

# Ellingham VC Primary pupil premium strategy statement - Reviewed



1. Summary information					
School	Ellingham VC Primary School				
Academic Year	2019/20	PP Budget – £19,760		Date of most recent PP Review	Sept 2019
Total number of pupils	104	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Sept 2020

2. Current attainment (KS2 2019)				
	PP children	National (PP)	All pupils at Ellingham	National
Meeting Expected Standard in R/W/M	0%	51%	60%	65%
Achieving Higher Standard in R/W/M	0%	-	0%	11%
Reading Progress	- 15.3	-	- 3.6	-
Writing Progress	- 9.9	-	- 5.9	-
Maths Progress	- 13.7	-	- 3.0	-

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	PP children are not achieving as well in Reading and Writing, particularly in KS2. Reading is a barrier to pupil's learning.
B.	PP children are not achieving as well in Maths, particularly in KS1.
C.	41% of our Pupil Premium children are also on the SEND register and of these 2 children are previously LAC. 80% of Year 6 PP children are also SEND and 64% of all KS2 PP children are also SEND.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	45% of our Pupil Premium pupils have attendance below 96%
E.	Raising Aspirations of the PP pupils and ensuring that they have a range of experiences and opportunities.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
<b>A.</b>	To improve the outcomes of reading for PP pupils, especially in Key Stage 1. PP children will pass their phonics test at the end of Year 1.	<ul style="list-style-type: none"> <li>• PP pupils to achieve the same, or better attainment in comparison to non-PP pupils.</li> <li>• PP pupils to make accelerated progress in reading to 'close the gap'</li> <li>• An increased number of PP pupils achieve the phonics screening assessment.</li> </ul>
<b>B.</b>	To improve the outcomes for PP children in Maths in Key Stage 1.	<ul style="list-style-type: none"> <li>• PP pupils to achieve the same, or better attainment in comparison to non-PP pupils.</li> <li>• PP pupils to make accelerated progress in maths to 'close the gap'</li> <li>• PP pupils using Maths Whizz to support their progress in maths.</li> </ul>
<b>C.</b>	To improve the outcomes for PP and SEND pupils, using careful monitoring and use of interventions.	<ul style="list-style-type: none"> <li>• SENCo to carefully monitor the SEND pupils, identifying barriers to learning and ensuring these children have appropriate and effective interventions.</li> <li>• SENCo to monitor the progress of these pupils and assess the impact of interventions.</li> </ul>
<b>D.</b>	To improve the attendance of PP pupils.	<ul style="list-style-type: none"> <li>• Review the current attendance policy and procedures</li> <li>• Monitor attendance for pupils, including PP, each term</li> <li>• PP attendance percentage to decrease</li> </ul>
<b>E.</b>	Pupils access a range of experiences and opportunities.	<ul style="list-style-type: none"> <li>• PP pupils are given the opportunity to attend after school clubs FOC</li> <li>• Pupils are given access to school trips FOC</li> <li>• Pupils aspirations are improved</li> </ul>

## 5. Planned expenditure

**Academic year** 2019/20

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	Impact
<p>A. To improve the provision of reading in Key Stage 1. (Linked to SIDP)</p> <p><b>Books – £1,000</b></p>	<ul style="list-style-type: none"> <li>Order new books to ensure that early years and KS1 have a good variety of books for all children at different reading stages.</li> <li>Daily reading for every child</li> <li>Children to have both group guided reading and whole class guided reading sessions</li> </ul>	<p>Reading is a fundamental skill that helps pupils to access all areas of the curriculum.</p> <p>EEF identify reading comprehension strategies as having a high impact on pupil's learning.</p>	<p>Get pupil views on the types of books that they like and enjoy – pupil voice.</p> <p>Learning walks to look at the impact of the new reading books and to ensure regular reading opportunities.</p> <p>Check daily reading is timetabled.</p>	<p>SLT</p> <p>TK (English Lead)</p>	<p>Reading Books not purchased, planned for summer, but Covid affected this.</p> <p>Pupil voice was collected: Children on the whole enjoyed reading and the majority of classes have regular class reader sessions and all have guided reading. English lead has led a staff meeting and set out the expectations for Reading.</p>
<p>A. To improve the provision for all children in phonics.</p> <p><b>Phonics CPD - £200</b></p>	<ul style="list-style-type: none"> <li>Phonics teaching divided into small groups</li> <li>Phonics training for TAs supporting phonics teaching</li> </ul>	<p>EEF states that phonics is consistently effective at supporting young readers to master the basics of reading.</p> <p>Splitting the class into 3 means that the children have smaller groups – supported in the EEF.</p>	<p>Observations of phonics sessions.</p> <p>Phonics assessments to monitor pupil progress.</p>	<p>SLT</p> <p>CT (Phonics Lead)</p>	<p>Phonics teaching was in small groups and the training was led using a peer approach from our phonics lead. Resources were also purchased to support small group work.</p> <p>All PP children passed their phonics this year.</p>
<p>B. To improve the mental recall in Maths.</p> <p><b>Maths Whizz subscription - £3,540</b></p>	<ul style="list-style-type: none"> <li>Children to have Maths Whizz within sessions</li> <li>Children to have Maths Whizz access at home</li> </ul> <p>Children to have some additional sessions on Maths Whizz focused on mental maths, to gain confidence in rapid recall.</p>	<p>EEF states that Digital Technology has a moderate impact on learning gains (on average 4 months), especially when technology is used to supplement Maths teaching.</p> <p>EEF state that small group work can have a moderate effect on learning gains – up to 4 months.</p>	<p>Class Teacher to ensure that PP children receive additional Maths Whizz time.</p> <p>Monitor usage of Maths Whizz in classes with observations and learning walks.</p>	<p>Class Teacher</p> <p>Maths Curriculum Lead</p> <p>SLT</p>	<p>All pupil premium children have access to small group work in school and also to support learning at home.</p> <p>Celebrations of Maths Whizz are also motivating pupils.</p>
<b>Total budgeted cost to date</b>					<b>£4,740</b>

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	Impact
<p>C. To improve the outcomes for those pupils that are SEND and PP.</p> <p><b>Dyslexia Testing Course &amp; Dyslexia Outreach - £200 Support Staff (as below for Nurture)</b></p> <p><b>Nurture &amp; SEND resources £400</b></p> <p><b>Staffing of SEND/Nurture sessions £3,500</b></p>	<ul style="list-style-type: none"> <li>• SENCo to carefully monitor these pupils and their progress</li> <li>• SENCo to have training in Dyslexia to support specific pupils.</li> <li>• To identify personalised approaches to support their progress – using PiXL interventions if appropriate or other personal approaches to plug specific gaps that children have</li> <li>• Class teachers to plan their intervention, carefully considering the needs of each pupil, including PP pupils.</li> </ul>	<p>The EEF states that small group learning and individualised intervention can have an impact on learning gains.</p> <p>PiXL supports by identifying individual pupil's specific gaps and then there are therapies to support with specific areas of learning. .</p>	<p>Monitoring pupil outcomes.</p> <p>SENCo and SLT monitoring intervention effectiveness.</p> <p>Feedback from pupils – pupil voice.</p>	<p>SENCo</p> <p>SLT</p> <p>Class teachers</p>	<p>2 members of staff on a part time basis have been used to provide Nurture sessions to support pupils with SEND &amp; PP.</p> <p>Nessy to support dyslexia for some PP/SEND pupils.</p> <p>Enabled all PP children to access nurture to ensure that they were emotionally ready to learn.</p>
<p>D. To improve the attendance of PP children.</p> <p><b>Time – sending letters and meetings to improve attendance.</b></p>	<ul style="list-style-type: none"> <li>• Review the current attendance policy and procedures</li> <li>• Monitor attendance for pupils, including PP, each term</li> <li>• PP attendance percentage to decrease</li> </ul>	<p>The EEF recognises that raising the attendance for PP children, can have a positive impact.</p> <p>It is important for pupils to be in school, in order for them to learn and to achieve their full potential.</p>	<p>Monitoring attendance termly with attendance officer.</p> <p>Implementing support on a case by case basis.</p>	<p>SLT</p> <p>Attendance Officer</p>	<p>Pupil Premium attendance is monitored termly. However due to Covid-19, data is not relevant this year.</p> <p>Policy and letters are now in place to support the process in the future.</p>
<b>Total budgeted cost to date</b>					<b>£4,100</b>

iii. Wider Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<p>E. To provide after school clubs so that pupils have access to a range of activities.</p> <p><b>Pupils - £3,200</b> <b>Breakfast Club - £3,500 (Staff)</b></p>	<ul style="list-style-type: none"> <li>Clubs to be paid for so that all pupils, including PP children have access to a range of experiences</li> <li>Clubs to offer a range of skills e.g. cooking &amp; sports</li> </ul>	<p>This allows all pupils equal opportunity of experience.</p> <p>The clubs are carefully selected to ensure that they offer a range of skills e.g. cooking and sports.</p>	Monitoring	SLT  Office Staff	<p>Member of staff employed for Breakfast club. Pupils paid for to attend breakfast club and a range of afterschool clubs: Cookery, Football, Trampolining &amp; Karate</p> <p>Pupils have equal opportunity to access extra-curricular activities.</p>
<p>E. PP children participating in trips and enrichment activities.</p> <p><b>Budget - £4,000</b></p>	<ul style="list-style-type: none"> <li>Trips and residential to be offered FOC to PP children.</li> <li>Forest Schools provided for all children.</li> <li>Holiday Clubs to be offered FOC to PP children.</li> <li>Peripatetic music lessons to be offered FOC to PP pupils.</li> </ul>	<p>EEF shows that Outdoor adventure learning has a positive learning impact of up to 4 years.</p> <p>There is also lots of evidence to suggest that music and learning an instrument has a positive impact on academic learning and well-being.</p> <p>We also feel strongly that all pupils should be afforded the same opportunities and experiences during their time at Ellingham Primary School.</p>	<p>Monitoring the uptake for music lessons.</p> <p>Learning walks and pupil voice to monitor the impact of Forest Schools.</p> <p>Promoting these to all pupils, but especially targeting PP children.</p>	SLT  Office Staff	<p>PP children are accessing Piano and Guitar lessons.</p> <p>PP children had their class trips to Africa Alive paid for.</p> <p>Forest schools is provided and all PP children access. (Not PP)</p> <p>Pupil premium children access a broad and balanced curriculum, with extended curricular activities.</p>
<p>E. To raise pupil's aspirations of what they can be in later life and achieve in their academic life.</p> <p><b>Budget - £220</b></p>	<ul style="list-style-type: none"> <li>Organise an event to promote different jobs/careers available</li> <li>Invite parents to participate</li> <li>PSHE learning that challenges the stereotypes of different genders within the work place</li> <li>Individual aspiration meetings with Year 5 and 6 children and Headteacher</li> </ul>	<p>Local leadership programmes have been promoting the success of raising pupil's aspirations and awareness of the types of jobs that are out there.</p> <p>By having a goal, pupils have an understanding of why learning is important and the direction that they are heading in.</p>	Organising and then monitoring the impact of a successful 'job awareness' event.	SLT  Class teachers	Put on hold, due to Covid-19.
<b>Total budgeted cost to date</b>					<b>£10,920</b>