

Elmwood Junior School - Pupil Premium Strategy 2019-2021

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 2020 to 2021, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Year 3 to Year 6 recorded as 'Ever 6 FSM'	£1,345
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,345

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	£2,345
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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 termly.
- 9.2 The PPG lead will review the strategy termly.

Pupil Premium Strategy Statement

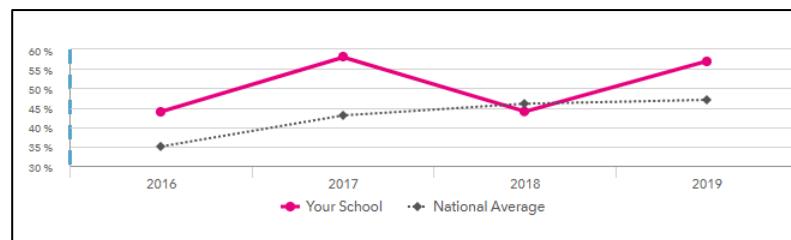
SUMMARY INFORMATION

Date of most recent pupil premium review:	July 2019	Date of next pupil premium review:	July 2021
Total number of pupils:	477	Total pupil premium budget:	£239,410
Number of pupils eligible for pupil premium:	178 (37%)	Amount of pupil premium received per child:	£1,345

STRATEGY STATEMENT

The overall aim of our pupil premium strategy has been to reduce the gap between:

- The school's disadvantaged pupils and disadvantaged pupils nationally
- The school's disadvantaged pupils and the school's non-disadvantaged pupils



Over the period 2016-2019, disadvantaged pupils at the school performed better than disadvantaged pupils nationally in RWM in three out of four years. The most recent data (2019) saw PP pupils at Elmwood perform +10% more in RWM than PP pupils nationally (57% > 47%).

Pupil Premium								
	Reading		Writing		Maths		RWM	
	PP	40/55	73%	48/55	87%	40/55	73%	33/55
Non-PP	47/63	75%	54/63	86%	54/63	86%	47/63	75%
2% gap		1% gap		13% gap		15% gap		

The gap between PP/Non-PP attainment at the school has narrowed from 20/30% (in the last ten years) to a very small gap- PP pupils have outperformed Non-PP pupils in Reading and Writing in the last four years. However, the most recent data shows a gap of 15% in RWM (PP Maths is a whole school priority).

STRATEGY STATEMENT

The Covid-19 pandemic has meant that the school was closed for most pupils between March and September 2020- reopening for 2020-2021 with additional guidance and restrictions. The impact upon the school's Pupil Premium Strategy has been:

- The suspension of mentoring sessions for PP pupils
- No 2020 SATs data
- Restricted mixing between pupils and staff

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Assessment To effectively use new assessment systems to plan appropriate teaching and learning activities for underachieving groups	<p>Staff are able to use the data to ascertain areas of weakness in pupils' Reading, Maths and SPAG skills.</p> <p>English and Maths co-ordinators, Heads of Year and class teachers are able to analyse individual under achievement and trends across cohorts.</p> <p>Priorities and targets for the teaching of Reading, Maths and SPAG can be set at class, year group and school levels.</p>	<p>Following the 2020 school closures, it has been very important to gauge pupils Reading, Writing and Maths development, preferably in a 'low stakes' environment.</p> <p>Commentary throughout the 2020 lockdown/s has frequently referred to school closures affecting disadvantaged/vulnerable pupils more severely.</p> <p>The 'Catch-up Curriculum' has attracted additional funding from the government.</p>	<p>INSET days: September and November.</p> <p>NFER and STAR assessments are ordered/subscribed to in Summer Term 2020.</p> <p>Baseline assessments made early in the year.</p> <p>All staff to receive relevant training and will: understand how to interpret the data, set priorities and identify pupils for interventions.</p>	D Beck	Termly

<p>Whole Class Reading</p> <p>Increasing the quality and frequency of Reading sessions.</p> <p>Raising levels of engagement, attainment and progress in Reading across the school.</p>	<p>Pupils' enjoyment of reading increases as they develop a life-long love of reading.</p> <p>Teachers are confident taking whole class Reading sessions where all pupils read every day.</p>	<p>Pupils are regularly immersed in high-quality children's literature.</p> <p>Pupils are able to improve speaking and listening skills, as well as developing comprehension skills.</p> <p>More time is given to modelling skills rather than just assessing ability.</p> <p>Reduced workload as teachers do not need to plan and resource a carousel of guided reading activities.</p> <p>Behaviour for learning is improved as all pupils are engaged in the lessons.</p> <p>Octavo: Termly English co-ordinator meetings</p> <p>Herts for Learning KS2 Reading Fluency Project: implications for classroom practice</p>	<p>Observation focus 2019-2020: all staff observed teaching Reading. Positive feedback.</p> <p>Reading sessions are timetabled daily.</p> <p>Whole class reading books are ordered and maintained.</p> <p>All pupils reading ages monitored termly.</p>	D Beck	Termly
<p>Vocabulary Action Plan</p> <p>Sustain and widen the school's focus on developing vocabulary skills</p>	<p>All pupils are exposed to and engage in a variety of activities that aim to develop vocabulary skills.</p>	<p>'Why closing the word gap matters: The Oxford Language Report'</p> <p>Course : A whole school approach to vocabulary development</p>	<p>'Teacher Talk' and quality of teaching monitored through planning and observations.</p> <p>Vocabulary displays and writing exemplar evident through learning walks.</p> <p>Ensure all classes have magpie books.</p>	D Beck	Termly

SaLT All staff to implement SaLT strategies at whole class and individual levels	All pupils have access to the curriculum, are given opportunities to develop language skills and ordering and structuring ideas.	Pupils at school who benefit from: <ul style="list-style-type: none">- specialist support (SEN)- targeted support (SEN)- universal support (all pupils)- transition groups Year 6 > Year 7- parental support- identification of needs	SaLT specialist attends school weekly. LSAs trained for delivering SaLT strategies to individuals/small groups. Whole staff meetings for all teachers- awareness of SaLT strategies to be used in class.	J Kriesler	Termly
					Total budgeted cost: 47,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Additional Staffing	Frequent, high quality one-to-one interventions. Catch-up sessions in small groups.	In recent years PP pupils have benefited from the after school mentoring programme. Due to Covid restrictions this has been temporarily suspended. Additional staff- teachers and LSAs- have been put in place to provide one-to-one and small group interventions in class and year group 'bubbles'.	Ensure staff are in place and maintained throughout the year. Additional staff assigned for each year group. Year Leaders timetable additional staff and use available space for interventions.	D Beck/Year Leaders	Ongoing/Daily

ELSA	<p>Identified pupils to have help developing:</p> <ul style="list-style-type: none"> - social and emotional skills, - coping with bereavement, - social stories and therapeutic stories, - anger management, - self-esteem, counselling - solution focus and friendship. 	<p>A number of Evaluation Reports produced by www.elsanetwork.org and other agencies reveal the positive impact of ELSA intervention.</p>	<p>Fully trained ELSA- JE. ELSA sessions timetabled throughout the week.</p> <p>Caseload reviewed every half term.</p> <p>Impact measured using online Boxall Profile.</p>	Jennifer Kriesler/Jackie Elliott.	Half-termly
Therapy/Croydon Drop-in	To provide an accessible and confidential outlet for pupils seeking support and counselling.	The offer of emotional support/counselling facilitates improved wellbeing.	<p>Full-time counsellor available all day, every day of the week.</p> <p>Pupils may have timetabled sessions or 'drop in' as required.</p>	Derya Devencioglu	Ongoing/Daily
IRP/Phonics	To provide effective 'catch-up' interventions for those pupils struggling with reading.	Phonics interventions in Year 3 and beyond have been highlighted as a priority by OFSTED. Phonic knowledge and developing word sight recognition are key skills for emergent readers.	<p>Ensure staff are suitably trained to deliver.</p> <p>Pupils identified early in the year.</p> <p>Sessions timetabled daily.</p>	D Beck/ Catherine Holloway	Half-termly
Toe by toe	Help for developing readers who struggle to decode or those with dyslexic difficulties.	Toe by toe is widely used (in 70+ countries) and recognized internationally as one of the most effective synthetic phonics programs.	Ensure pupils are identified and staff are suitably trained to deliver early in the year.	Jennifer Kriesler	Half-termly

Parental Support	<p>Useful information- documents, audio-visual presentations, videos and links- are relayed to parents via the school website.</p> <p>Staff available through email. Telephones used for parent/teacher consultation meetings</p>	<p>Covid restrictions and the growing reliance on remote learning has necessitated alternative lines of communication with parents/carers.</p>	<p>All important information is uploaded onto website. Parents are alerted to updates via text message.</p> <p>Where possible, new information to be conveyed through visual/audio means e.g. 'Homework and Remote Learning' page.</p> <p>All parents/carers to receive a 'Meet the Teacher' letter. This will include contact details and all pupil passwords and log-ins.</p> <p>Parent consultation meetings held via telephone.</p>	D Beck	Weekly
Total budgeted cost:					190,000
Enrichment activities					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Themed days	Pupils to continue participating in enrichment days in the absence of school trips/ visitors to the school. E.g. virtual Roman Day: Year 4.	Contextualizing learning within concrete experiences enables pupils to draw from their own involvement in exciting 'special days'.	Ensure adequate time is given to prepare and organise the days.	Year Leaders	Termly

Growing fruit and vegetables	Year 6 pupils to: prepare garden area and plant and maintain crops.	To provide enrichment activities not normally experienced.	Timetabled sessions. Orders for fruit and vegetables made in good time for late Winter/Spring planting	Deray Ozgu	Ongoing
Pantomimes	All pupils to enjoy a 'virtual' pantomime in December.	Providing cultural enrichment experiences for disadvantaged pupils (Ofsted).	Pantomimes booked: 'Robin Hood...' pre-recorded 1 – 24 th December 'Cinderella' live streamed 16 th and 17 th December	A Read	Autumn Term
Total budgeted cost:					2,500