offer through clubs, visits and music tuition entitlement for disadvantaged pupils to increase cultural capital.
Bespoke clubs.	Provision of bespoke clubs to meet individual needs: Military Club Kids Resilience Boost Young Carers club Well-being club
Multi-Agency Support	Buy in to MAST (Multi-Agency Support Team) for increased provision such as Therapist, Learning Mentor, Counsellor to support individuals and families with acute need.
Improve PP attendance in-line with school target of 95.5%.	Admin to monitor attendances and follow up absences on the same day. EWO support. ½ termly attendance meetings (admin, HT and PSA).
Barriers to learning these priorities address	Raising cultural capital, improving attendance and readiness to learn for disadvantaged pupils.
Projected Spending:	£1,300 Chris Quigley Training and resources, £8,000 MAST buy in, proportion of PSA role £22,000, proportion of SENCO/Inclusion role £10,000, £800 for tuition and trips

5. Monitoring and Implementation:		
Area	Challenge	Mitigating Action
Teaching	Ensuring enough time is given for training and following up monitoring/coaching.	Use of INSET days and additional cover being provided by supply/SCITT student time.
Targeted Support	Ensuring enough time for English/Maths leads to monitor and coach. Ensuring all interventions are value for money, evidenced based and making an impact.	SCITT student's time used to free up English/Maths lead. Extra staff INSET time allocated. Only using evidenced based interventions and all interventions to have in/out assessment.
Wider Strategies	Engaging the children and families facing the most challenges. Ensuring school and home partnership is built.	Working closely with PSA to engage parents through workshops, coffee mornings and including them in planning meetings.

6. Review: Last year’s aims and outcomes.																				
Aim	Outcome																			
Language skills in Reception and KS1 are lower for pupils eligible for PP than for other pupils.	Cued Articulation Training received by all teaching staff. Talkboost and Spirals intervention staff coaching/mentoring across Foundation and KS1. Foundation TA mentored/coached by Speech and Language Therapy Service. KS1 staff trained in Colourful Semantics language intervention. SALT cases closed and support given in school. Steady improvement in disadvantaged pupil progress from 2018-2019. Interventions now need to embed.																			
PP pupils working at greater depth in maths, reading and writing at the end of both Key Stages.	<table><tr><td>Reading EXS+</td><td>78%</td><td>Reading GDS</td><td>33%</td></tr><tr><td>Writing EXS+</td><td>89%</td><td>Writing GDS</td><td>11%</td></tr><tr><td>Spag EXS+</td><td>89%</td><td>Spag GDS</td><td>33%</td></tr><tr><td>Maths EXS+</td><td>89%</td><td>Maths GDS</td><td>44%</td></tr></table>				Reading EXS+	78%	Reading GDS	33%	Writing EXS+	89%	Writing GDS	11%	Spag EXS+	89%	Spag GDS	33%	Maths EXS+	89%	Maths GDS	44%
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Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups.	At the end of KS1, PP pupils were not all attaining ARE but made progress. By end of KS2, most PP pupils made expected progress and attainment.																			
Pupils’ mental Health and wellbeing.	Training delivered in PACE, attachment and JIGSAW (PSHE).																			
Pupils who are deemed eligible for pupil premium (ever 6, formerly LAC and CLA) who have additional specific barriers to their learning	There are now less ELSA TAs in each Key Stage than before. Training and buy into MAST (Multi Agency Support Team) for next year to address SEMH needs.																			

1 Teaching

- Whole school approach and CPD around QFT with less emphasis on overly elaborate interventions.
- Whole school focus on oracy including Picture News, Word of the Day for structured and targeted vocabulary acquisition, speaking in sentences.
- High emphasis on reading culture – RWI Phonics, Daily class story, Famous Five reads, Accelerated Reader, ERIC/VIPER comprehension strategies, library, reading for pleasure, high/low readers for literacy difficulties.
- Whole school approach to Maths Mastery – White Rose small steps progression, fluency, problem solving and reasoning (CAP – concrete, abstract, pictorial approach).
- Whole school approach to Effective Behaviours, PACE, self-regulation and attachment/trauma aware approach.
- Whole school implementation of strategies to support metacognition and self-regulated learning.
- Whole school approach to reduction in class disruption – Behaviour Recovery and Policy.



2 Targeted academic support

- Teacher led interventions including: Daily maths surgeries – on the day feedback, Writing conferencing, Phonics Pinny time, Cued Articulation.
- Teaching Assistant led interventions including: BLAST/SPIRALS and Talkboost, Maths Surgery, Precision Instruction, Pinny Time, Phonics 1:1 tuition, Numicon, targeted groups based on diagnostic assessments.
- After school tuition and booster clubs.

3 Wider strategies

- Chris Quigley Broad and engaging curriculum to raise cultural capital.
- Free breakfast club access.
- Use of individualised Social Stories.
- Wide range of visits, clubs and music tuition (financial support given).
- Social and communication groups.
- Whole School approach to Effective Behaviours, PACE approach, self-regulation, Healthy Schools and REAL PE.
- Bespoke clubs – Resilience Boost, Military Club Kids, Young Carers and Well-being.
- MAST (Multi Agency Support Team) referral and support.