

# Elmwood Junior School

## Pupil Premium Grant expenditure Report for 2016/17

### Introduction

School leaders are required to ensure that Pupil Premium Grant (PPG) funding is not absorbed into the mainstream budget, but is instead targeted at the designated children. Schools are required to identify how the money is being spent and to monitor and evaluate the effectiveness of the strategies employed to raise the attainment and achievement of disadvantaged pupils.

This report details the funding received for 2016/17, summarises how this funding was spent and demonstrates the impact of the school's strategies with reference to the Key Stage 2 SATS results for 2017.

**Figure 1. Pupil Premium Grant Funding 2016/17**

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	480
Total number of pupils eligible for PPG (including Ever6, CLA)	38.4%*
Amount of PPG received per pupil in financial year 2016/17 (£1900 for CLA)	£1320
Total amount of PPG received in financial year 2016/17	£245,400

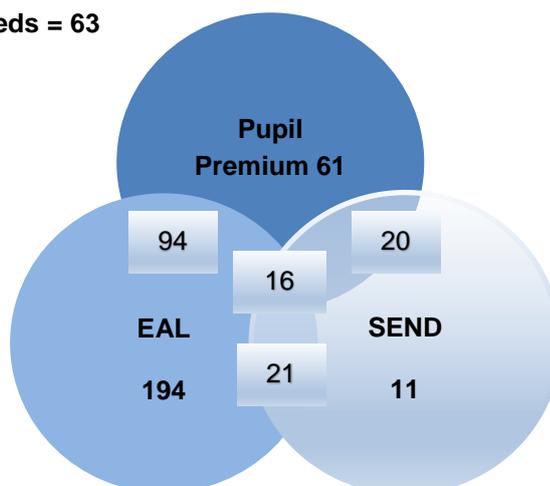
\*2016 national average 25.4%

### School Context

Elmwood Junior School is a large four form entry Junior School in the London Borough of Croydon, serving a diverse community. The school has a higher proportion of pupils qualifying for Pupil Premium (PPG) than the national average. Over 65% of the school's pupils have English as an additional language, as compared to a national average of 20% in 2016 and 1.8% of pupils have an Educational Health Care Plan. Figure 2 below demonstrates the complex and intersecting needs of our pupils.

**Figure 2. Elmwood Junior School pupils with multiple needs – July 2017**

**Pupils without PPG or additional needs = 63**



### **Objectives of Pupil Premium Grant spending**

- Provide additional educational support to raise the achievement of our pupils in receipt of the Pupil Premium Grant.
- Embed an unwavering commitment across the school to closing the attainment gap between PPG children and their peers.
- Address underlying inequalities, as far as possible, between these pupils and others by having a good knowledge and high expectations of every child.
- Ensure that the Pupil Premium funds reach the pupils who need them most.
- Identify children with multiple additional needs and put in place effective strategies to support their progress.
- Make a significant impact on the education and lives of these pupils, to ensure that each child maximises his or her potential.
- Work in partnership with the parents of pupils to collectively ensure their success.

### **Pupil Premium Grant Strategy**

The school has identified and implemented a number of strategies to raise achievement and attainment across the school and with specific focus on disadvantaged groups:

- A Deputy Head Teacher with teaching and learning responsibility was Pupil Premium Lead to focus on overcoming the gaps in learning for specific groups of pupils.
- Additional teachers were recruited for each year group, providing experienced staff to work with small groups focusing on overcoming the gaps in learning.
- One to one Mentoring programme for pupils to overcome identified gaps in learning.
- One to one reading.
- Behavioural and social and emotional support was provided by trained learning support staff (e.g. ELSA) to overcome the barriers to learning.

- Specialist speech & language therapist attended 1 day per week.
- Play therapist attended 1 day per week to overcome the emotional barriers to learning.
- Additional SEN resources were purchased.
- Extra-curricular activities and enrichment experiences such as clubs and live theatre are provided.
- A focus on good attendance for all pupils but particularly PPG pupils. Overall attendance for the academic year was 96.5% for non-Pupil Premium and 95.7% was achieved for disadvantaged pupils.

See Appendix A for a breakdown of spending by item/project.

### Analysis of Attainment

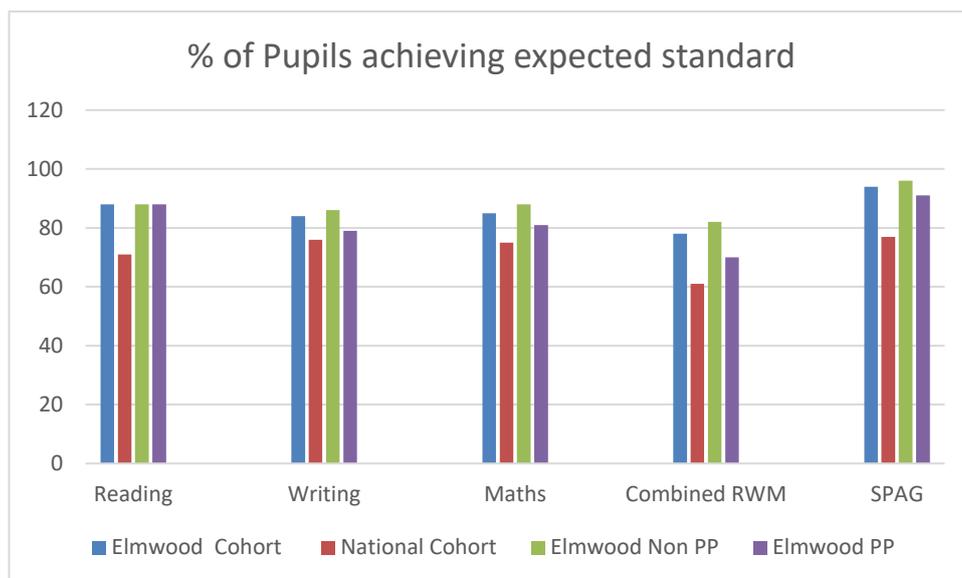
In 2015/16 the DfE implemented a new more challenging curriculum and testing regime. The concept of assessing to 'levels' was removed and each school was required to develop their own assessment framework to measure pupils against the 'expected standard' for their age. Elmwood Junior School replaced levels with the following categories:

- Working towards the expected standard
- Working at the expected standard
- Working above the expected standard

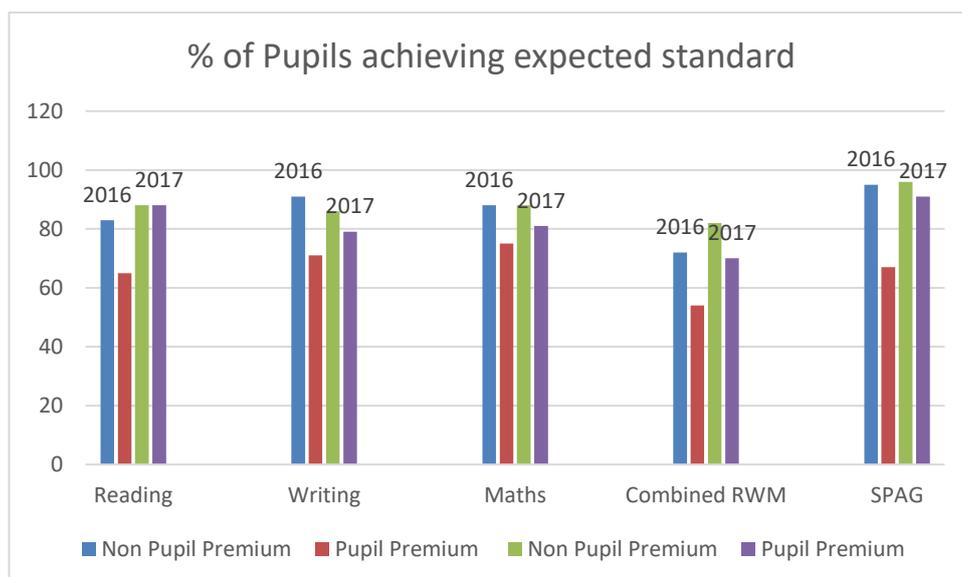
**Figure 3: Summary of the KS2 Provisional SATS data for 2017**

	<b>Elmwood Non PP</b>	<b>Elmwood PP</b>	<b>Difference</b>	<b>Elmwood Cohort</b>	<b>National Cohort</b>	<b>Difference</b>
% of pupils reaching expected standard in <b>Reading</b>	88	88	0	88	71	+17
% of pupils reaching expected standard in <b>Writing</b>	86	79	-7	84	76	+8
% of pupils reaching expected standard in <b>Maths</b>	88	81	-7	85	75	+10
% of pupils reaching expected standard in combined <b>RWM</b>	82	70	-12	78	61	+17
% of pupils reaching expected standard in <b>SPAG</b>	96	91	-5	94	77	+17

**Figure 4: % of Pupils attaining the Expected Standard in 2017 (provisional data)**



**Figure 5: % of Pupils attaining the Expected Standard comparison with 2016 results**



**Key findings from the provisional SATS results for 2017**

Figures 3 & 4 above show that the Elmwood Junior School cohort of 2017 outperformed the National cohort in all subjects. Elmwood’s Pupil Premium pupils also outperformed the National cohort in all subjects. Figure 5 shows that the gap in attainment between disadvantaged pupils and non-Pupil Premium pupils has significantly reduced in Writing, Maths and SPAG from 2016 levels and there was no gap at all for Reading.

**Reading:**

- 88% of disadvantaged pupils met the expected standard.
- This is *level* with the performance of Non-PP children at 88%.
- **The gap from 2016 has closed. This is an improvement of 18%.**
- This is *higher* than the National cohort by 17% and the National cohort includes all pupils (PP and non-PP).

### Writing:

- 79% of disadvantaged pupils met the expected standard.
- This is *lower* than for Non-PP children at 86%.
- **The gap has *narrowed* from 2016 by 13%.**
- This is *higher* than the National cohort by 3%.

### Maths:

- 81% of disadvantaged pupils met the expected standard.
- This is *lower* than for Non-PP children at 88%.
- **The gap has *narrowed* from 2016 by 6%**
- This is *higher* than the National cohort by 6%.

### Combined Reading, Writing & Maths (RWM):

- 70% of disadvantaged pupils met the expected standard.
- This is *lower* than for Non-PP children at 82%.
- **The gap has *narrowed* from 2016 by 6%.**
- This is also *higher* than the National cohort by **9%** and the National cohort.

### SPAG

- 91% of disadvantaged pupils met the expected standard.
- This is *lower* than for Non-PP children at 96%.
- **The gap has *narrowed* from 2016 by 23%.**
- This is *higher* than the National cohort by 14%.

### Evaluation of Interventions for 2016/17

**Mentoring** – fifteen children took part in the mentoring programme for 2016/17. 73% of these pupils attracted the Pupil Premium Grant. All pupils who took part in the programme had been making well below the expected three terms progress per year in Reading, Writing and Maths. The table below shows the average progress made for disadvantaged pupils as a result of interventions, particularly the Mentoring programme. Progress in Years 5 & 6 was at expected levels or higher in most subjects. At least two terms progress was made for pupils in Years 3 & 4, except in Maths in Year 3.

### Average No of Terms Progress – Pupil Premium Pupils:

Year Group	Reading	Writing	Maths
3	2	2.3	1
4	2.7	3.3	2
5	4	2.7	4.3
6	3	4	4
<b>Overall</b>	2.9	2.8	2.6

**Guided Reading** – a small group of children from each class worked with an LSA daily, focussing on improving Reading. In Year 6, 40% of the pupils taking part in the intervention attracted the PP Grant. 79% of these pupils reached age-related expectations.

**Play Therapy** – a trained therapist worked with individual pupils to address emotional difficulties, such as bereavement and trauma. 80% of the pupils seen attracted the PPG. Of these pupils 25% fully met their therapeutic objectives and were discharged. Positive progress was reported for the remaining 75%. 50% of these pupils achieved the expected standard in Reading, Writing and Maths combined.

**ELSA** – a trained ELSA worked with individual pupils and small groups to address social and emotional barriers to learning. 71% of the children who worked with the ELSA attracted the PPG. Of these pupils 50% fully or substantially met their therapeutic objectives. 15% started ELSA in the summer term and this is ongoing for September 2017. 35% of children have required ongoing sessions to address complex emotional needs. 35% of these pupils met the expected standard in Reading, Writing and Maths combined.

**Speech & Language** – a specialist Speech & Language therapist (SALT) worked with pupils to improve receptive and expressive language skills. The SALT produces a separate evaluation report demonstrating the effectiveness of the service.

### **PPG Budget for 2017/18**

For the financial year 2017/18 the PPG is £1320 per eligible child and £1900 for Looked After Children (LAC). However individual Local Authorities can opt to retain centrally some, or all, of the grant for LAC.

The school's PPG budget for 2017/18 is c. £246,100.

Funding will be allocated to interventions that have been evaluated as successful, such as an extended Mentoring programme, Guided Reading, Individual Reading programme, Maths groups, SALT, Play Therapy and ELSA.

The focus will be to further close the gap in achievement between our disadvantaged pupils and our non-PP children in Writing, Maths and SPAG.

The School will monitor and report on the PPG as follows:

- The Deputy Head Teacher responsible for Teaching & Learning will continuously monitor and evaluate the impact of Pupil Premium Funding in terms of improving educational outcomes for pupils and cost effectiveness.
- Monitoring individual strategies by using the new Interventions module on SIMS.
- Case studies will be used to provide evidence of the effectiveness of individual strategies.
- The Head Teacher will report annually to the governing body and parents on how effective Pupil Premium spending has been and what impact has been made.
- Information regarding Pupil Premium spending will be published on the school's website.

This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## Appendix A

Summary of PPG spending 2016/17		
Item/project	Total Cost per Annum	Objective
Pupil Premium Lead	£234,729*	Train staff to deliver targeted interventions and monitor their delivery. Monitor progress of PP children, prioritise interventions and evaluate to ensure gap in achievement is narrowed
Additional Teachers		Additional teacher per year group to facilitate small group work to overcome gaps in learning and raise attainment.
LSA's		LSA's to facilitate small group work to overcome gaps in learning and raise attainment. Includes Guided Reading, Individual Reading Programme, Handwriting, Phonics, Spelling and Maths interventions.
Emotional Literacy Support Assistant		Remove barriers to learning through weekly sessions with a trained ELSA  71% of pupils attending are PP
Educational Psychologist	£1,654	Purchased sessions @ 38%
Speech and Language Therapist – 1 day per week	£3,497	Remove barriers to learning through weekly sessions with a trained SALT 27% of pupils attending are PP. Train staff to delivery targeted speech & language interventions.
Play Therapist	£6,720	Remove barriers to learning through weekly sessions with a trained therapist 80% of pupils attending are PP
One to One Mentoring	£6,658	Targeted one-to-one mentoring programme to overcome individual gaps in learning. 73% of pupils attending are PP.
Miscellaneous	£7,790	Includes extra-curricular activities, trips, Trees for Cities growing programme.

\*includes on-costs

<b>Total PPG received</b>	£245,400
<b>Total PPG expenditure</b>	£261,048
<b>PPG remaining</b>	-£15,648