

# Ellwood Primary School

## Pupil Premium 2018-2019

### Due for review - Autumn 2019

In April 2011 the Government introduced the Pupil Premium Grant. This additional grant funding is allocated to pupils who are "Looked after" by the Local Authority, those who have been eligible for Free School Meals, at any point in the last six years and for children whose parents are currently serving in the armed forces.

The amount of premium granted is £1320 per pupil.

From April 2014, children who are 'looked after' attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus', which is £1900 per pupil. This is to reflect the possible unique challenges faced by 'looked after' pupils. They could struggle to make progress and attain their full potential due to changes in their home life and emotional upset and could fall behind academically, at both primary and secondary level.

Pupils who have parents in the armed forces are supported through the Service Child Premium which is £300 per pupil.

The Pupil Premium Grant is seen by the government as the best way to address the current underlying inequalities between children from more deprived backgrounds and their wealthier peers, to ensure that they do not fall behind and keep up with peers academically.

The Pupil Premium is easily identifiable in the school budget. Schools and staff are the best people to decide and know how to spend the money to ensure it reaches the children who need it most and how it can be spent to give these pupils experiences, opportunities and additional support to ensure they reach their full potential.

The ultimate goal is to ensure that pupil premium children make as much progress as non-pupil premium and attain in line with non-pupil premium. We believe that all children deserve the best possible education. We have high expectations for all of our pupils. We aim for our children to leave our school with the knowledge, skills, understanding, resilience and attitudes which help to develop a love of learning.

### Funding received for Pupil Premium Pupils

Year	Funding
2013/14	£21,866
2014/15	£25,870
2015/16	£30,240
2016/17	£30,560
2017/18	£31,260
2018/19	£27,000

Date	% of pupils on roll
2013/14	13.8%
2014/15	15.7%
2015/16	16.4%
2016/17	19%
2017/18	19%
2018/19	April 18 - 17%    October 18 - 19%

### Pupil Premium Students

#### Current PP Characteristics

#### Characteristics of our Pupil Premium Children September 2018 (current roll - 139)

Year Group	PP %	Boy/Girl		Number who are SEN	Number who are PP+
R	25% (not official data)	5%	20%		1
1	22%	60%	40%	1	2
2	10%	0%	100%	1	
3	15%	33%	67%	2	
4	18%	50%	50%	1	
5	14%	100%	0%	1	
6	33%	60%	40%	3	
All	19%	52%	48%	9	3

### **Potential Barriers to learning - which may impact on some of our pupil premium.**

Pupils in receipt of funding pupils who attend Ellwood School come from a wide and varied backgrounds. Many live in and around the local area, while others travel a little further to attend the school. The range of needs the children have may vary in needs of learning but also socially and emotionally.

- Identified SEND need
- Low attendance/persistent absence
- SEMH needs (social, emotional, mental health needs) of pupils and their families
- Insufficient sleep
- Physical health needs of pupil or parent/family member
- Low self-esteem/lack of resilience
- Parents needing support to help with routines at home and children's academic work
- Emotional and attachment related difficulties
- Lack of independence
- Gross and fine motor control difficulties
- Concentration needs
- Speech and language needs
- Social needs - getting on with other children/friendships
- Lack of opportunities to play games/outside learning/trips/events/holidays
- Specific learning needs e.g. reading, writing, maths
- Social Rural Deprivation (being unable to access activities and opportunities which inner city children may be able to participate in).
- Low income - financial restraints and restrictions due to low income leading to missed opportunities due to not being able to afford or access additional enriching opportunities offered by the school and other local agencies.
- Unable to access outside agencies and professionals due to rural location and transport
- Lateness and attendance - difficulty in being on time in the mornings and due to transport, location, lack of routines, childcare arrangements, separated families and poor attendance due to parental difficulties and circumstances and attitudes to school.
- Looked after children and adopted children - leading to children being unsettled
- Family separation or break up

At Ellwood School, all pupils are supported regardless of race, gender, ability, personal or home circumstances. All our children are supported and nurtured as individuals. We believe, reinforced by research, Quality First Teaching (QFT) in every class is vital for good progress and attainment as does research. We pride ourselves on ensuring that all our teachers are trained well and teach appropriate

lessons, matched to pupil needs. Teaching and learning across the school is monitored closely by the Headteacher, Deputy Headteacher, Senior Leaders, Co-ordinators and external professionals. Along with striving to provide the best education possible on a day to day basis we supplement this teaching, when needed, with timely interventions, planned to the needs of groups and individual children. These interventions are planned and delivered by teachers, HLTA and TAs. Senior leaders and Governors monitor the pupil premium expenditure, interventions and impact to ensure good value for money.

### **Aims of Pupil Premium Spending**

Our main aim is to remove any barriers to children's development whether learning, academic or social. We aim to do this through a wide range of intervention and support and providing:

- A rich broad balance curriculum
- Love of learning and enjoyment of school
- Encouraging and developing resilience
- Social opportunities for children and families
- Nurture and support pupils and their families if needed
- New experiences and opportunities for our children
- Outdoor learning and new experiences
- Challenging all
- Good quality first teaching and quality teachers and stimulating learning opportunities
- Love of reading, writing and maths

The pupil premium strategy is monitored by the Head Teacher, subject leaders and also Governors regularly in Finance and Standards meetings.

### **Objectives of our Pupil Premium Spending**

#### **High quality first teaching**

We focus a high percentage of our spending on developing our staff, at all levels, to support and develop their teaching, which in turn leads to better outcomes for our pupils. Research has shown that if day to day teaching is of a high quality and good standard, all children will flourish. We send our staff on good quality CPD training, visits to other settings and build close supportive partnerships with other schools and professionals. TAs are deployed effectively across the school to support learning. Pupil Progress meetings are held every six weeks with the class teacher and Headteacher, to ensure all children are making good progress and attaining well. Where pupils are not making the expected progress, intervention and targeted support is put in place. Subject leaders are proactive in leading their subjects. We currently employ an additional year 1 teacher. This enables year R to yr 3 to be taught discretely in the mornings for reading, writing and maths. We try to use relevant research to help us to plan our provisions.

Years 1 -6 pupils have regular 1:1 mentoring (target time) sessions with their class teacher to look at targets, feedback and progress. This is proving to be very successful and is supported by rational research. The EEF research is a useful resource.

### **Interventions and Targeted Support**

All of our Pupil Premium children are included on a class Pupil Premium provision map, which clearly shows the additional support, opportunities and targeted intervention they are receiving. The pupils are set targets or outcomes and these are reviewed regularly and progress monitored carefully. These interventions could be delivered by Teacher, TA or HLTA depending on the needs of the pupils. The impact of this work is monitored regularly. Interventions may include: phonics booster, handwriting, fine and gross motor control activities, social skills, writing, maths challenges, clubs, language groups, reading and maths support to name but a few. We strive to use interventions that we have found proven to work or have a good evidence base e.g. researched by EEF (Education Endowment Fund). Intervention impact is monitored closely and impact judged. We use Teachers, TAs and HLTAs to deliver interventions.

### **Well Being**

We recognise and understand the importance of well-being for all members of our school community, pupils, parents and staff. Well-being for all is at the heart of our school. This includes mental health, social aspects and physical health. We provide numerous activities that develop physical well-being along with social, emotional, mental health support. We have a Family Support Worker (FSW) who supports children and their families. All children have access to our FSW. These include things such as: parent drop ins, 1:1 pupil time, social skills groups, lego therapy. We also signpost parents and utilise other professionals such as ATS, EP, Toucan Play Therapy, TIC.

### **Curriculum and Enrichment**

We pride ourselves on ensuring our children receive a well-balanced, rounded education. Our curriculum provides experiential learning opportunities, usually linked to our themes or topics. We plan opportunities to give children new opportunities that they may not have experienced before e.g. singing trips, museum trips, theatre trips, residential and outdoor pursuits to name a few.

We also encourage children to attend after school clubs such as: chess, multi-sports, textiles, gymnastics, football, golf, drama, choir and dance. We also enter sporting and other competitions such as: football, swimming, gymnastics, poetry competitions, spelling competitions, holiday clubs, young voices. Some of these activities are subsidised by the pupil premium funding.

### **Community and Families**

We value working in partnership with the local community. We are members of the Coleford Twinning Organisation and write to pupils in our French Twinning town school. We attend events such as the Coleford light parade and make displays for local organisations. Our FSW, SENCO and HT signpost families for additional support if needed. We work in partnership with parents through regular day to

day contact, parent consultations, structured conversations, parents in school weeks, surveys and discussions. Pupil premium children are closely monitored by HT, SLT and class teacher. Their needs are discussed in detail in parents evening or structured conversations.

### **Pupil Premium provision and impact - September 2018**

#### **Pupil Premium Data 2018**

#### **EYFS**

(4 pupils in receipt of PP) 100 % of children in receipt of reached the expected standard.

#### **Yr 1 Phonics Screening**

(2 pupils in receipt of PP) 50% reached the expected standard

#### **KS 1 - SATS**

(3 pupils in receipt of PP) 33% reached combined

	<b>Pupil Premium Pupils reached who expected (3 pupils)</b>	<b>Non Pupil Premium Pupils who reached expected (21 pupils)</b>	<b>Overall</b>
<b>Reading</b>	33%	67%	71%
<b>Writing</b>	33%	71%	75%
<b>Maths</b>	33%	71%	75%

#### **KS 2 - SATS**

1 pupil was in receipt of pupil premium funding and gained exceeding in Reading, Writing, Maths and SPAG at the end of yr 6.

% reaching the expected standard

	<b>Pupil Premium Pupils</b>	<b>Non Pupil Premium</b>	<b>Overall</b>
<b>Reading</b>	100%	63%	60%
<b>Writing</b>	100%	68%	70%
<b>Maths</b>	100%	58%	70%
<b>SPAG</b>	100%	79%	85%
<b>Combined</b>	100%		45%

## 2018-2019 Predicted Pupil Premium Expenditure and intended impact

<u>Action</u>	<u>Cost</u> <u>(approx.)</u>	<u>Impact</u>
<ul style="list-style-type: none"> <li>Family Support Worker - 5 <math>\frac{1}{2}</math> hours per week</li> </ul>	£2,500	<p>Pupils to have access to the family support worker throughout the week.</p> <p>Children know they have someone they can go to if they are feeling unhappy or worried.</p> <p>Self-referral through the golden box in the hub.</p> <p>Families have able to access support, signposting and advice. Links with the Early help co-ordinator to plan provision and support for vulnerable families.</p> <p>FSW network meetings - enabling our FSW to keep up to date with new initiatives and offer of support.</p> <p>Referrals to outside agencies - leading to support for families - e.g Toucan, TIC and sand play.</p> <p>Raised pupil confidence, self-esteem and reduced incidents of poor behaviour</p> <p>Zippy's friends and Apples's friends delivered weekly in two classes. This will support pupils' well-being and to highlight ways they can keep themselves safe.</p> <p>Lego play sessions and social skills to support pupils with SEMH.</p> <p>Improved attendance overall. Attendance should improve overall.</p> <p>Transition for yr 6 pupils to secondary school - is well supported.</p> <p>Safeguarding for vulnerable pupils is good.</p> <p>Children feel safe in school.</p> <p>Improved attainment, progress and behaviour for pupils overall.</p> <p>Vulnerable pupils identified earlier and support put in place.</p> <p>ELSA training completed by FSW and rolled out to pupils.</p>
<ul style="list-style-type: none"> <li>Targeted TA support for pupils - reading, phonics, maths and SEMH</li> </ul>	£5,000	<p>Increased concentration, participation, progress and attainment of children through addressing individual needs and reducing the difference between non pupil premium and pupil premium. Pupil Premium provision maps in place and the children overall making good progress.</p>

		<p>PP well supported and are receiving targeted support and additional intervention.</p> <p>The pupil premium pupil at the end of KS 2 was exceeding in reading, writing, SPAG and maths. All pupil premium children at the end of EYFS, KS 1 and KS 2 are working at least in line with national.</p>
<ul style="list-style-type: none"> <li>Additional release time for SENco</li> </ul>	£1,500	<p>Teachers confident in supporting and planning for SEND and pupils who need additional support.</p> <p>Provision was set and monitored leading to improved outcomes for SEND and Pupil Premium. TAs are supported by SENco and training needs identified.</p> <p>Referrals were made to outside agencies which support teachers and TAs in planning and delivering provision to meet the individual needs of pupils.</p> <p>Referrals made promptly to provide early help.</p> <p>SENDco up to date with new initiatives and research</p>
<ul style="list-style-type: none"> <li>CPD courses linked to pupil premium/SEMH/teaching and learning</li> </ul>	£3,000	<p>CPD for teachers helped to ensure they met the needs of their pupils and providing support for them - attachment/mental health</p> <p>Mental health training and attachment training helped staff understand some of the difficulties our pupils may have.</p>
<ul style="list-style-type: none"> <li>Fund trips/experiences/residential/swimming</li> </ul>	£500	<p>All pupils given the same opportunities as their class peers</p> <p>Trips subsidised to enable all pupils to participate in all activities</p> <p>Children enjoy the curriculum, clubs and coming to school, leading to improved wellbeing and academic achievement</p>
<ul style="list-style-type: none"> <li>Additional KS 1 teacher to teach English, maths and science</li> </ul>	£11,000	<p>Smaller groups for teaching</p> <p>Targeted support</p> <p>Focussing on year groups objectives</p> <p>Improved progress and targeted support</p>
<ul style="list-style-type: none"> <li>After school clubs</li> </ul>	£800	<p>Some after school clubs subsidised by pupil premium and TA support for SEMH to ensure they are included</p> <p>Well-being, social skills and relationships improved for some pupils.</p> <p>Enjoyment of school increased</p> <p>Concentration improved for some individuals.</p> <p>Movement, co-ordination and balance improved for some individuals.</p>
<ul style="list-style-type: none"> <li>Additional EP/ATS services purchased</li> </ul>	£800	<p>Advice leading to improved provision for pupils</p> <p>Advice gained to support targeted intervention leading to increased attendance, improved behaviour and wellbeing, academic progress and attainment.</p>

		EHCP requests submitted for children - leading to the support they need.
<ul style="list-style-type: none"> <li>Release time for English and Maths lead</li> </ul>	£600	<p>Co-ordinators highlight and monitor PP for targeted children in Reading, Writing and Maths and discuss these pupils with teachers, leading to support and CPD.</p> <p>Attainment and progress of pupils to increase</p> <p>Action plans focus on the priorities of the school and actions implemented, leading to improved leadership and outcomes, particularly at KS 2.</p>
<ul style="list-style-type: none"> <li>Fizzy program</li> </ul>	£500	Fizzy was carried out each week to develop co-ordination, concentration and social skills.
<ul style="list-style-type: none"> <li>Attendance prizes</li> </ul>	£50	Rewards for good attendance helping to increase attendance and children enjoyed receiving the class award each week
<ul style="list-style-type: none"> <li>Teens in crisis/Toucan/sand play</li> </ul>	£300	<p>Improved SEMH of pupils and improved academic outcomes.</p> <p>Pupils more able to cope with school life.</p>
<ul style="list-style-type: none"> <li>Pupil premium network meetings</li> </ul>	£300	<p>Network with other pupil premium leads</p> <p>Audit tool helps identify improvements leading to improved outcomes for all</p>