

Pupil premium strategy statement (Primary)

School overview

Metric	Data
School name	Elm Park Primary School
Pupils in school	227
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£42050
Academic year or years covered by statement	2019-2022
Publish date	15th November 2019
Review date	15th November 2020
Statement authorised by	
Pupil premium lead	Mrs Carol-Marie Bond
Governor lead	Mrs Sandra Allen

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	101.7
Writing	99.93
Maths	102.6

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Reading 100% Writing 66% Maths 66% Combined Reading, Writing and Maths 66%
Achieving high standard at KS2	Reading: 0% Writing: 0% Maths: 0%

Mission statement for disadvantaged pupils

We believe that every pupil, irrespective of background or barrier to learning can become a successful learner and attain well, given high quality teaching, a rich curriculum and strong, positive relationships. Our mission focusses relentlessly on this. We strive to create successful, independent, emotionally literate, resilient learners.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To raise the attainment of all disadvantaged and vulnerable pupils, irrespective of starting points.
Priority 2	To ensure that all disadvantaged and vulnerable pupils have equitable access to all the opportunities the school offers.
Barriers to learning these priorities address	- A potential lack of capacity for staff to work with individual children to address their specific needs.
Projected spending	33% on Teaching and Learning

Teaching priorities for current academic year

Aim	Target	Target date
More children achieving greater depth in reading at the end of KS2 Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
More children achieving greater depth in writing at the end of KS2 Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
More children achieving greater depth in mathematics at the end of KS2 Sustain strong attainment overall.	Disadvantaged and vulnerable pupils attaining in line with their peers.	Sept 22
Disadvantaged pupils to achieve phonics check at Y1	Target children to achieve phonics check at the end of Y1 if possible.	July 20
Ensuring that all pupils, including those that join our school mid-year or who	All pupils effectively using their learning wheels and	Sept 22

have recently joined our school are able to learn successfully.	presenting successful learning behaviours in all aspects of school life. High quality vocabulary instruction embedded within all teaching and learning.	
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Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support for current academic year

Measure	Activity
High quality, teacher/TA led intervention, addressing gaps in learning.	Teaching assistant capacity enables class teachers to have time for feedback, small group intervention and pre / post teaching with pupils as required.
Diagnostic assessment and intervention for pupils who may need additional support with language development.	Talk boost, time to talk and other diagnostic assessments used to identify gaps in vocabulary and language. Interventions put in place to address those gaps, in addition to a focus on language in the classroom.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Lower levels of vocabulary, communication and language skills in some of our disadvantaged and vulnerable pupils. - Staff capacity and physical work space to address need.
Projected spending	33% on Teaching and Learning

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide nurture support for any child that requires that need.
Priority 2	Additional clubs and enrichment opportunities within every aspect of the school's curriculum.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Self-regulation of emotions for some pupils - A lack of self-confidence and learning resilience in some pupils. - A lack of financial capital for some families which limits opportunity beyond school.

Projected spending	33% on Teaching and Learning and additional opportunities.
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	A potential lack of capacity for staff to work with individual children to address their specific needs.	Training for staff to ensure we are not overly reliant on individuals – two members of staff trained in intervention support, as appropriate.
Targeted support	<ul style="list-style-type: none"> - Lower levels of vocabulary and communication and language skills in some of our disadvantage and vulnerable pupils. - Staff capacity and space to address need. 	<p>Focus on vocabulary instruction within staff development</p> <p>Focus on even better teaching of reading, so pupils read more, including reading for pleasure and develop their language comprehension.</p> <p>Developing independence with reading so children are less reliant on adult input</p>
Wider strategies	<ul style="list-style-type: none"> - Self-regulation of emotions for some pupils - A lack of self-confidence and learning resilience in some pupils. - A lack financial capital for some families which limits opportunity beyond school. 	<p>Training for staff to ensure we are not overly reliant on individuals – two members of staff trained as appropriate.</p> <p>A focus on enrichment in all aspects of the curriculum.</p>

Review: last year's aims and outcomes

Aim	Outcome
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.	Steady improvement in disadvantaged pupil progress from 2018 – 2019. Achieved.
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.	Highly effective strategy that has ensured that children have been provided with individualised support at all Key Stages to ensure success. Achieved.
C PP children may not be getting additional support at home to completed homework, in particular reading.	Daily reading support for PP children within school has enabled all PP children to gain at least 5 'names on the moon' and congratulations sticker. Classes with higher levels of pupil premium children have achieved the termly whole school challenge. Achieved
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.	Children in receipt of school equipment, opportunities leading to less incidents of conflict and 100% participation in the enrichment opportunities and camps. Improved resilience and self-esteem due to inclusion. Achieved.
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.	Children in receipt of affirming messages and individualised strategies, which has enabled them to remain calm and focussed during lessons. Achieved.
F Non-attendance of pupils in school reduces their school hours and causes them to fall behind academically.	Decreased levels of lateness for pupil premium attendance due to take up of free breakfast club provision. Achieved.