

# Elmwood Junior School - Pupil Premium Strategy 2019

## 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.
- 3.7. Elmwood Junior School is a Rights Respecting School and children are aware of their rights as defined in the United Nations Convention on the Rights of the Child. This strategy seeks to uphold Article 28 – the right to an education and Article 29 – education must develop every child's personality, talents & abilities to the full.

### 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 2020.

# Pupil Premium Strategy Statement

1. Summary information			
Academic Year	2018-19	Total PP budget	£247,556
Total number of pupils	479	Number of pupils eligible for PP	186 (39%)

2. Attainment July 2019 SATS			
	<i>Pupils eligible for PPG</i>	<i>Non-PP</i>	<i>National Cohort (all pupils)</i>
% expected progress in reading, writing and maths	60	75	65
% expected progress in reading	73	75	73
% expected progress in writing	87	86	78
% expected progress in maths	73	86	79
% expected progress in SPAG	80	79	78

3. Attainment SATS 3 Year Trend – pupils eligible for PPG			
	<i>2017</i>	<i>2018</i>	<i>2019</i>
% expected progress in RWM	70	57	60
% expected progress in reading	88	74	73
% expected progress in writing	72	87	87
% expected progress in maths	81	81	73
% expected progress in SPAG	91	80	80

4. Review of expenditure					
Academic Year		2018-19		Total Spend	£256,404
<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	<p>PP pupils outperformed the EJS Non PP cohort in Writing &amp; SPAG.</p> <p>Our PP pupils perform better than PP pupils nationally in all areas.</p> <p>In certain subjects our PP pupils achieve higher than the general national cohort:            RWM 60% compared to 51%            Writing 87% compared to 78%            SPAG 80% compared to 78%</p>	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.	£30,593	
Reduce class/group sizes. One to one support	Additional Teachers	8% of PP pupils achieve RWM at the Higher Standard compared to 5% nationally.	Continue to employ a trained additional teacher per year group to deliver effective interventions and to reduce class/group sizes where required	£53,352	
	LSA's	<p>PP pupils make more progress than Non PP pupils nationally (3 progress points &gt; 1 progress point)</p> <p>The average scaled score achieved by PP pupils in Reading, Maths and SPAG was 103.4, compared to 102.6 nationally.</p>	Trained LSA's to deliver targeted interventions e.g. speech & language, phonics, maths, handwriting	£125,615	
<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	<p>81% of pupils attending mentoring achieved the expected level in RWM.</p> <p>On average the Year 6 children who took part made 12 terms progress, where 9 is expected.</p>	The after school mentoring programme has proved to be extremely effective and the programme will be extended in 2019/20	£7,776	

<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	68% 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 5 pupils Wrote EP reports to support EHCP requests for 2 pupils Diagnosed 1 pupils with Specific Learning Difficulties (dyslexia) Provided advice to SMT on managing extreme behavioural difficulties, preventing exclusions and presenting a case at the Primary Fair Access Panel. Liaised with DSL Attended TAF meetings for a pupil with selective mutism and provided advice Attended annual reviews and interim review and TAF meetings which led to a pupil being allocated a place at Beckmead Special Secondary School and one pupil allocated a place at The Beck specialist provision.	Educational Psychology service to be continued as it is essential for assessing pupils and referring to specialist services and targeted provision.	£5,247
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 or partially met their speech & language objectives	In 2018/19 the SALT extended universal provision through: - Training teachers on vocabulary & developmental language disorder - Classroom environmental audits and 1:1 meetings with every class teacher to identify targets to develop teaching practice and improve Quality First Teaching - Modelling specific skills to two teachers - Sharing speech & language difficulties checklist with all staff to help identify needs more accurately To further improve impact for pupils on caseload SALT and SENCO to provide additional training to LSAs and CT about following up on care plan targets. Future targets are to continue to extend universal provision by: - SALT to model Pre-teaching Vocabulary sessions to class teachers - Expand training of teachers on speech & language needs	£5,180

			Targetted support will be improved through training for teachers and LSA's on implementing strategies on SALT care plans	
Remove emotional barriers to learning	Play Therapy	73% of pupils attending were PP 100% of pupils met or partially met their objectives	New provider appointed this year who sees 8 pupils per day (previous service was 5). 15 pupils received play therapy in total, all met their objectives.	£7,264
Remove emotional barriers to learning	Emotional Literacy Support	75% of caseload were PP children. 90% of pupils met or partially met their objectives 70% of pupils had very significant needs and were referred for additional support.	ELSA service to be continued. A greater proportion of the caseload have significant needs compared to the previous year. ELSA provides an extremely valuable service for these pupils, many of which are also on the DSL's vulnerable pupil list	£14,742
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.	£6,636

<b>5. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	56% of PP pupils also have English as an Additional Language	
<b>B.</b>	17% of PP pupils have a special educational need, including speech & language. This is higher than the cohort at 12.32%	
<b>C.</b>	100% of pupils who have Child Protection or CIN status or other vulnerability are PP	
<b>D.</b>	In 2018-19 PP pupils achieved 95.66% attendance which was slightly lower than 96% target and lower than non PP children at 96.81%	
<b>6. Desired outcomes</b>		
	<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 in RWM, Reading & Maths.	% gap between PP children and the cohort is narrower in 2019/20 than previous year.
<b>B.</b>	PP pupils at the school continue to 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 and meet their targets for interventions.
<b>D.</b>	Average attendance of PP pupils increases.	Average PP attendance reaches 96%

