



Pupil Premium Strategy 2018 -2019

Summary Information

School: Ellesmere Primary School

Academic Year	2018/19	Total PP budget	£73,500	Date of most recent PP Review	July 2018
Total number of pupils	391	Number of pupils eligible for PP	55	Date for next internal review of this strategy	July 2019

Headline Outcomes at Statutory Assessment Points in July 2018

End of Key Stage 2 in 2018
 There were 7/51 children who were entitled to the Pupil Premium grant
 86% met the expected standard in Reading, 86% in Writing, 86% in Maths and 86% in GPS

End of Key Stage 1 in 2018
 There were 5 children who were entitled to the Pupil Premium grant
 80% met the expected standard in Reading, 80% in Writing and 80% in Maths

Year 1 Phonics Screening Check in 2018
 There were 6 children who were entitled to the Pupil Premium grant
 4/6 (66.6%) met the expected standard in the Phonics Screening Check

EYFS in 2017
 There were 3 children who were entitled to the Pupil Premium grant
 2/3 achieved a GLD at the end of Reception

Attendance and Punctuality for the whole Pupil Premium Group 2018
 Attendance for the whole Pupil Premium group for 2017 was 94.4%, compared to 95.2% for the whole school
 Punctuality for the whole Pupil Premium group was not identified as an issue except for 1 child.

1. Current academic outcomes

	School 2018			National 2018		
	PP	NPP	Diff	PP	NPP	Diff: Sch PP vs Nat NPP (like for like)
EYFS - % Reaching Good Level of Development 2017-18	50%	63%	-13%	74%	74%	-24%

% that achieved the threshold 32/40 to pass the Phonic Screening test (Yr1)	60%	85%	-25%	70%	84%	-24%
KS1 - % Reaching Expected Standard 2017-18						
Reading	80%	80%	+0%	60%	78%	+2%
Writing	80%	75%	+5%	53%	73%	+7%
Mathematics	80%	83%	-3%	61%	79%	+1%
KS2 - % Reaching Expected Standard 2017-18						
Reading	100%	73%	+13%	80%	77%	+23%
Writing	83%	75%	+11%	83%	81%	+0% (+18%)
Mathematics	83%	80%	+6%	80%	80%	+6%

Wider Opportunities in 2017/2018=

The grant was used to fund residential and extra-curricular activities for children with PP.

Next Steps in 2018/2019

Develop the role of the Pupil Premium Lead - JW

Develop the role of the PPG Governor

Continue to enrich the curriculum by providing opportunities to participate in visits, extra-curricular activities

Subsidise the cost of the school residential for children receiving PPG

Likely barriers to future attainment (for pupils eligible for PP regardless of prior attainment or ability)

I = in-school barriers E = external barriers

A.	Achieving age related expectations – children receiving PPG can be more likely to underachieve and not reach expected standard for their year group
B.	Attendance and punctuality – this can be low for children in receipt of FSM as many come to school without breakfast and a suitable healthy meal in order for them to perform to their best ability.
C.	Not making expected progress – children can have a lack of self-esteem and some don't complete homework with adult support. Also children are not all reading regularly at home.
D.	Lack of enrichment and experience – children in receipt of PPG may not experience as much engaging and enriching opportunities as children who don't receive PPG.
E.	SEND – some of our children in receipt of FSM are also SEND so require rigorous monitoring and intervention plans

Desired Outcomes

Success Criteria

A.	A higher proportion of targeted pupils achieve age related expectations in R, W & M and the attainment gap is narrowed.	<ul style="list-style-type: none"> • <i>Data reflects diminishing difference between PP and Non PP groups in R, W & Ma.</i> • <i>Work scrutiny reflects key GPS skills being applied in a range of writing.</i>
B.	Attendance of PP children is higher and shows no difference when compared with Non-PP	<ul style="list-style-type: none"> • <i>Use of Arbor to monitor attendance</i> • <i>Invite children to make use of free breakfast club where they are in school on time.</i>
C.	Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths.	<ul style="list-style-type: none"> • <i>Work scrutiny and observation shows that pupils are developing skills that show increased resilience in learning.</i> • <i>Data reflects all targeted pupils have made expected progress and a high proportion of pupils have made better than expected progress in RWM.</i>
D.	Address social and emotional issues through the use of outside agencies and Learning Support Mentor as well as providing more opportunities and experiences for PP children. Funding is used to pay for residential and day trips.	<ul style="list-style-type: none"> • <i>Pupils can share any issues with Learning Mentor and learn how to deal with their emotions, making them better equipped.</i> • <i>All PP children take part in trips and residential trips to build on their experiences</i> • <i>Children have allocated/identified time for homework and extra reading with T or HiLTA.</i>
E.	Ensure PP children with SEND have targeted intervention time with use of smart targets. Regular parent contact and meetings will also help the children to receive support at home.	<ul style="list-style-type: none"> • <i>Children identified with SEND and PP have smart targets identified in their PCPs and therefore relevant intervention and support is put in place. Monitoring and reviewing of targets shows progress made.</i>

Planned Expenditure – estimated Pupil Premium Funding

2018 - 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all – ACADEMIC OUTCOMES

Desired Outcome	Chosen Action/Approach (with staff lead and estimated cost)	What is the evidence and rationale for this choice?	Intended and actual impact with lessons learned (Dec 17, Apr 18, July 18)
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<p>A higher proportion of targeted pupils achieve age related expectations in R, W & M and the attainment difference is narrowed. (A-E)</p>	<p>High quality feedback and marking making excellent use of AFL (SR, JW)</p> <p>£500</p>	<p>EEF research shows that highly effective marking and feedback can support up to 8 months additional progress for pupils</p>	<p>Book scrutiny every half term</p> <p>Pupil Voice Questionnaires</p> <p>Observation/Learning Walks</p>
	<p>Daily reading with class teacher, TA or HiLTA (SR, JW)</p> <p>£5,000</p>	<p>EEF reflects significant gains in progress for pupils working in small groups</p> <p>EEF shows Phonics intervention can support an additional 4 months progress</p> <p>The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies</p>	<p>Support Provision mapped during Pupil Progress Meetings</p> <p>Learning Walk focus for subject leaders to monitor and feedback to SLT</p> <p>Data analysis</p>
	<p>Intervention groups organised for English and Maths with Phase HLTA (JW)</p> <p>£20,000</p>	<p>EEF reflects significant gains in progress for pupils working in small groups (research suggests + 4 months)</p> <p>The school feels that this allows for direct learning and can help to identify and fill gaps in learning and supports assessment for learning strategies</p>	<p>HiLTAs timetabled to support in class with SEND and PP children</p> <p>PP provision maps completed every term within cohort to pinpoint intervention</p> <p>Data analysis</p>
	<p>Weekly teacher focus groups for reading and writing (SR, JW)</p>	<p>The school believes that if we provide high quality study support to targeted pupils it will have an impact on their outcomes</p>	<p>Planning shows this on RSR plan.</p> <p>Drop in sessions by SMT check support of PP children</p>
	<p>Phonics/Reading/Handwriting training for parents so they can support their children at home (SR/JW)</p> <p>£500</p>	<p>EEF suggests that improved parental involvement can have a beneficial effect (research suggests + 3 months)</p>	<p>Curriculum and parent evenings held so parents can learn how to support at home.</p> <p>Meet the teacher/Parents evenings allow parents to understand how to help their children more.</p>

			Book shares held 1 x monthly where parents are invited in to read with their children.
Attendance and punctuality is increased in PP children compared to non-PP. (B)	Breakfast club funded by PPG and all PP children invited. Attendance monitored by Arbor and use of EWO contacted for any attendance issues. £15,000	Early morning time is crucial to catching children up with class T and supporting to close gaps. Children will be more prepared for the day and not miss any work.	T to monitor punctuality and attendance alongside Admin. Use of EMT to support PP children will gap tasks and reading.
Targeted pupils show an increased resilience in learning. This impacts on pupils making increased progress in Reading, Writing & Maths. (C)	Target specific children who need booster support to embed learning. To enable specific children to engage with their peers both in the classroom and on the playground to ensure good behaviour for learning. (SR/JW) £10,000	PP children are allowed to take risks and encouraged to be independent through use of problem solving and reasoning during the school day. Pairing children with HA will increase their confidence and be a good role model for learning.	Use of cohort provision maps will show how children are being targeted for intervention – these will be monitored by PP Lead. Use of school learning mentor role to support children’s SEMH needs in 1:1 or group sessions.
Address social and emotional issues through the use of outside agencies and Learning Support Mentor as well as providing more opportunities and experiences for PP children. Funding is used to pay for	To enable all children to take part in trips and residential so that they can improve certain skills such as leadership, team work, and independence. To provide opportunities for children to have the benefit of experiences they may not otherwise have. (SK) PP specific enrichment opportunities such as football matches/community events.	EEF research indicates that moderate impact can be expected from social and emotional approaches (+ 4 months) EEF research suggests that participation in outdoor adventure learning leads to moderate wider learning gains (+ 4 months)	Learning support mentor time – S Powell Referrals to be sent to SP or GD. Reward systems set up for specific children and working with parents to ensure homework is completed, reading books are taken home and read etc. Enrichment Opportunities – trips are significantly subsidised or paid for using PPG for residential opportunities throughout their time here.

residential and day trips. (D)	£8,000		
Ensure PP children with SEND have targeted intervention time with use of smart targets. (E)	Regular parent contact and meetings will also help the children to receive support at home. £10,000	EEF research suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	Parents are invited in termly for PCP reviews and meetings based on SEN targets and PP smart targets. During parents' evenings, parents are informed of the interventions and impact on their children through PPG funding.
Dependent on need for service (D)	To improve attendance and support families through extended services. (SK) £2,000	DfE / NFER research in 2015 identifies attendance as a key issue for schools to tackle if they are to improve outcomes for PP children.	Free access to Out of School Provision including WAC and clubs that are paid for. We will also be offering a range of free clubs this year to encourage more PP children to get involved in extra-curricular activities.
Total to be calculated at the end of the academic year	£71,000 of £73,000 total budget.	Other allowances; Uniform, sporting events, books to support academic learning.	