

Pupil Premium Strategy – statutory report (Financial Year/Census Data 2017-18 for Academic Year 2018-2019)

1. Summary information

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| School | The Elton Church of England Primary School of the Foundation of Jane and Frances Proby | | | | |
| Headteacher | Claire Arnold | | Link Governor | Tim Hitch | |
| Academic Year | 2018/19 | Total PP budget | £11,880 | Date of most recent FGB PP Review | 21.01.19 |
| Total number of pupils | 140 | Number of pupils eligible for PP | 8 | Date for next review (PP link gov and LA Financial advisor – Budget Build) | 25.04.19 |
| | | Percentage of pupils eligible for PP | 5.7% | | |

2. Current attainment

| | <i>Pupils eligible for PP</i> | <i>End of Academic Year</i> | |
|---|-------------------------------|-----------------------------|-----------------------|
| | | <i>School PP</i> | <i>School (total)</i> |
| % achieving expected standard or above in reading, writing & maths | 75% | | |
| % making expected progress in reading (as measured in the school) | 88% | | |
| % making expected progress in writing (as measured in the school) | 88% | | |
| % making expected progress in mathematics (as measured in the school) | 75% | | |

Comment re attainment and progress

All PP children have made excellent progress from their starting points and are on track to meet end of year targets. As they are such a small data group, they are treated as individuals, with individual targets, rather than seen as a generic group. All barriers described below are child specific, and are largely barriers to the 1 PP child who is working below ARE (R,W,M combined). Four of the eight children are targeted to be working at greater depth at the end of the year (R,W,M combined). Therefore there are no academic barriers to their progress, but their progress is closely tracked and all have time with our pupil premium teacher weekly and form part of pupil progress meetings between teachers and leadership (Headteacher and governors)

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

Academic barriers (*child specific – ie each bullet point is not applicable to all PP children*)

- gaps in phonic knowledge
- limited reading and vocabulary-based experiences
- difficulty in establishing friendships/empathy and therefore ability to stay on task independently is affected
- limited opportunity to practise fluency skills at home (Maths and English)
- limited access to breadth of curriculum and to extra-curricular experiences (after-school clubs)
- Necessity to involve relevant external agencies where necessary regarding specific personal needs and circumstances (SEND etc)

Additional barriers (*child specific, not the group in general*)

- medical needs
- lack of transport
- family context
- resources available outside of school

Intended outcomes

Academic

- 88% of children in receipt of pupil premium will have achieved at least ARE in reading, writing and maths by July.
- 50% of children in receipt of pupil premium will have achieved GD in combined reading, writing and maths by July.
- Y2 repeated phonics screening test will show an increase of at least 50% on the Year 1 outcome for a child in receipt of PP
- 100% of pupils in receipt of pupil premium will participate in extra-curricular activities and produce evidence for “Homework Matters”

Other

- Any specialist equipment identified by medical professionals/specialist teams as being beneficial to a child in receipt of pupil premium will have been procured by school and any necessary training followed.
- Children will access extra-curricular clubs and opportunities (eg in holidays) to increase confidence and self-esteem
- Children at risk of missing out on birthday presents, Christmas presents, food, clothing etc, will receive all they need.
- Families will be supported in accessing external support from charities/outside agencies re transport, holidays if necessary
- Positive relationships between school and home, as evidenced by parental feedback, will ensure that all support is personal and relevant to a particular family’s needs (confidential case study available)

| 4. Review of expenditure | | |
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| Previous Academic Year | 2017-2018 | |
| i. Quality of teaching for all | | |
| Action | Impact (including evidence and lessons learned) | PP Cost |
| Class organisation (including distribution of TAs) | See pupil progress data and end of year statutory assessment results for evidence of impact. All pupils in all groups make at least good progress based on their starting points. APDRs support children who have additional needs. EHCP targets are clear and measurable – teachers, TAs and external agencies work together to ensure all progression. | £0 Currently from whole-school budget |
| Resources purchased to enhance teaching and learning (ipads, apps, newspapers) | All children have a breadth of quality resources to support learning in context. | £0 Currently from whole-school budget |
| Organisation of afternoon timetable re specialist subject curriculum (non-core) | All children (1-5) on four afternoons a week are taught non-core subjects by teachers who have an expertise/love of the subject. | £0 Currently from whole-school budget |
| Elton Enrich to provide access to new opportunities | Elton Enrich (Friday pm) enables all children access to a variety of non-curricular prescribed learning opportunities – eg baking, rock climbing, archery, felt making, cheerleading, scientific investigations, pottery making etc etc. These are sometimes funded by school (when outside resources/expertise is required). The idea behind Elton Enrich is that all children will have access to a range of new opportunities and activities, which some children in receipt of pupil premium will not have had the opportunity to access previously. If a child shows a particular interest or talent in a certain activity, this can then be funded on a more regular basis. | £0 Currently from whole-school budget or from PTA fundraising activities |
| Challenge areas/independent learning focus as part of school | All classroom shave a challenge area to encourage greater | £0 |

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| “Raising Attainment Plan” | depth thinking in different subject areas. Resources are age-appropriate and accessible and selected to spark curiosity and a love of learning. | Currently from whole-school budget |
| Professional development linked to focus on “cusp” groups | All children are assessed termly and the results form part of pupil progress meetings. A key focus group of pupils at these meetings, are the children who are on the “cusp” of either attaining ARE by the end of the year, or GD but the end of the year. Teachers focus on these cusp groups; 7 of the 8 pupil premium children are in cusp groups. | £0 Currently from whole-school budget |
| ii. Targeted support | | |
| Action | Impact (including evidence and lessons learned) | Cost |
| Personalised tutoring (HT x 1 child, 4x20 mins weekly for the academic year) | Achieved ARE in M, W and GPS and GD in reading in end of KS2 SATS having previously been working below ARE in all subjects. | £0 |
| Appointment of pupil premium teacher | Pupil premium teacher works closely with the Headteacher and the class teachers to ensure that teaching is targeted and personalised. PP children work 1:1, or where appropriate (and only when other children have the same targets) in small groups. All teaching focus is driven by the needs of the children who are in receipt of pupil premium. | £7,200 |
| Home-school meetings between pupil premium teacher/families – personalised homework tasks/communication. Regular feedback to class teachers | Where social needs (home-based) were identified, the PP teacher and school supported the family’s needs and wishes – these were all met. Behaviour improvements met. Academic progress evidenced through PP teacher’s records of targets and success criteria. Fed back to HT and governors. | |
| Provision of funding for school enrichment activities (trips, clubs etc) | School use some of the pupil premium money to pay “voluntary contributions” to school visits and visitors and ensure that all children can access any specialist-led after-school clubs (sport, music) if necessary. | £4,400 |
| Provision of funding for breakfast club/after-school club | School uses some of the pupil premium money to pay for places at breakfast club/after-school club, to ensure that children have a good start to the day with a healthy breakfast, or to ensure that family commitments re other siblings (eg at pre-school etc) can be met. | £150 |

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| Purchase of specialist equipment | Specialist equipment is procured or subsidised with PP money so that all children have the best opportunity of realising their potential. This includes equipment required for any child with SEND, and also resources and items to improve the quality of home-life (eg blinds for windows to enable sleep) | £130 |
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iii. Other approaches

| Action | | Cost |
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| Creation of action group to support those children who do not qualify for PP, but are in need of financial support in addition to those in receipt of PP and in very challenging financial circumstances. | A small group of staff and parents work discretely to ensure that all have the opportunities outlined in UNICEF's "Rights of the Child". We have provided beds, bikes, food, birthday presents, Christmas presents, clothing, shoes through donations, the "recycling" of goods, and through contacts with employers/family members. | £0 |

5. Additional detail

Academic Year 2018-2109

We will continue with the actions identified in point 4 above – ie largely using PP money to resource a pupil premium teacher exclusively to support the academic needs of the children within school, and the needs of the family (where applicable) outside of school according to the principle of Maslow's hierarchy. Ie a child will never fulfil their potential and be able to make progress if they are worried about what they will be able to eat from one day to the next, how they can keep warm and how they can get to sleep at night etc etc. A child must have everything he/she needs in order to feel safe and happy. Once that is in place, the learning can begin. As a Christian school, we consider this to be our moral responsibility and operate very much on the principle that every child deserves a childhood. In a school that has a largely affluent catchment area, this becomes even more important.

The rest of our pupil premium funding is spent on ensuring that children have the same range of opportunity as their peers, and this pays for trips and learning experiences (both inside and outside of school) that will hopefully ignite a spark and make them learners for life.

Academic Year 2019-2020

Funding permitting, if possible, we would continue with this approach, as we can evidence the progress and the learning experiences provided, and how these have benefited the children, their peers and their families. However, we anticipate that the current funding crisis will mean that we may have to change things and rely more on our whole-school approach (4i) to maintain our current class structure and subject rotation in future years. We will still have the same strong moral drive though, and rely on our voluntary action group to ensure that those in receipt of Pupil Premium funding can continue to access all learning experiences.