

# Elmwood Junior School - Pupil Premium Strategy 2018

## Statement of intent

At Elmwood Junior School, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Pupil premium 2018 to 2019: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and TSC (2018) 'Effective pupil premium reviews'
- MoD (2018) 'The Service Pupil Premium: what you need to know'

## 2. PPG allocation rates

2.1. For the academic year 2018 to 2019, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,320
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,300

PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,300
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### 3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.
- 3.5. To make a significant impact on the education and lives of these pupils.
- 3.6. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

### 4. Our strategy for success

- 4.1. We will maximise the use of PPG by:
  - Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
  - Ensuring PPG funds can be identified within the school's budget.
  - Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
  - Ensuring funds are targeted for the educational benefit of pupils registered at the school.
  - Assessing the individual provisions required for each pupil in receipt of PPG.

### 5. Use of the LAC and PLAC premiums

- 5.1. The LAC premium is managed by the designated virtual school head (VSH) for the Local Authority.
- 5.2. The premium will be used for the benefit of a pupil's educational needs as described in their personal education plan (PEP).
- 5.3. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.

- 5.4. The LAC premium will be used to facilitate a wide range of educational support for LAC.
- 5.5. The designated teacher and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.
- 5.6. The designated teacher will work with the VSH to ensure that all available funding is spent.
- 5.7. PLAC premium is allocated directly to the school.
- 5.8. LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.
- 5.9. The school explores evidence-based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) Teaching and Learning Toolkit, to determine the best use of the funding (see Interventions & Additional provision below).
- 5.10. The school will focus on approaches that:
  - Are individually tailored to the strengths and needs of each pupil.
  - Are consistent (based on agreed core principles and components) but also flexible and responsive.
  - Are evidence-based.
  - Are focussed on clear short-term goals providing opportunities for pupils to experience success.
  - Include regular, high-quality feedback from teaching staff.
  - Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via the PEP).
  - Support pupil transition through the stages of education (e.g. from primary to secondary).
  - Raise aspirations through access to high-quality educational experiences.
  - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 5.11. The school will choose approaches that emphasise:
  - Relationship-building, both with appropriate adults and with their peers.
  - An emotionally-intelligent approach to the setting of clear behaviour boundaries.
  - Increasing pupils' understanding of their own emotions and identity.

- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils’ interests and make success matter to them.
- A joined-up approach involving the pupil’s social worker, carer, VSH and other relevant professionals.
- Strong and visionary leadership on the part of the SMT.
- A child-centred approach to assessment for learning.

## 6. Interventions & additional provision

6.1. The school uses a range of interventions and additional provision (EEF evaluation of impact in brackets):

- Providing one-to-one tuition and mentoring after school (+5 months impact. Moderate impact for high cost).
- Small group work with experienced additional teachers in each year group to address specific knowledge gaps (+4 months impact. Moderate impact for moderate cost).
- Reducing class sizes to improve opportunities for effective teaching (+3 months impact. Moderate impact for moderate cost).
- Self-regulated learning, for example using achievement Logs and self-assessment (+7 months impact. High impact for low cost).
- Peer tutoring (+5 months impact. Moderate impact for low cost).
- Phonics interventions (+4 months impact. Moderate impact for low cost).
- Targeting reading comprehension in pupils who are below age-related expectations, for example IRP and Guided Reading (+6 months impact. High impact for low cost).
- Targeting pupils who require additional help to overcome barriers to learning, for example behavioural and emotional literacy support (+4 months impact. Moderate impact for moderate cost).
- Specialist support such as speech & language interventions (+4 months impact. Moderate impact for moderate cost), play therapy and counselling to address barriers to learning.
- Parental engagement, such as workshops covering vocabulary and language development
- Investment in digital technology (+4 months impact. Moderate impact for moderate cost).
- Extra-curricular and enrichment activities, such as clubs, theatre visits and young carers support.

## **7. Reporting**

- 7.1. The headteacher reports annually to the governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.
- 7.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the headteacher and the governing board.
- 7.3. Assessment data is used continuously to assess the progress and outcomes for individual PPG pupils. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.
- 7.4. Information regarding PPG spending is published on the school website.

## **8. Data Protection**

- 8.1. Elmwood Junior School will collect and process all personal data and sensitive personal data in accordance with the legal obligations as set out in the General Data Protection Regulations 2018. Please see the school's GDPR Data Protection Policy for further information.

## **9. Monitoring & review**

- 9.1 The headteacher will be responsible for reviewing this strategy annually.
- 9.2 The strategy will next be reviewed in November 2019.

# Pupil Premium Strategy Statement

1. Summary information			
Academic Year	2017-18	Total PP budget	£245,446
Total number of pupils	479	Number of pupils eligible for PP	192

2. Attainment July 2018 SATS			
	<i>Pupils eligible for PPG</i>	<i>Whole Cohort</i>	<i>National</i>
% expected progress in reading, writing and maths	57	65	64
% expected progress in reading	74	74	75
% expected progress in writing	87	90	78
% expected progress in maths	81	87	76
% expected progress in SPAG	80	86	78

3. Attainment SATS 3 Year Trend – pupils eligible for PPG			
	<i>2016</i>	<i>2017</i>	<i>2018</i>
% expected progress in RWM	54	70	57
% expected progress in reading	68	88	74
% expected progress in writing	62	72	87
% expected progress in maths	75	81	81
% expected progress in SPAG	67	91	80

4. Review of expenditure					
Academic Year		2017-18	Total Spend	£269,065	
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/ intervention	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Comments (inc whether you will continue with this approach)	Cost	
Focus on attainment and progress of PP children. Plan & implement strategies to narrow the gap with cohort.	Pupil Premium Lead	The gap between PP and cohort achieving RWM was 8% which has narrowed from 10%. Our PP pupils perform better than PP pupils nationally: 57% achieving RWM compared to 51%. 9% of PP pupils achieve RWM at the Higher Standard compared to 4% nationally. The scaled scores achieved by PP pupils in Reading, Maths and SPAG have increased steadily over the last three years: 102.6, 104.9, 105.6 – and are currently significantly above National 105.6 compared to 102.5.	Pupil premium lead will continue to champion the educational needs of PPG recipients and ensure the implementation of effective interventions to narrow the gap between PP children and the cohort.	£30,134	
Reduce class/group sizes. One to one support	Additional Teachers		Continue to employ a trained additional teacher per year group to deliver effective interventions and to reduce class/group sizes where required	£68,057	
<b>ii. Targeted support</b>					
Desired outcome	Chosen action/ intervention	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Comments (and whether you will continue with this approach)	Cost	
Achieve age related expectations in RWM	Mentoring Year 5/6	78% of pupils attending mentoring achieved the expected level in RWM On average the Year 6 children who took part made 12 terms progress, where 9 is expected. On average the Year 5 children who took part made 11.2 terms progress, where 9 is expected. 93% of pupils who took part made accelerated progress.	The after school mentoring programme has proved to be extremely effective and the programme will be extended in 2018/19	£6,658	
	LSA's delivering targeted interventions: Guided Reading, Individual Reading Programme, Year 3 reading	Pupils taking part in reading interventions on average made more than the expected one term's progress.	Trained LSA's delivering targeted interventions have proved to be very effective and will be continued in 2018/19	£128,874	

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Comments (and whether you will continue with this approach)</b>	<b>Cost</b>
Remove psychological barriers to learning	Educational Psychologist	50% of the pupils assessed by the Ed Psych were PP. The EP carried out range of support: Assessed pupils for a range of needs and provided feedback to staff and parents about outcomes and additional provision Made/supported onward referrals to CAMHS for 3 pupils Wrote EP reports to support EHCP requests for 3 pupils Diagnosed 3 pupils with Specific Learning Difficulties (dyslexia) Provided advice to SMT on managing extreme behavioural difficulties and preventing exclusions Liaised with DSL Attended TAF meetings for a pupil with selective mutism and provided advice Attended annual reviews and an interim review which led to a pupil being allocated a place at St Nicholas Special School	Educational Psychology service to be continued as it is essential for assessing pupils and referring to specialist services and targeted provision.	£1,741
Improve speech, language & communication skills at following levels: - Universal - Targeted - Specialist	Speech & Language Therapy	SALT trained all teaching staff  SALT trained LSA's to run speech & language interventions with pupils with an identified need.  SALT delivered targeted support to pupils with acute speech and language difficulties. 40% of caseload were PP. Those pupils fully met their speech & language objectives	Will extend universal support, whilst maintaining level of targeted and specialist provision, through: - increasing training for staff (focussing on vocabulary development, which links to appraisal focus, and support for pupils with social communication needs) - SALT to carry out environmental audits across the whole school and model sessions to teachers focussing on the outcomes of the audits. To further improve impact for pupils on caseload SALT and SENCO to provide additional training to LSAs and CT about following up on careplan targets.	£5,180
Remove emotional barriers to learning	Play Therapy	100% of pupils attending were PP 100% of pupils met or partially met their objectives	Caseload 5 pupils only, reviewed value for money and recommended moving to alternative provider who can see 8 pupils per day.	£7,700
Remove emotional barriers to learning	Emotional Literacy Support	75% of caseload were PP children. 68% of pupils met or partially met their objectives 32% of pupils had very significant needs and were referred for additional support.	ELSA service to be continued. The ELSA provides a valuable specialist service to pupils with emotional and behavioural difficulties and works with pupils to overcome their barriers to learning	£14,097

Provide enrichment activities such as music, cooking & theatre visits that PP pupils may not usually access	Extracurricular trips Afterschool clubs Music lessons	85% of PP pupils took part in one or more after school club, including cooking, gardening, sports, dance and drama. Pupils are given enrichment opportunities such as theatre trips.	Continue the provision of after school clubs and enrichment activities for pupils who may otherwise not access such opportunities.	£6,624
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**5. 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*)

<b>A.</b>	59% of PP pupils also have English as an Additional Language
<b>B.</b>	18% of PP pupils have a special educational need, including speech & language. This is higher than the cohort at 14%
<b>C.</b>	79% of pupils who have Child Protection or CIN status or other vulnerability are PP
<b>D.</b>	In 2017-18 PP pupils achieved 95.58 attendance which was slightly lower than non PP children at 96.07%

**6. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To narrow the gap between the educational achievement of PP pupils and their peers.	% gap between PP children and the cohort is narrower in 2018/19 than previous year
<b>B.</b>	PP pupils at the school outperform the national PP cohort	% of PP pupils at the school achieving expected levels for combined RWM is higher than the national level
<b>C.</b>	To deliver services and interventions to remove the emotional and behavioural barriers to learning.	Pupils show improvement in their behaviour and emotional well-being
<b>D.</b>	Average attendance of PP pupils increases.	Average PP attendance reaches 96%