

Pupil premium strategy statement (primary)

1. Summary information					
School	Ellingham VC Primary School				
Academic Year	2018/19	Total PP budget	£17460	Date of most recent PP Review	16/9/14
Total number of pupils	103	Number of pupils eligible for PP	16	Date for next internal review of this strategy	November 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected or better in reading, writing and maths	%	%
% making progress in reading (0 expected)		
% making progress in writing (0 expected)		
% making progress in maths (0 expected)		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	43% of our Pupil Premium children are also on the SEN register.	
B.	Progress and achievement in maths is weaker than reading and writing for our Pupil Premium children in Year 6 and Year 3. It is lower in writing and reading for our children in Year 4 and lower in maths and reading in Year 5.	
C.	A small group of Pupil Premium children medical needs which make learning more challenging.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	50% of our Pupil Premium pupils have joined the school at different points from the expected entry.	
E.	63% of our Pupil Premium pupils have additional family needs outside of school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the progress of the pupils who are both Pupil Premium and on the SEN register.	Impact of intervention programmes being run demonstrates good progress being made.
B.	Progress and attainment in maths will increase to ensure all PP pupils in Year 6 and Year 3 achieve the same or better as their reading and writing.	PP pupils to achieve equal or better progress as 'other' pupils.

	Progress and attainment in writing and reading will increase to ensure all PP pupils in Year 4 achieve the same or better as their and maths. Progress and attainment in maths and reading will increase to ensure all PP pupils in Year 5 achieve the same or better as their writing.	
C.	Improved aspirations and perseverance for PP pupils, especially Year 5 PP pupils.	PP pupils able to complete tasks in the given time without giving up, refusing to join in, and so making expected progress compared to 'others' in class.
D.	In year transferred PP pupils to settle quickly and achieve expected or better progress.	PP pupils needs identified and gaps in learning assessed on entry. Interventions put in place and closely monitored to ensure progress is at expected or better than 'others'.
E.	Increase progress and attainment of PP pupils with additional family needs.	PP pupils identified with additional family needs to have Nurture support and know which adult to go to share worries.
F.	Improve the progress of the pupils who are both Pupil Premium and on the More Able register.	Impact of intervention programmes being run demonstrates good progress being made.

5. Planned expenditure

Academic year

2018/19

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C.Improve aspirations and perseverance for PP pupils, especially Year 5 PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Staff training on high quality feedback.	This is a long term project to help our children. Evidence source EEF Toolkit. EEF Toolkit feedback +8.	Feedback from staff using purple pen giving positives along with next steps. Children editing in green pen and given time to respond to comments. Learning walks and book scrutiny.	SLT/ Subject leaders	July 2019

<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improved aspirations and perseverance for PP pupils, especially Year 5 PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	<p>Boxall Profiling online access Growth Mind set resources and activities Mental Health staff training Dyslexia staff training on supportive apps.</p>	<p>Many PP pupils have additional emotional and learning needs. Staff are being trained to understand the whole child and to celebrate every small step of progress. Digital technology as being effective EEF toolkit +4. Social and emotional learning as being effective EEF Toolkit +4.</p>	<p>SQ identify group who would benefit from. Staff reviewing emotional impact and feeding back to SQ. Evidence of academic impact on Pupil Asset.</p>	<p>Teachers TAs</p>	<p>July2019</p>
<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improved aspirations and perseverance for PP pupils, especially Year 5 PP pupils.</p>	<p>ELS/ALS/ Code/ Springboard training and implementation by TAs.</p>	<p>Small group work is recognised as being effective EEF Toolkit. Many of our children identified for ELS and ALS support are also on the PP pupil register as well as the SEN register. EEF Small Group +4.</p>	<p>SQ to support TAs. Ensuring resources are available/ monitoring progress at half termly tests/ observing the teaching of the programmes. SJC to support this 3 x days a week.</p>	<p>SQ</p>	<p>December 2018 March 2019 June 2019</p>
<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improved aspirations and perseverance for PP pupils, especially Year 5 PP pupils. D. In year transferred PP pupils to settle quickly and achieve expected or better progress.</p>	<p>Talk for Nurture</p>	<p>We have a number of PP pupils who need targeted support with emotions and what is happening in their lives. These children need access to support which allows them to put into words what they are thinking in a secure and friendly way.</p>	<p>SQ identify group who would benefit from. SW to support this 3 x pm sessions a week.</p>	<p>SQ</p>	<p>December 2018 March 2019 June 2019</p>
Total budgeted cost to date					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C.Improve aspirations and perseverance for PP pupils, especially Year 3 PP pupils.</p>	<p>Springboard for maths interventions for Year 3 Max's Marvellous Maths for Year 3</p>	<p>Springboard and Max's marvellous Maths have been recognised programmes to support maths for years. Along with the additional use of practical resources in the Maths Trugs. These programmes have been independently evaluated.</p>	<p>Springboard and max's marvellous maths taught to Year 3 PP pupils by SJC once a week using Maths Trugs to support learning.</p>	<p>SQ and SJC</p>	<p>To review progress of half termly test results and termly at Pupil Progress meetings.</p>
<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. B. Progress and attainment in writing for Year 4 will increase to ensure all PP pupils achieve the same or better as their reading and maths.</p>	<p>ALS for writing intervention for Year 4</p>	<p>ALS is a recognised programme to support Literacy.</p>	<p>ALS taught to Year 4 PP by LS.</p>	<p>LS and SQ</p>	<p>To review progress of half termly test results and termly at Pupil Progress meetings.</p>
<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. B. Progress and attainment in maths for Year 6, 5 and 3 will increase to ensure all PP pupils achieve the same or better as their reading and writing.</p>	<p>IPad Maths and Maths Intervention</p>	<p>Small group work is recognised as being effective EEF Toolkit.</p>	<p>Small group support to ensure all children able to access curriculum led by NL.</p>	<p>NL and teachers</p>	<p>To review progress of half termly test results and termly at Pupil Progress meetings.</p>
<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. C. Improve aspirations and perseverance for PP pupils, especially Year 4 and 5 PP pupils</p>	<p>Reading – The Code and comprehension intervention.</p>	<p>Small group work is recognised as being effective EEF Toolkit.</p>	<p>The Code taught by LS and SR. Comprehension intervention with SJC</p>	<p>LS, SR and SJC</p>	<p>To review progress of half termly test results and termly at Pupil Progress meetings.</p>
<p>C.Improve aspirations and perseverance for PP pupils, especially Year 5 PP pupils F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	<p>Extending More Able PP</p>	<p>We want to provide extra support to maintain high attainment. We have found that giving these pupils access to the materials and resources allows these pupils to have equal opportunities.</p>	<p>Additional Maths Whizz timetabled for HAPs PP pupils. HAPs guided reading additional support in Yr 5 provided by NL.</p>	<p>Class Teachers NL</p>	<p>Monitoring of Maths Whizz progress every half term. To review progress of half termly test results and termly at Pupil Progress meetings.</p>
Total budgeted cost to date					<p>£</p>
<p>iii. Other approaches</p>					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. B. Progress and attainment in maths for Year 6, 5 and 3, will increase to ensure all PP pupils achieve the same or better as their reading and writing. C.Improve aspirations and perseverance for PP pupils, especially Year 5 PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Maths Whizz additional access time. Outdoor Learning	Norfolk County Council originally recommended this program to the school. Staff have found the program extremely successful and having monitored the impact of individual pupils, of all ability groups, show that it works extremely well. Outdoor adventure learning, EEF toolkit.	Timetabled for Swifts and Skylarks. After school club for Swallows. Each class given a session a week to put learning into a practical activity.	Class teachers. NL	To review progress of half termly test results and termly at Pupil Progress meetings.
D.In year transferred PP pupils to settle quickly and achieve expected or better progress.	Assessing and supporting in year transfer PP pupils to ensure support given accurately and quickly.	Class teachers assess pupils on entry to the school to ensure that we can tailor their learning and put in additional support if needed as soon as possible. Children need to know their targets and what they need to do to improve.	Assessments carried out by class teachers.	Class teachers	To review progress of half termly test results and termly at Pupil Progress meetings.
C.Improve aspirations and perseverance for PP pupils, especially Year 5 PP pupils.	To ensure PP pupils are given opportunities to experience a full range of activities.	Meta-cognitive, Outdoor learning and Social and emotional learning, EEF Toolkit	Paying for all PP pupils to go on school trips and for the UKS2 residential trip. Forest School sessions from Sparrow Hawk.	CW and SQ	To review progress of half termly test results and termly at Pupil Progress meetings. To monitor progress on Boxall profile.
C.Improve aspirations and perseverance for PP pupils, especially Year 5 PP pupils.	To ensure PP pupils are given opportunities to experience a full range of activities.	Sports participation is recognised as being very important, EEF Toolkit, and we ensure that PP pupils have every opportunity to partake in clubs and competitions.	Paying for PP pupils to attend afterschool and holiday clubs. Buying specific resources, food etc for Nurture group baking etc.		Monitor through budget.
C.Improve aspirations and perseverance for PP pupils, especially Year 5 PP pupils.		Inviting speakers in to let our children know what they can aspire to.	Identify parents with a specific skill to come in and talk to the children.	CW and SQ	
Total budgeted cost to date					£

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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7. Additional detail

Pupil Premium