

Pupil premium strategy statement (primary)

1. Summary information					
School	Ellingham VC Primary School				
Academic Year	2017/18	Total PP budget	£17460	Date of most recent PP Review	16/9/14
Total number of pupils	101	Number of pupils eligible for PP	15	Date for next internal review of this strategy	November 2017

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	33%	67%
% making progress in reading (0 expected)	+0.53	+0.33
% making progress in writing (0 expected)	+3.62	+0.17
% making progress in maths (0 expected)	+3.08	+0.28

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.	47% 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. It is lower in writing for our children in Year 4 and lower in reading for our children in Year 2.	
C.	A small group of Pupil Premium children in Year 4 have a lack of aspirations and perseverance. .	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	47% of our Pupil Premium pupils have joined the school at different points from the expected entry.	
E.	67% 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 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 will increase to ensure all PP pupils in Year 4 achieve the same or better as their reading and maths. Progress and attainment in reading will increase to ensure all PP pupils in Year 2 achieve the same or better as their maths and writing.	
C.	Improved aspirations and perseverance for PP pupils, especially Year 4 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		2017/18			
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 4 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 from Ofsted and EEF Toolkit.	Feedback from staff using purple pen giving positives along with next steps. Children editing in green pen and given time to respond to comments.	DE	March 2018

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 4 PP pupils. F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	CPD on Boxall Profiling ASD Mind Growth set Dyspraxia	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.	SQ has identified that many children make progress but these are smaller steps. Staff are being trained to identify these important steps and celebrate with the child their individual progress.	SQ	March 2018
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 4 PP pupils.	ELS/ALS/ Code/ Springboard training and implementation by TAs.	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.	SQ to support TAs. Ensuring resources are available/ monitoring progress at half termly tests/ observing the teaching of the programmes.	SQ and CW	December 2017 March 2018 June 2018
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 4 PP pupils. D. In year transferred PP pupils to settle quickly and achieve expected or better progress.	Training on Talk for Nurture Nelson's Journey	We have a number of PP pupils who need targeted support with emotions and what is happening in their lives.	SQ identify group who would benefit from. CS Talk for Nurture training Summer 2017. LS, EW, CT, NL, DE, SR Nelson's Journey training 20/11/17	SQ	December 2017 March 2018 June 2018
Total budgeted cost to date					£702
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?
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 PP pupils.	Springboard for maths interventions for Year 4	Springboard has been a recognised programme to support maths for years. Along with the additional use of practical resources in the Maths Trugs. These programmes have been independently evaluated.	Springboard taught to Year 4 PP pupils by CS once a week using Maths Trugs to support learning.	SQ and CS	To review progress of half termly test results and termly at Pupil Progress meetings.

A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register. B. Progress and attainment in writing for Year4 will increase to ensure all PP pupils achieve the same or better as their reading and maths.	ALS for writing intervention for Year 4	ALS is a recognised programme to support Literacy.	ALS taught to Year 4 PP by SR.	SR and SQ	To review progress of half termly test results and termly at Pupil Progress meetings.
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 will increase to ensure all PP pupils achieve the same or better as their reading and writing.	IPad Maths and Maths Intervention	Small group work is recognised as being effective EEF Toolkit.	Small group support to ensure all children able to access curriculum led by NL.	NL and CW	To review progress of half termly test results and termly at Pupil Progress meetings.
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 PP pupils	Reading – The Code	Small group work is recognised as being effective EEF Toolkit.	The Code taught by LS and SR.	CW	To review progress of half termly test results and termly at Pupil Progress meetings.
C.Improve aspirations and perseverance for PP pupils, especially Year 4 PP pupils F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.	Extending More Able PP	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.	Additional Maths Whizz timetabled for HAPs PP pupils. HAPs guided reading additional support in Yr 4 provided by NL.	Class Teachers NL	Monitoring of Maths Whizz progress every half term. To review progress of half termly test results and termly at Pupil Progress meetings.
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 2 will increase to ensure all PP pupils achieve the same or better as their maths and writing.	Reading – The Code	Small group work is recognised as being effective EEF Toolkit.	The Code taught by LS.	CW	To review progress of half termly test results and termly at Pupil Progress meetings.

Total budgeted cost to date

£1586.78

iii. Other 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	When will you review implementation?
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C.Improve aspirations and perseverance for PP pupils, especially Year 4 PP pupils D.In year transferred PP pupils to settle quickly and achieve expected or better progress.	Nurture group with CS	A number of PP pupils also have additional emotional needs. Staff have been trained to give very focused support from a recognised Nurture Training Source.	SP fully trained.	CW and SQ	December 2017 March 2018 June 2018
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, 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 4 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 4 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. Robotics workshop – Yr5/6 on 11/12/17 Yr 3/4 on 12/12/17 STEM Club Moving Lego Club Forest School for: Yr 4 Autumn 2017 Reception Spring 2018	CW and SQ CW DE	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 4 PP pupils.	To ensure PP pupils are given opportunities	Sports participation is recognised as being very important, EEF Toolkit, and we ensure that PP pupils	Paying for PP pupils to attend afterschool and holiday clubs.		

	to experience a full range of activities.	have every opportunity to partake in clubs and competitions.	Buying specific resources, food for Nurture group baking etc.		
C.Improve aspirations and perseverance for PP pupils, especially Year 4 PP pupils.		Inviting speakers in to let our children know what they can aspire to.			
Total budgeted cost to date					£4307

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
<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register.</p> <p>C.Improve aspirations and perseverance for PP pupils, especially Year 4 PP pupils.</p> <p>D. In year transferred PP pupils to settle quickly and achieve expected or better progress.</p> <p>F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	<p>Staff training on high quality feedback.</p> <p>CPD on Boxall Profiling</p> <p>ASD</p> <p>Growth Mind set</p> <p>Dyspraxia</p> <p>ELS/ALS/ Code/ Springboard training and implementation by TAs.</p> <p>Training on Talk for Nurture</p> <p>Nelson's Journey</p>	<p>Feedback in books evident with next steps and children using green pen to edit and respond to feedback.</p> <p>Progress for the group includes new children who on joining us were found to not be at the level they transferred with. This has influenced the average progress score as Reading +0.9 VA Writing +1.0 VA Maths +0.1 VA</p> <p>average attainment level as Reading 2 dev+ Writing 2 dev+ Maths 2 dev</p> <p>CT and SQ went on the training on Boxall Profiling to ensure we had members of staff able to disseminate learning. Staff meetings held to train the rest of the staff SQ monitoring that the online forms were being completed.</p> <p>Staff working with children with ASD are using their knowledge to give individual support.</p> <p>Whole staff training was given on Growth Mind set. Display has been put up in the hall to remind the children and used in assembly. Staff have noticed that many children are happy to now have a go and not give up so easily.</p> <p>Additional phonics sessions were given in small groups to meet the ability range of the pupils.</p> <p>SJC working with small groups of children to support their emotional language needs with Talk for Nurture. She has also worked with children who struggle with their social and emotional needs.</p> <p>Staff trained to support children going through bereavement and books for children identified.</p> <p>Success criteria : Feedback - met Progress and attainment - partially met Individual support or group work following training - met</p>	<p>This is now in place. SMT and subject leaders to continue monitoring. This is now in place. SMT and subject leaders to continue monitoring.</p> <p>To continue using the online version as it has been identified as a good tool to identify the emotional needs of the children.</p> <p>To continue.</p> <p>To continue.</p> <p>To continue.</p> <p>To continue.</p> <p>To continue.</p> <p>To continue supporting children and their family who are experiencing bereavement.</p>	<p>Nurture-£150</p> <p>Boxall - £390</p> <p>Growth Mind Set _£100</p> <p>Nelson's Journey-Free</p> <p>Mental Health training -£62</p>

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
<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register.</p> <p>B. Progress and attainment in maths for Year 6 will increase to ensure all PP pupils achieve the same or better as their reading and writing.</p> <p>C.Improve aspirations and perseverance for PP pupils, especially Year 4 PP pupils.</p> <p>F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	<p>Springboard for maths interventions for Year 4</p> <p>ALS for writing intervention for Year 4</p> <p>IPad Maths and Maths Intervention</p> <p>Reading – The Code</p> <p>Extending More Able PP</p>	<p>All Year 4 pupils doing the Springboard made over the year either 0 (expected) or +1 (more than expected) progress.</p> <p>All Year 4 pupils doing the ALS programme made over the year either 0 (expected) or +1 (more than expected) or +2 (greater than expected) progress.</p> <p>All Year 4 pupils doing the Code made over the year either 0 (expected) or +1 (more than expected) progress.</p> <p>Although making expected or more than expected progress, aspirations remained low. Introduced STEM club and bought in new problem solving challenge cards for maths. Aspirations increased and joining clubs.</p> <p>Success criteria : Springboard- met Writing - met Maths intervention- met Reading – met More Able - met</p>	<p>Although group making progress there are a number in the group who find it difficult to retain information.</p> <p>To continue.</p> <p>To continue</p> <p>Although making progress group are still struggling with the comprehension so we have bought in comprehension cards to develop inference.</p> <p>For a more able PP pupils we needed to find what motivated them. To continue.</p>	<p>Comprehension cards - £86</p> <p>STEM- £1282.08</p> <p>Maths cards- £218.70</p>
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

<p>A.Improve the progress of the pupils who are both Pupil Premium and on the SEN register.</p> <p>B. Progress and attainment in maths for Year 6, will increase to ensure all PP pupils achieve the same or better as their reading and writing.</p> <p>C.Improve aspirations and perseverance for PP pupils, especially Year 4 PP pupils.</p> <p>D.In year transferred PP pupils to settle quickly and achieve expected or better progress.</p> <p>F. Improve the progress of the pupils who are both Pupil Premium and on the G&T register.</p>	Nurture group with CS	Group started with CS and then moved to SW. Groups developed and groups split to meet various needs. Those involved enjoyed the sessions and completed the programmes of support.	To continue	Nurture-£1356
	Maths Whizz additional access time.	Maths Whizz was increased and for those in Year 6 made expected or more than expected progress over the year.	To continue	Maths Whizz - £318.50
	Outdoor Learning	These sessions allow children to understand their learning in a real life situation or in a practical form. Those children who find class work difficult have an opportunity to learn in a different environment.	To continue	Clubs and activities-£2632.50
	Assessing and supporting in year transfer PP pupils to ensure support given accurately and quickly.	<p>Many of the children we get are assessed on entry and are not at the level they come to us with. This makes the progress data a challenge and the gaps they have in learning difficult to fill if they are only with us for a year or two. However, we closely monitor them and we those who made expected or better progress over the year were:</p> <p>Reading 88% Writing 100% Maths 88%</p>		
To ensure PP pupils are given opportunities to experience a full range of activities.	<p>We made sure every child was able to an after school club or lunchtime club, go on trips, holiday clubs, do a musical instrument.</p> <p>87% took up a sports club.</p> <p>Took KS2 children to the Robotics Workshop to help inspire them, had a sergeant from the army in, a musician in and an artist.</p> <p>Success criteria: Nurture – met Maths Whizz – met Outdoor learning – met Assessing – met Opportunities - met</p>			

7. Additional detail

Pupil Premium

Two PP pupils left the school during the year and three PP pupils joined us just before the summer break.