



## Pupil Premium Review and Strategy 2019-2020

### What is it?

Pupil Premium funding is an additional payment to schools, calculated according to the number of children registered for Free School Meals (FSM). In 2019/19 this funding was £1320 per pupil and this funding remains in place for the year 2019/2020. From April 2018 to March 2019, the school received £86,680.00.

### Why has it been introduced?

The Government believes that Pupil Premium, which is additional to our main school funding, is the best way to support the inequalities between families with different incomes. Such circumstances can often lead to differing educational and social outcomes. This additional funding is targeted to tackle disadvantage by supporting the pupils who need it most and diminishing differences. Schools are able to decide how to best invest this money to support disadvantaged pupils within their school and to report how the money is spent to stakeholders, including Governors and parents.

For the financial year April 2019 to March 2020 our school will receive a prediction of £102,000.00. The percentage of our pupils classed as 'disadvantaged' remains at 37% with 54% of children who are pupil premium in the Year 2 cohort. We are aware however, that there are many children who will also be entitled to pupil premium funding whose parents choose not to declare it was as well as additional children who are very vulnerable.

### For the year 2018-19, we used the Pupil Premium as follows: (allocated £86,680.00)

- To continue to minimise the differences between disadvantaged children and non-disadvantaged children by providing intense support to develop communication and basic reading and writing skills.
  - *Specialist Interventions, ECAT, ECAM, physical literacy, and phonics boosters in Year 1*
  - *Talk 4 Writing initiative*
  
- To further enhance the mental well-being of disadvantaged children, impacting on their attitudes and behaviour in school.
  - *Positive play for individual children as part of Early Help and groups of children as an intervention*
  - *Pastoral support for families including Incredible Years programme*
  - *Additional resources including uniform, food bank links and Christmas presents*
  - *Closer attendance monitoring including support from Multi-Agency teams*
  - *Subsidised School trips across school*
  - *Launch of Owls South Derbyshire Nurture Provision*
  - *Launch of Hub teaching*
  - *Provision for PE fundamentals*
  
- To further develop parental engagement with school and the local community
  - *Subsidised school trips across school*
  - *Staffing for breakfast club*
  - *Involvement in 'Teddy Bear' project.*

## Summary of Reception Outcomes 2018-19

Pupils at the Expected standard or above Cohort = 49 (exc. 6 x ERS ch)

	Reading			Writing			Maths		
	Sep	July	+/-	Sep	July	+/-	Sep	July	+/-
	40-60 beg+	ELG exp		40-60 beg+	ELG exp		40-60 beg+	ELG exp	
<b>Overall ( )</b>	12%	67%	<b>+55%</b>	22%	61%	<b>+39%</b>	22%	67%	<b>+34%</b>
<b>Disadvantaged (17)</b>	0%	59%	<b>+59%</b>	18%	53%	<b>+35%</b>	18%	59%	<b>+41%</b>
<b>Non-disadvantaged (34)</b>	17%	68%	<b>+51%</b>	23%	63%	<b>+40%</b>	23%	68%	<b>+45%</b>

### EYFS RECEPTION

#### CLASS 1

40% disadvantaged children are on SEN support

	DISADVANTAGED (10)	DISADVANTAGED BOYS (4)		BOYS (9)	ALL
READING	4.9	5.5		4	4.1
WRITING	4.1	4.8		3.9	4
NUMBER	4.4	4.8		4	4.1

#### CLASS 2

80% disadvantaged children are on SEN support

	DISADVANTAGED (7)	DISADVANTAGED BOYS (40)		BOYS (12)	ALL
READING	4.7	4		5	5
WRITING	3.6	2.5		3.7	4.3
NUMBER	4.1	3.3		5	5

# Summary of Year 1 Outcomes 2018-19

Pupils at the Expected standard or above Cohort =52 (exc. 7 x ERS ch)

	Reading			Writing			Maths		
	Sep	July	+/-	Sep	July	+/-	Sep	July	+/-
	ELG exp	1 sec+		ELG exp	1 sec+		ELG exp	1 sec+	
<b>Overall (55)</b>	52%	61%	<b>+9%</b>	52%	<b>45%</b>	<b>-7%</b>	56%	58%	<b>+2%</b>
<b>Disadvantaged (22)</b>	43%	44%	<b>+1%</b>	43%	30%	<b>-14%</b>	46%	44%	<b>-2%</b>
<b>Non-disadvantaged (33)</b>	60%	83%	<b>+23%</b>	61%	60%	<b>-1%</b>	65%	74%	<b>+9%</b>

## KEY STAGE 1 – YEAR 1

### CLASS 1

80% of disadvantaged children are on SEN support

18/30 = 60% are on the Code of Practice

	DISADVANTAGED (12)	DISADVANTAGED BOYS (8)		BOYS (14)	ALL
READING	3.6	3.8		4	4
WRITING	3.2	3.2		3.6	3.6
NUMBER	4	3.8		4.4	4

### CLASS 2

58% of disadvantaged children are on SEN support

15/30 = 50% are on the Code of Practice

	DISADVANTAGED	DISADVANTAGED BOYS		BOYS	ALL
READING	4.4	4.4		4.2	4.2
WRITING	3.6	3.6		3.6	3.6
NUMBER	4.6	4.4		4.4	4.4

## Summary of Year 2 Outcomes 2018-19

Pupils at the Expected standard or above

Cohort = 55

2 YEAR PICTURE FROM EYFS TO YEAR 2



	Reading			Writing			Maths		
	July 2017 ELG Exp	July 2019 Expected Standard	+/-	July 2017 ELG Exp	July 2019 Expected Standard	+/-	July 2017 ELG Exp	July '19 Expected Standard	+/-
	1 sec+	2 sec+		1 sec+	2 sec+		1 sec+	2 sec+	
<b>Overall (52)</b>	54%	64%	<b>+10%</b>	50%	50%	=	48%	59%	<b>+11%</b>
<b>Disadvantaged (22)</b>	32%	50%	<b>+18%</b>	32%	46%	<b>+14%</b>	36%	54%	<b>+18%</b>
<b>Non-disadvantaged (33)</b>	70%	74%	<b>+4%</b>	70%	53%	<b>-17%</b>	70%	63%	<b>-7%</b>

This data does not include x3 non-verbal ERS complex children.

### KEY STAGE 1 – YEAR 2

#### CLASS 1

20% of disadvantaged children are on SEN support

5/27 = 18% of children are on the Code of Practice

	DISADVANTAGED	DISADVANTAGED BOYS	GIRLS	BOYS	ALL
READING	5.8	6.4	5.8	6	6
WRITING	5.2	5.6	4.2	5.4	5.8
NUMBER	5.6	6	5	5.8	5.4

#### CLASS 2

48% of disadvantaged children are on SEN support

15/27 = 56% of children are on the Code of Practice

	DISADVANTAGED	DISADVANTAGED BOYS	GIRLS	BOYS	ALL
READING	6	6	6	6.2	6
WRITING	6	6	5.8	5.8	6
NUMBER	5.6	5	6	5.6	6

# IMPACT OF INTERVENTIONS AND ADDITIONAL SUPPORT

## Foundation Stage

- In reading, the disadvantaged group made similar rates of progress than the non-disadvantaged groups although there was a significant difference in one class for disadvantaged boys in all areas. From analysis of a range of interventions, the disadvantaged and the non-disadvantaged children made the same rates of progress for ECAT, ECAM, in reading and greater than expected progress in writing which exceeded non-disadvantaged children.

## Key Stage 1

- Basic skills – Out of 19 children, 15 (70%) were disadvantaged and they all made expected progress although the non-disadvantaged group made more. 5 children will be completing the programme in Year 2.
- Max's Maths – 20/27 of the children who completed this programme were disadvantaged and both groups made exceptional progress (average of 7 steps).
- Lexia – Out of the 24 children, 13 (54%) were disadvantaged and they made good progress.
- Physical Literacy – Out of 4 children, 3 were disadvantaged and all children made good progress.

### **Main barriers to educational achievement**

- There are significant number of children whose academic and emotional achievement are affected by their home lives. This includes living conditions, parenting and exposure to domestic abuse. These children are vulnerable, some of which are not recognised as 'disadvantaged'.
- Children with emotional barriers are not 'ready learners' which impacts significantly on their behaviour at school.
- Some of our children reside in the top 30% on the deprivation index where some of their basic needs are not met.
- 1/3 of our disadvantaged group are monitored for safeguarding concerns and either have Early Help involvement or have been stepped up to Child Protection plans.
- Some parents have barriers to school and require help in supporting their children with their learning.
- Attendance of persistent absentees are linked to difficulties at home or significant medical and SEN needs.
- Some disadvantaged children have additional needs.
- Some of our vulnerable groups have attachment issues.
- There are a significant number of pupil who have communication difficulties and this has an impact across the whole curriculum.
- Some of our children lack self-esteem and resilience to rise to challenges, particularly boys in writing.
- Many children still need support to develop active learning and independent skills to access the curriculum.
- Children have limited exposure to life experiences, in particularly enrichment opportunities and additional experiences in applying their reading and mathematics skills.

# PUPIL PREMIUM STRATEGY 2019-2020

**Objective 1:** To increase the % of standards across school with a focus on the disadvantaged boys.

Activity	Cost (per year)	Impact	Monitoring
<b>Teaching Assistant delivery for specific support for children who are on the Code of practice:</b>  - <b>Costings of Interventions listed below:</b>		Disadvantaged children will make the same rates of progress as non-disadvantaged children.  Basic skills to develop speaking and listening will be enhanced and progress measured.	Progress monitored through Pupil Progress meetings led by SMT.  Learning walks will measure the effectiveness of specialist interventions.  Headteacher to update and monitor pupil provision mapper every term.
<b>ECAT in Nursery and Reception / speaking and listening programmes – started in October 2019</b>	GK per intervention: £30.54 = <b>1,068.90</b>  JMc per intervention: £45.81 = <b>£1,603.35</b>		
<b>ECAM intervention in Reception – started in October 2019</b>	LH £50.88 per week = <b>£1,933.44</b>		
- <b>Startwrite intervention programme across KS1</b>	3 x 20 mins per class  12 week programme =  4 hours per week (£61.08) = <b>£732.96 for block</b>		
<b>Mrs Stokes to look into purchasing dyslexia friendly intervention programme ‘beat dyslexia’ as part of our provision. Introduce BBC dancemat package.</b>	<b>£100</b>		
<b>Better words programme</b>	Year 1: 3 hours -= £1,374.30  Year 2: 3 hours -= £1,374.30  <b>£2,748.60</b>		

<p><b>Mrs Stokes and Mrs Smith to continue to teach SEND disadvantaged children in the hub every morning for 2.5 hours</b></p> <p><b>Quality teaching from SENDCO</b></p>	<p>£42.32 ph = £105.80 per day</p> <p>£16.96 ph = 42.40 per day</p> <p>(costs school £25,925.00 to run for 25 weeks of the year)</p> <p>7/8 children are pp - £1320 x 7 = <b>£9,240.00</b></p>		
<p><b>Phonics booster for both Year 1 and Year 2 – delivered by Mrs Stokes and Headteacher</b></p> <p>Provide additional booster interventions for phonics for children who are on the cusp of phase 5 in the Spring term 2020.</p>	<p>SENDCO included in costings above</p>		
<p>Purchase Talk for Writing support project for 2 x years to increase long-term writing outcomes.</p>	<p><b>£3000.00 per year</b></p>	<p>All children will have exposure of a proven strategy to ignite writing with effective strategies to promote and develop writing. Standards will be raised across the whole school for all children, particularly disadvantaged boys.</p>	<p>Talk 4 writing team to monitor progress / Govs to monitor</p>
<p>CPD for EYFS team</p> <ul style="list-style-type: none"> <li>• Early Years professional development programme (EYPD) funding bid</li> <li>• Fuelling communication and learning through quality interactions in the EYFS. – 2 x twilight courses in the Spring term.</li> <li>•</li> </ul>	<p>Funded courses if successful</p> <p><b>£600.00</b></p>	<p>A strong skillset of staff will be able to enhance communication to a greater degree across the EYFS.</p>	<p>LM</p>
<p>Promote a love for reading across the school by:</p> <ul style="list-style-type: none"> <li>-Promoting volunteers</li> <li>-re-vamping the reading reward incentive</li> <li>-Extra reading for disadvantaged</li> <li>-Children to take home prepared inference cards from each year group.</li> </ul>	<p>No cost</p>	<p>The difference in attainment for reading will diminish between disadvantaged children and non-disadvantaged children.</p> <p>Inference skills will be further developed in the school.</p>	<p>Review and evaluation process will monitor the impact</p>
<p>To continue to raise the profile of the disadvantaged children amongst staff ensuring that their needs are met accordingly – minute in pupil progress meetings</p>	<p>Time delegated in pupil progress meetings</p>	<p>To monitor progress and attainment of all the SEN, More Able and Disadvantaged pupils.</p>	<p>Progress monitored by SMT through tracking, progress meetings and learning walks.</p>

SENCO, Deputy and Assessment Leader Management Time	See previous costs	To continue to monitor progress and attainment of all the SEN, More Able and Disadvantaged pupils.	Progress monitored by EC/JG and ML through tracking, progress meetings and learning walks.
Promote a love for reading across the school by: <ul style="list-style-type: none"> <li>Promoting volunteers</li> <li>Extra reading for disadvantaged</li> <li>Children to take home word walls</li> </ul> Embed daily guided reading across school.	No cost	The difference in attainment for reading will diminish between disadvantaged children and non-disadvantaged children.  Inference skills will further develop in the school.	Review and evaluation process will monitor the impact.
Explore creative ways to maximise outcomes for disadvantaged children.	£240.00	KB to attend course in January 2020 – ‘Maximising the outcome for disadvantaged children’.	
Staffing for Breakfast Club	£4959.00	To ensure children are ready for the school day. Non-pupil premium children to continue to pay for breakfast club provision at a cost of £2 per day. (average of 20 children per day)	To be monitored by SMT Regular scrutiny of update for breakfast club to ensure that disadvantaged children who attended regularly do not have to pay for breakfast club.
Elmsleigh to donate food packages for x8 disadvantaged families. To provide healthy breakfasts for disadvantaged families.	Annual subscription £650.00	Healthy meals will be provided for needy families.  Children will be able to eat a variety of healthy breakfasts.	Pastoral team to monitor.
Employment of additional TA in Nursery to use specialist skills for Early Help and SEN diagnosis.	£24,473.28	Children have support prior to diagnosis to enable the needs of our Nursery children to be met.	LM / NS
To provide small group teaching from specialist teachers to address specific gaps in knowledge in Maths, and writing.  January – HT to teach phonics in Year 1 and Year 2  SENDCO to teach maths boosters in Year 2 (See above)  HT to teach maths boosters in Year 2 for children who are exceeding.  / Utilise TA's (HLTA's) to deliver additional booster sessions?? (tbc)	£420.00  £598.00	Every opportunity is grasped to enable children to have the chance to attain aspirational outcomes at the end of KS1.	SMT during pupil progress meetings.
Afternoon provision for vulnerable pupils in Year 2  TA costings for every afternoon in Year 2	£108.20 per week x 38 weeks = 4,1116.00	Children will be able to access the curriculum across the day and be supported effectively.	SMT



**Objective 2:** To further develop the leadership and management of pupil premium funding and provision in keeping children safe, regular attendees and support for parents for Early Help.

Activity	Cost (per year)	Impact	Monitoring
Continue to operate our South Derbyshire Nurture provision	Commission to schools £1800.00 per term.  Unfunded Elmsleigh children to access every Friday  Cost to school:  £40.81 +£15.27= £56.08 per hour  <b>£336.48</b> every Friday! (£12,786.24)	Nurture provision will continue to be a success, resulting in reduced exclusions across South Derbyshire.	KB
Pastoral Lead to continue to develop role delivering positive play	<b>£28,961.01</b>	To support pupils social and emotional well- being for vulnerable pupils.  Pastoral lead will be trained to deliver recognised parenting programme – ‘Incredible years’ ‘HENRY’ project and NHS mental health courses as well as Early Help.	Progress monitored through Pupil Progress meetings led by EC/JG.  KB tracks social and emotional well-being
Explore supervision for staff dealing with vulnerable and disadvantaged children.	No cost	Early Help advisor to explore	KBu
Explore ‘my concerns’ for the forthcoming financial year.	<b>£2,000</b> (use from REHO money)		KBu
Ensure that all teachers as classroom practitioners are aware of the pp strategy and share classroom actions with all of their teaching assistants	No cost	Expectations and support will be the same.	KBu
Develop role of pupil premium Governor -Meet termly to monitor provision for disadvantaged children	No cost (time)	Pupil premium Governor will have overall contextual knowledge and monitor impact of costs.	KB/KBa

<p>Work with the Local Authority in ensuring that school is equipped for supporting parents with Early Help:</p> <ul style="list-style-type: none"> <li>• Complete EHA</li> <li>• Continue to support parents with advice and networks to other agencies</li> <li>• SENDCO to attend course in completing EHA – December 2019</li> </ul>	<p>No cost</p> <p>Time to liaise with Early Help advisor</p>	<p>School will be proactive in effectively supporting vulnerable families.</p>	<p>KBu</p>
<p>Purchase Gold Package for positive play in order to provide enhanced supervision for pastoral lead, access to resources and holiday club for children.</p>	<p><b>£400</b></p>	<p>Children will receive improved positive play provision including support during school holidays.</p>	<p>Tina Arckless</p>
<p>To keep abreast of all local issues by attending all safeguarding forums / available workshops.</p>	<p>KB/TA/JF release time</p>	<p>Attendance of: LCP meetings Safeguarding forums Safeguarding panel meetings (tba)</p>	<p>KBu</p>
<p>To develop mini 'positive play' opportunities for vulnerable children in the new sensory room</p>	<p>Time for 2 x TA's twice per week</p>	<p>Children will feel more confident in the classroom.</p>	<p>SMT</p>
<p>Closer tracking of attendance to include all office staff. Increase threshold of 92%. Monthly attendance meetings Attendance panel meetings when required. Continue to request medical evidence for every appointment.</p>	<p>8 hours per year - KP -£135.68 RS (16 hours) - 212.64 TA-£160.56 <b>£508.88</b></p>	<p>Parents will understand the importance of school attendance.  Attendance will improve to 96%.</p>	<p>Attendance team to review – no external agency involvement.</p>
<p>Work on engaging Early Years parents for support – ie: enhanced home visits for children new to Elmsleigh school, induction, further workshops into the classrooms.</p>	<p><b>£1303.25</b> – first week of salaries for home visits</p>	<p>Additional support visits for vulnerable children in the Nursery.</p>	<p>FS team to monitor the effectiveness.</p>
<p>Set up vulnerable pupil tracker regardless of children who receive funding to ensure that every vulnerable child and family is identified and supported effectively.</p>	<p><b>KB costs</b></p>	<p>All staff will be aware of vulnerable children as many parents do not declare pupil premium.</p>	<p>Governors to challenge KB in her role.</p>

**Objective 3:** To ensure that our Elmsleigh curriculum is broad and balanced across the school and is ambitious in developing well-rounded children who have equal opportunities to succeed.

Activity	Cost (per year)	Impact	Monitoring
Additional provision over lunch-time to further enrich physical exercise opportunities and games with groups of children who would benefit from developing a love for sport and keeping healthy.	£4250.00 – taken out of Sports premium	Children will develop their physical gross motor control, impacting on their ability to concentrate and apply motor skills in lessons.	Sports leaders to monitor
Phonics and reading workshop to engage all parents (EYFS and KS1 reading café)	£120.00	Parents will have a greater awareness of ways to support their children with phonics.	Literacy team
Henry project Healthy Eating Initiative for targeted vulnerable families who require support – w/b 10 <sup>th</sup> October 2019	Nil	Parents will feel supported through collaborative learning about healthy eating.	Takes place every Wednesday in the autumn term.
Maths workshop to engage all parents Year 2 – Autumn term Reception and Year 1 – Spring term	£220.00	Parents will have a greater awareness of ways to support their children with Maths	KB
Have high expectations for all children  Teachers to deliver whole class teaching	None	Literacy and Maths leaders to monitor the impact	SMT to oversee
To increase trips into the local community: <ul style="list-style-type: none"> <li>• Visit to the shops and supermarket</li> <li>• Singing at the church</li> <li>• Regular links with William Allitt High School</li> <li>• Visit to the post office</li> <li>• Visit to the parks</li> <li>• Visit to the post box</li> </ul>	No cost	Children will develop their geographical awareness of their locality and the community they live in.	SMT
Subsidised school trips for every year group. <ol style="list-style-type: none"> <li>1. Nursery</li> <li>2. Reception</li> <li>3. Year 1 – Snowdome - £5 per child (£300)</li> <li>4. Year 2 – Beaumanor</li> </ol>	£1500.00	All children will feel that they can take part in all school events, which demonstrates the school's commitment to equal opportunities .It also provides the children with a wide range of experiences to support their learning.	To be monitored by KB/KM
Develop citizenship through links with Oaklands Nursing home	No cost	KB to liaise	
Enterprise project for Year 2 to raise aspirations	Summer term teaching	Planning time for DV/NL	Review time to update success.

To increase visiting professions to enhance the school curriculum	No cost – time for staff to fit in	Children will have a wider awareness of aspirational ambitions.	Review time to update success.
Continue to support the 'Teddy Bear project' to enable new starters to settle when starting EYFS.	£300 – cost of mice Time to release LM/KB0 £240.0	Children will settle quickly with fewer attachment issues.	SMT
Uniform All children to continue to receive a free school shirt on completion of enrolment forms.	£500.00	To provide uniform for pupils so that they feel part of the school community	All staff to monitor this.
Schools Partnership with South Derbyshire Sports - Athletics and dance festivals  South Derbyshire Sports Partnership after school club-16 pupil premium children across the school per half term.	Sports premium  Sports Premium	The children will be fit and healthy. The sport will make a profound and positive impact on individuals motor skills development, performance and educational potential. Children will learn about the importance of key values such as:  <ul style="list-style-type: none"> <li>• Honesty</li> <li>• Teamwork</li> <li>• Fair play</li> <li>• Respect for themselves and others</li> <li>• Adherence to rules</li> </ul>	Monitored by Sports Leaders (LM/EC) and Headteacher (KB)
To ensure that Nurture is sustainable for vulnerable pupils who are disadvantaged  Owls costings for children who have attended since September.  To ensure that vulnerable children's needs are met during targeted work in daily phonics.	£4256.00 £1965.93 £3464.67 £3672.82 £2075.00 (inc. pp+)  £15,442  Additional costs to school following on from GRIP funding	Children will become ready-learners and further develop resilience to access school, both emotionally and academically.  Impact measured via Boxalls	SMT to conduct learning walks during the year.  KB to liaise with DCC for sustainability.

**TOTAL EXPENDITURE = £108,289.05**