



Pupil Premium Strategy 2018-19

1. Summary School Information

School	Elm Park Primary School				
Academic Year	2018-19	Total PP Budget	£41520 + carry forward of £13536 Total £55056	Date of most recent review	July 2018
Number on Role	266	Number of pupils eligible for PP	28	Date of next internal review	July 2019
		Number of pupils who are PP and SEN/D	8		

2. End of year assessment data July 2018

EYFS End of Year (3 pupils)	PP Pupils	Non PP Pupils	GAP	National
Good level of development	0%	90%	-90%	71.5%

	PP at expected standard	Non PP at Expected Standard	Gap	National PP	National non-PP	National Gap
Year 1 Phonics (4 Pupils)	50%	82%	32%	70%	84%	-14%

Year 2 end of KS1 (3 pupils)	PP at expected standard	Non PP at expected standard	Gap	National	National PP	National non-PP	Gap	PP at greater depth	Non PP at greater depth	Gap	National <i>No PP data available.</i>
Reading	33%	76%	-43%	75%	60%	78%	-18%	33%	15%	+22%	26%
Writing	33%	62%	-39%	70%	53%	73%	-20%	33%	9%	+24	16%
Maths	33%	68%	-35%	76%	61%	79%	-18%	33%	12%	+21%	14%
Combined				No data available				33%			

Year 6 end of KS2 (3 pupils)	PP at expected standard	Non PP at expected standard	Gap	National	National PP	National Non-PP	Gap	PP at greater depth	Non PP at greater depth	Gap	National	National PP	National Non-PP	Gap
Reading	67%	81%	-14%	75%	60%	78%	-18%	67%	24%	+43%	28%	16%	30%	-14%
Writing	67%	81%	-14%	78%	63%	81%	-17%	67%	10%	+57%	20%	10%	22%	-12%
Maths	67%	69%	-2%	76%	59%	78%	-19%	33%	19%	+14%	24%	12%	26%	-12%
GPS	67%	86%	-19%	78%	63%	80%	-17%	33%	48%	-15%	34%	21%	37%	-16%
Combined	67%	64%	+3%	64%	46%	68%	-22%	33%	5%	+28%	10%	4%	11%	-7%

3. Barriers to future attainment (for pupils eligible for PP including higher ability)

In school barriers (issues to be addressed within school)	
A	Pupils who are eligible for PP are making less progress in all areas than other pupils of a similar starting point in EYFS, Year 1 phonics and end of KS1.
B	Pupil's speech and language on entry may be under developed on entry to primary school and this limits progress in communication, language and literacy throughout the school.
C	PP children may not be getting additional support at home to completed homework, in particular reading.
D	Pupils may be dealing with many factors internally and externally, which may affect their Social Emotional and Mental Health Needs (SEMH) which may have a negative impact on learning and attainment.
External barriers (issues which also require action outside of school)	
E	Pupils eligible for the PP may have experienced times of trauma or experiencing difficulties in their home lives and find emotional regulation difficult, resulting in negative attitudes to their learning and to schooling.
F	Non-attendance of pupils in school reduces their school hours and causes them to fall behind academically.

4. Outcomes

Desired outcomes and how they will be measured.		
In school barriers (issues to be addressed within school)		
	Desired outcomes	Success criteria
A	Higher rates of progress for PP children in all year groups, with a particular improvement in end of EYFS, Year 1 phonics and KS1 progress and attainment.	<ul style="list-style-type: none"> • Attainment and progress for PP children will be equal to or higher than that of their peers across all key stages. • Higher achieving pupils who are eligible for PP will achieve attainment in line with their peers. • Quality first teaching and Interventions enable off track PP children to make accelerated progress. •
	Improvement of the attainment of PP children throughout the school so that it matches their peers.	
	Twice weekly reading opportunities in school for all children eligible for PP.	
	RAG assessments completed for all off track PP children weekly and swift support is put in place.	

B	Pupils within reception (and new starters within KS1) are screened for Speech and Language related issues during term 1. Swift intervention to support PP children is put in place.	<ul style="list-style-type: none"> • PP children in EYFS with potential Sp&L difficulties are identified and interventions are put in place to support access to enriched curriculum. • PP children make progress and achieve in line with their peers across KS1 and KS2 with particular focus on reading and writing. • SP&L therapist to complete therapy for 3 children termly, which includes 40 minutes therapy for each child and training for TA who will continue the therapy throughout the week. • Training for KS2 TAs for talk boost KS2 to be costed and implemented via SEN/D Hub cluster.
	Specific speech and language needs are identified and addressed swiftly enabling pupils to access learning at age related expectations across KS1 and 2.	
	Sp&L therapist employed to work with targeted PP children for academic year 2018-19.	
C	PP children complete their home learning to a high standard.	<p>PP children are reading at home– monitoring from this shows that PP children are reading at least 4 x per week at home.</p> <p>PP children are invited to attend homework club</p> <p>Off track PP children receive additional guided reading session lead by the teacher.</p> <p>All PP children to have twice weekly reading with an adult in school.</p>
	PP children have a varied and rich reading diet at home and at school.	
D	All PP children have 1:1 support from the class teacher throughout the week supporting learning feedback and emotional wellbeing	<p>Pupil passports established and tailored to support academic attainment/progress and SEMH needs</p> <p>Teachers timetable feedback times with each PP children in their class to provide targeted oral and written feedback.</p> <p>Children eligible for PP will have their books marked first by teachers and formal feedback both verbally and written will enable children to understand what they have done well and how they can improve their learning.</p>
External barriers (issues which also require action outside of school)		
E	PP children, who are currently experiencing trauma at home and or exhibiting SEMH needs are supported through external agencies and specific interventions within school.	<p>SAFeh swiftly established to support most vulnerable PP children.</p> <p>Parents signposted and supported by Parent Support Advisor.</p> <p>Shared tracking approach using CPOPMS so that all staff are aware of vulnerable children, including strategies to support them.</p> <p>PP children have PP passports including detailed support plans to support both academic attainment/progress and individual needs.</p> <p>Outdoor learning group established for pupils eligible for PP to promote collaboration, enjoyment of learning and wider curriculum experiences.</p> <p>Additional funding for mental health agenda within school to promote wellbeing within the school.</p>
	PP children and families are supported through a whole school ethos of inclusion	

		<p>Elm Park have an independent Behaviour support specialist, who works with children and their families to support SEMH needs. Educational Psychologist to provide support for children, parents and staff.</p> <p>All PP children have weekly timetabled and individualised time with their teacher to close the gaps between non PP peers and to access wellbeing support. Lego Therapy training for two staff through SEN/D cluster hub. Resilience training for 3 TAs to support pupils who are eligible for PP to develop learning resilience.</p>
F	<p>Improved attendance of PP children in school, including a decrease in the number of minutes late.</p> <p>PP children access free breakfast club.</p>	<p>Increased attendance of PP pupils to become in line with or above national and local data. Minutes late for PP children rapidly declines.</p>

5. Planned Expenditure					
Academic year	2018-19				
The headings below demonstrate how Elm Park Primary will use PP to improve classroom pedagogy, provide targeted support and support whole school strategies.					
1. Quality of teaching for all					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented successfully?	Staff lead	When will the implementation be reviewed?
Higher rates of progress for PP children in all year groups, with a particular improvement in end of EYFS, Year 1 phonics and KS1 progress and attainment.	<p>Develop quality first teaching in core subjects.</p> <p>All staff to receive weekly training to develop teaching and learning sequence, with clear progression and challenge including mastery approaches for Reading, writing and maths (staff meetings – no additional cost) – planned within RAP based on priority needs.</p>	<p>EEF toolkit states Mastery approaches to learning has a high impact for a low cost,' suggesting that mastery approaches, particularly for lower attaining pupils. This suggests that this approach would be beneficial to narrow the gap. +1 to 2 months.</p> <p>https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</p> <p>Assessment data (INSIGHT) for each class highlights progress and gaps. Teachers use these gaps to plan effectively for pupils to enable them to make swift progress.</p> <p>Clear and focused induction to develop the 'Elm Park' teaching method for teaching Maths, Reading and Writing. See termly RAP for breakdown of focus in light of monitoring.</p>	SLT monitoring through termly: book looks, planning scrutiny, drop ins, PPRs	SLT	March Mid point assessments. Termly PPRs
Improvement of the attainment of PP children throughout					

the school so that it matches their peers.	High quality feedback approaches – staff to:				March 2019 (2 months after implementation)
Twice weekly reading opportunities in school for all children eligible for PP.	Mark PP children’s books first – focusing on next steps marking. Provide weekly oral feedback – including marking with the children.	Education Endowment Foundation (EEF) toolkit states ‘High Quality Feedback has a high impact for very low cost,’ suggesting that high quality feedback is an effective way to improve attainment at a relatively low cost (+8 months). https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/	Use of Pupil Passports to ensure that pupils and class teachers are aware of individual barriers to learning and next steps to learning.	CMB	Data analysis of vulnerable groups (PP vs Non PP) 3 x per year.
RAG assessments completed for all off track PP children weekly and swift support is put in place.	Additional TAs in year 1 and EYFS to support phonics learning and reading (£12863).	January 2018 commenced Phonics teaching to be whole class rather than streaming – moderate impact for very low cost (+4 months) Phonics https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/setting-or-streaming/ Streaming (-1 months) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions KS1: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-one	Weekly PP RAG monitoring key learning objectives.	DG – Literacy Leader	PP surgery 3 x per year following data deadlines/PPRs in term 2, 4 and 6. March 2018 (mid year) Termly PPRs including phonics

	<p>Additional teachers within Y1, 3 and 5 to complete focused teaching of mathematics. (£12160)</p> <p>Introduction Cracking Comprehension for whole class guided reading and additional linked intervention for off track pupils throughout the school (£1600 for training and additional resources fund 20% discount provided by Rising Stars and £500 supplied by the PTA)</p>	<p>KS2: https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-two</p> <p>Maths approaches to include mastery approaches, Manipulatives (using models and images), Year of Maths recommendations, quality first teaching, challenge within all lessons.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p> <p>+ 2months</p> <p><i>Also cross reference with Quality First Teaching research.</i></p> <p>EEF – reading comprehension strategies moderate impact for very low cost (+5 months) e.g. inference training.</p> <p>Targeting reading comprehension strategies: Implement new whole class guided reading teaching sequence throughout the whole school, including EYFS. Clear focus on inference teaching and learning. Explicitly extending pupils’ spoken vocabulary The use of structured questioning (including test style questions) to develop reading comprehension</p>	<p>SLT monitoring through termly: book looks, planning scrutiny, drop ins, PPRs</p> <p>Termly monitoring of Guided reading by ReadingLeader</p> <p>Drop ins by SLT</p>	<p>AJ – Reading leader</p>	<p>screening assessments.</p> <p>PPRs termly</p> <p>April 2019 – 2 months after implementation.</p> <p>Termly PPRs including phonics screening assessments.</p>
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	<p>as part funding links to total cost of £720 from PP fund).</p> <p>Reading leader and UKS2 TA attend 2 day inference training course provided by SEN/D hub – no cost due to fully funded course and supply costs.</p> <p>Reading leader to provide training to all staff for inference teaching and learning sequence, tying into whole class guided reading (no cost – lead within staff meeting).</p> <p>Twice daily phonics lessons lead by class teachers – whole class delivery (no additional costing).</p>		<p>SLT monitoring through termly: book looks, planning scrutiny, drop ins, PPRs</p>		<p>Termly monitoring of progress of tracker children.</p> <p>Weekly monitoring of PP tracker children’s reading journals.</p> <p>End of term 4, 5 and 6 data.</p>
<p>Total budgeted cost: £25743 including Teachers, TA support, comprehension intervention and whole school scheme.</p>					
<p>B</p>	<p>Talk Boost to develop SP & L for</p>	<p>Oral language interventions EFF toolkit – moderate impact for very low cost (+5 months) emphasise the importance of spoken</p>	<p>3 x per year Pupil Premium</p>	<p>CMB with Rosa Sabet</p>	<p>Entry and Exit SP&L</p>

<p>Pupils within reception (and new starters within KS1) are screened for Speech and Language related issues during term 1. Swift intervention to support PP children is put in place. Specific speech and language needs are identified and addressed swiftly enabling pupils to access learning at age related expectations across KS1 and 2.</p>	<p>PP children within EYFS no cost as package purchase previous year..</p> <p>2018-19 weekly sessions for speech and language therapist - £5200</p> <p>1 x day training for Talk Boost KS2 for all TAs free from SEN/D cluster hub support.</p> <p>Homework club established and all children encouraged to attend - £300 for TA to work 30 mins additional time weekly.</p>	<p>comprehension and reading skills from explicit discussion of either content or processes of learning, or both Oral language approaches include:</p> <p>Talk Boost</p> <p>Weekly Therapy sessions with AT</p> <p>PECs training</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p> <p>https://www.gov.uk/government/publications/the-preferred-outcomes-of-children-with-speech-language-and-communication-needs-and-their-parents</p> <p>The Better Communication Research Programme (BCRP) highlighted that SLCN can cause significant difficulties for children and young people and these can be long term. Evidence base: school census data suggests that around 10% of all children have long term, persistent SLCN.</p> <p>https://www.rcslt.org/governments/docs/all_party_parliamentary_group_on_slcn_inquiry_report</p> <p>Studies have shown that there is also a link to a further group, which includes children linked to social deprivation. These children have poor/limited language skills and may have the potential to catch up with their peers.</p>	<p>surgeries (with SENCo/PP champion) to support teachers with developing strategies to support learners, set SMART targets and implement actions.</p> <p>SP&L assess and support individual children who are displaying S/L needs.</p>	<p>SP&L Therapist.</p>	<p>assessments to be made.</p> <p>Midpoint review at session 5 of pupil progress for each child with teacher, SENCo, SP&L therapist and parent.</p>
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<p>Sp&L therapist employed to work with targeted PP children for academic year 2018-19.</p>					
<p>Total budgeted cost: £5200 SP&L therapist, training and intervention package.</p>					
<p>C PP children complete their home learning to a high standard.</p> <p>C PP children have a varied and rich reading diet at home and at school.</p>	<p>PP children are reading at home</p> <p>All PP children have access to twice weekly reading opportunities – 1 x guided reading and 1 x 1:1 reading parent volunteer 1 x 1:1 reading with teacher – no additional cost.</p> <p>Off track PP children have twice weekly guided reading opportunities led by the class teacher.</p> <p>Homework club established and all children encouraged</p>	<p>Research suggests that interventions based on a particular aspect of reading comprehension, for example, inference and deduction can make Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p>Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches for upper primary and secondary pupils, both in terms of short-term and long-term impact.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>Low cost +5 months</p> <p><i>Cross reference with Cracking Comprehension.</i></p>	<p>Termly monitoring of Guided reading by Reading leader</p> <p>Drop ins by SLT</p>	<p>AJ and CMB</p> <p>SLT</p>	<p>Termly monitoring of progress of tracker children from Jan 2019.</p> <p>Weekly monitoring of PP tracker children reading journals.</p>

	to attend - £300 for TA to work 30 mins additional time weekly.				
Total budgeted cost: 300					
D All PP children have 1:1 support from the class teacher throughout the week supporting learning feedback and emotional wellbeing. (Feedback see section A) E PP children, who are currently experiencing trauma at home and or exhibiting SEMH needs	<p>Wellbeing agenda: Wellbeing leader established in school. Parent workshops, ongoing training for staff and developing additional expertise via external training £5000.</p> <p>Establish strong links with local and external support agencies that can support children and families entitled to PP funding.</p> <p>BSS to work with targeted families both in school and at home to provide parenting guidance and support with a particular focus for</p>	<p>EEF research states that Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>Establishing good learning behaviour is a pre-requisite for learning; disruptive behaviour is a barrier; distractions other pupils and negatively impacts on their learning and relationships with their peers.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/#considerations</p> <p>Meta cognition and self regulation EEF: (+8 months) high impact for low cost.</p> <p>Social and emotional learning – (+4 months) moderate impact for moderate cost.</p> <p>Provide opportunities (through a new PSE scheme – jigsaw) to explicitly teach good learning behaviours and recognise the importance of social and emotional well-being.</p>	<p>Termly meetings with external agencies to support children and families.</p> <p>Termly parent workshops to support children with: Anxiety Specific sensory concerns Mindfulness</p>	<p>CMB</p> <p>CMB and external agencies.</p>	<p>Termly review of pupil passports.</p> <p>Visit notes</p>

<p>are supported through external agencies and specific interventions within school.</p> <p>PP children and families are supported through a whole school ethos of inclusion</p>	<p>children with SEMH (£2000).</p> <p>Meta cognition and self regulation strategies to support SEMH in learning (social story training £250).</p> <p>Resilience training for 3 x TAs – fully funded.</p> <p>Sign up to South Glos Mental Wellbeing Award project 2018-19 (funded +£1000).</p> <p>Working with and supporting parents (internal and external SAFehs) (1/2 day release per SAFeh per term for SAFeh Manager – 6 ½ days x 3 open SAFehs £1620 and parent support advisor £1920).</p>	<p>Bespoke therapies and provision on a needs basis through PP passports identifying where support for the families can be provided, eg therapies, uniform, extra curricular activities, school trips.</p>		<p>CMB and BSS</p> <p>SEN/D cluster hub</p> <p>CMB</p> <p>CMB nad PSA</p> <p>All teachers</p>	
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	<p>PP passports include detailed support plans to support both academic attainment/progress and SEMH needs.</p> <p>Weekly outdoor learning opportunities for all children with an additional club for the most vulnerable children £2100.</p> <p>Lego therapy training via the hub £12.50 for Lego Therapy book.</p> <p>Provide professional counselling for children who require it on PP register (£150 = 15 x £10 sessions for 1 child).</p> <p>Summer school transition for 2 x pp children £60</p>			<p>HB</p> <p>CMB liaising with Winterbourne Academy</p>	
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	<p>Develop PSE teaching and learning throughout the school through the launch of Jigsaw.</p> <p>Safeguarding – NSPCC support through workshops and assemblies throughout the school.</p>			<p>SH – PSHE leader</p> <p>SH – PSHE leader</p>	
Total budgeted cost: £13112.50 PSE scheme, SAFeh manager release, PSA, social story training, BSS, Outdoor learning provider, wellbeing leader.					
<p>F Improved attendance of PP children in school, including a decrease in the number of minutes late.</p> <p>PP children access free breakfast club</p>	<p>Office staff to continue to monitor all pupil absence/lateness and alert HT/DHT of any concerns. HT follows up absences swiftly with an initial phone call to parents highlighting the severity of the implication of absenteeism in school.</p> <p>Attendance discussed by class teacher as a high</p>	<p>https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2015-to-2016#history</p> <p>Elm Park school attendance policy.</p> <p>All PP children to have free access to breakfast club.</p> <p>All PP children to have access to Extra Curricular clubs and activities.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/linking-attendance-to-exam-results-secondary/</p>	<p>SIMS attendance reports</p> <p>Attendance (including minutes late) improves for PP children.</p>	<p>AE and EWO</p>	<p>October 2018 – handover from DHT to HT. January 2019 March 2019 June 2019</p>

	<p>priority during parents evening.</p> <p>Letter sent by DHT to parents informing them of ongoing attendance concerns.</p> <p>School attendance meetings (SAM) held termly with HT for Pupil with attendance below 90% or lates >30 minutes.</p>				
<p>Total budgeted cost: £9000 including breakfast club, extra curricular clubs, subsidised trips, EWO additional SAM visits, uniform, Extra curriculum experiences.</p>					

Total forecast budget for the financial year 2018-19 is £38955.50 with a carry forward of £16100.50.

Total forecast budget for academic year 2018-19 is 53355.50 out of with a carry forward of £1700.50