

Ellingham VC Primary pupil premium strategy statement



1. Summary information					
School	Ellingham VC Primary School				
Academic Year	2020/21	PP Budget – £31,900		Date of most recent PP Review	Sept 2020
Total number of pupils	106	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Sept 2021

2. Current attainment				
	PP children	National (PP)	All pupils at Ellingham	National
Meeting Expected Standard in R/W/M	N/A – Due to Covid-19 (No statutory assessments)			
Achieving Higher Standard in R/W/M				
Reading Attainment (Autumn 2020 TA data)	53%			
Writing Attainment (Autumn 2020 TA data)	42%			
Maths Attainment (Autumn 2020 TA data)	42%			

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.	PP children are not achieving as well in Reading and Writing. Only 53% of pupils achieved expected standard in Reading and only 42% in writing. (Autumn 2020 data).
B.	PP children are not achieving as well in Maths. Only 42% are achieving expected standard in Maths (Autumn 2020 data).
C.	A large number of PP children need support with their social and emotional wellbeing.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some children that are PP, will have had been affected by the 2020 'lockdown' as a result of the pandemic.
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
A.	To improve the outcomes of reading for PP pupils. To improve the outcomes for writing for PP pupils.	<ul style="list-style-type: none"> • PP pupils to achieve the same, or better attainment in comparison to non-PP pupils in Reading and Writing. • PP pupils to make accelerated progress in reading and writing to 'close the gap'.
B.	To improve the outcomes for PP children in Maths.	<ul style="list-style-type: none"> • PP pupils to achieve the same, or better attainment in comparison to non-PP pupils. • PP pupils to make accelerated progress in maths to 'close the gap'
C.	To ensure that pupils who are PP, are ready to learn by addressing any emotional or self-esteem needs.	<ul style="list-style-type: none"> • SENCo to identify those children that have emotional / self-esteem barriers to learning and ensure these children have appropriate and effective nurture / self-esteem based interventions. • SENCo to monitor the progress of these pupils and assess the impact of interventions.
D.	To provide emotional/nurture support for those children who have been affected by the 2020 Lockdown, so that they can make good progress in their learning.	<ul style="list-style-type: none"> • Identify pupils that are struggling emotionally after the March 2020 lockdown. • Identify the type of nurture, emotional support needed. • Pupils to have additional nurture and support, to enable them to be 'ready to learn' and access the curriculum.
E.	Pupils access a range of experiences and opportunities.	<ul style="list-style-type: none"> • PP pupils are given the opportunity to attend after school clubs FOC • Pupils are given access to school trips FOC • Pupils aspirations are improved

5. Planned expenditure					
Academic year	2020/21				
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>Budget – £2,000 (Books)</p>	<ul style="list-style-type: none"> • Improve the early reading scheme, ensuring there is enough books for each stage. • Order new books to ensure that KS1 have a good variety of picture books • Renovate the library to support a culture of reading for pleasure. • Daily reading for every child • Children to have both group guided reading and whole class guided reading sessions 	<p>Reading is a fundamental skill that helps pupils to access all areas of the curriculum.</p> <p>EEF identify reading comprehension as having up to 6 months impact.</p>	<p>Pupil Voice – implementation of the library.</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>A. To improve the early language acquisition of pupils .</p> <p>NELI – Cover needed for TA to deliver. £1,000</p>	<ul style="list-style-type: none"> • Use NELI to support children in developing language. • TA and class teacher to have training in NELI. Use the programme with those children identified as having lower language acquisition. 	<p>EEF states that interventions in the Early Years have a positive impact on pupils progress in learning.</p>	<p>SENCo to oversee the implementation of NELI.</p> <p>SENCo to monitor the implementation of NELI and the progress that they make.</p>	<p>SENCo</p> <p>SLT</p>	
<p>B. To improve the mental recall in Maths.</p> <p>Budget: £2,000 (Maths Whizz)</p> <p>Budget: £4,000 (Interventions)</p>	<ul style="list-style-type: none"> • Children to have Maths Whizz within class Maths sessions • Children to have Maths Whizz access at home • Children to have additional intervention support adapted for individual needs. 	<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. Monitor usage of Maths Whizz.</p> <p>SENCo to monitor the implementation of Maths interventions and the progress that they make.</p>	<p>Class Teacher</p> <p>Maths Curriculum Lead</p> <p>SENCo</p> <p>SLT</p>	
Total budgeted cost to date					£9,000

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 ensure that all PP pupils have emotional and self-esteem concerns met.</p> <p>Budget – Interventions £5,000</p>	<ul style="list-style-type: none"> • SENCo to identify pupils with emotional / low self-esteem • SENCo to carefully monitor these pupils and their progress • Class teachers to plan their intervention, carefully considering the needs of each pupil, including PP pupils. • Pupils to have bespoke nurture / self-esteem sessions dependant on individual needs with a trained TA. 	<p>The EEF states that small group learning and individualised intervention can have an impact on learning gains.</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>D. To ensure that children are ready to learn and have support to recover from the effects of Covid Lockdown.</p> <p>Nurture Sessions and targeted interventions to support self-esteem £5,000</p>	<ul style="list-style-type: none"> • Identify PP pupils who have been negatively affected by the 2020 Lockdown. • Pupils to have bespoke nurture / self-esteem sessions dependant on individual needs with a trained TA. • These sessions to focus on supporting children with their Social and Emotional needs. 	<p>EEF states that Social & Emotional Learning can have a moderate impact on learning gains of up to 4 months.</p>	<p>SENCo & SLT monitoring the effectiveness of the nurture sessions with observations.</p> <p>Feedback from pupils – pupil voice.</p>	<p>SLT</p> <p>Class teachers</p>	
Total budgeted cost to date					£10,000

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>Budget - £4,000</p>	<ul style="list-style-type: none"> Clubs to be paid for so that all pupils, including PP children have access to a range of experiences Clubs to offer a range of skills e.g. cooking & sports 	<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	<p>SLT</p> <p>Office Staff</p>	
<p>E. PP children participating in trips and enrichment activities.</p> <p>Budget - £4,000</p>	<ul style="list-style-type: none"> Trips and residential to be offered FOC to PP children. Forest Schools provided for all children. Holiday Clubs to be offered FOC to PP children. Peripatetic music lessons to be offered FOC to PP pupils. 	<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>	<p>SLT</p> <p>Office Staff</p>	
<p>E. To raise pupil's aspirations of what they can be in later life and achieve in their academic life.</p> <p>Budget - £500</p>	<ul style="list-style-type: none"> Organise an event to promote different jobs/careers available Invite parents to participate PSHE learning that challenges the stereotypes of different genders within the work place Individual aspiration meetings with Year 5 and 6 children and Headteacher 	<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.	<p>SLT</p> <p>Class teachers</p>	
Total budgeted cost to date					£8,500
Total					£27,500