



## Pupil Premium Strategy Statement 2018-19

1. Summary information									
School	Elmwood Infant School and Nursery								
Academic Year	2018-2019	Total PP budget	£129,069	Date of most recent PP Review	Sept 2018				
Total number of pupils	408	Number of pupils eligible for PP	91	Date for next internal review of this strategy	February 2019				
2. Current attainment (% achieving age related expectations)									
Year 2 Summer 2018 (now left)			Pupils eligible for PP: Elmwood / National	Pupils not eligible for PP: Elmwood / National					
% achieving in reading, writing and maths (combined)			42% / 50%	71% / 69%					
% achieving in reading			55% / 62%	81% / 79%					
% achieving in writing			45% / 55%	73% / 74%					
% achieving in maths			60% / 63%	86% / 79%					
Year 1 Summer 2018 (current Year 2)			Pupils eligible for PP: Elmwood	Pupils not eligible for PP: Elmwood					
% achieving in reading			54%	73%					
% achieving in writing			47%	68%					
% achieving in maths			53%	73%					
Reception Summer 018 (current Year 1)			Pupils eligible for PP: Elmwood	Pupils not eligible for PP: Elmwood					
% achieving in reading			64%	72%					
% achieving in writing			44%	63%					
% achieving in number			72%	73%					
3. Barriers to future attainment (for pupils eligible for PP, including high ability)									
In-school barriers (issues to be addressed in school)									

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**Boys' Attainment** – Boys are generally performing less well than girls are across the school and a particularly vulnerable group are the boys who are also disadvantaged. For example, of the 25 disadvantaged children in the current Year 1 cohort, 17 of them are boys. Improving outcomes in Writing for Boys will also narrow the attainment gap between disadvantaged and other children.

**Special Educational Needs** - Children join Elmwood with starting points well below age related expectations. Almost all children are working in the 30-50 age band upon entry and many have additional needs, particularly linked to Speech, Language and Communication.

**External barriers (issues which also require action outside school)**

**Attendance of Disadvantaged Pupils** – Based on data analysis for the 2017-18 school year, the attendance rate for disadvantaged children is only slightly lower than other children. However, without careful intervention and monitoring, the attendance of disadvantaged children can become a barrier to learning. There are a number of specific, complex cases linked to attendance/disadvantaged, which require intensive support.

**Homelessness/Temporary Accommodation** - There are a number of Disadvantaged children who reside in temporary, shared and often overcrowded accommodation which impacts on many areas of their wellbeing including attendance and sleep. Some of these children experience a number of moves across the year, often having to travel a significant distance to and from school. The risk of eviction is often imminent, increasing anxiety and uncertainty for all.

**No Recourse to Public Funds** – At Elmwood, we have a group of particularly vulnerable pupils who are not eligible for PPG funding as the parents have no recourse to public funds. These children are often our most vulnerable; living in highly deprived circumstances, often having had to move on numerous occasions and having missed some of their education. Whilst they are not included in the attainment percentages for Disadvantaged children, this group of pupils have lower attainment and need to be considered alongside other Disadvantaged children.

#### **4. Desired Outcomes for 2018-19**

Continue to improve outcomes for disadvantaged pupils so that their attainment and progress are in line with their peers nationally (Ofsted 2018)

	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	To narrow the attainment gap between Disadvantaged and Other children so that they are at least in line with National gaps/lower.	The 19% gap in Writing at the end of EYFS (summer 018) has been diminished by the end of Year 1 The 19% (R), 21% (W) and 20% (M) gaps in the current year 2 cohort have diminished by the end of Summer 2019.
B.	To ensure every child eligible for PPG has a package of support aimed at accelerating their progress across the curriculum and supporting their mental health and well-being.	Children eligible for PPG have a 'passport' detailing the support planned for them across each term. Evidence shows how passports have improved the quality of provision for PPG children.
C.	Increased access to clubs and extended school services for Disadvantaged children	Every child eligible for PPG has accessed at least one club/extended services across the year – free of charge.

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D.	Improved number of Disadvantaged having passed the Phonics Screening Check	Reduced gap between Disadvantaged and Other children at the end of Year 2 having passed the Phonics Screening Check (current gap for Year 2 cohort is 21%).
E.	Improved outcomes for boys across the school, narrowing the attainment gap between boys and girls which will, in turn, narrow the gap between Disadvantaged and Other children. Target the 10 PPG boys in Year 1 who did not achieve the Writing ELG.	Narrowed gap between girls and boys by the end of Year 2 (currently 29% in Reading, , 33% in Writing , 18% in Maths).  Achievement of Age Related Expectations in Writing for targeted Boys in Year 1 (who did not achieve the Writing ELG).

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5. Planned expenditure for 2018-19					
Desired outcome	Chosen action / approach	Rationale	Staff lead	Cost	Review
A, B, D, E	Part of salary of AHT, DHT (non-class based) aimed at accelerating progress and narrowing the gap between disadvantaged and non-disadvantaged children.	This provides time across the week for interventions aimed at accelerating progress. These include interventions linked to: fine motor control, mentoring, conferencing, focused phonics.	DHT & AHT(SC)	£40,000	Half -termly at pupil progress meetings. PPG Passport reviews
A, B	Part funding of the commissioned Speech and Language Therapist  Provision of Oracy Support for targeted PPG children	Supports children in developing speaking and listening skills so that these do not become a barrier to achievement.	AHT (HW)	£10,000	Termly at SEN reviews
B, C	Provision of free breakfast club or after school club sessions for specific PPG children.	This ensures that PPG children have a good start/end to the day; particularly important for children in temporary/shared accommodation and/or with no recourse to public funds.	HT	£3,000 (BC x 3 FT places) £5,000 (ASC x 3 FT places)	Half -termly at pupil progress meetings. PPG Passport reviews
A, B, C	Provision of before, after school and lunchtime 'booster' classes for Year 2 children in Maths and Reading.	These sessions provide an opportunity to address gaps in learning and to pre-teach strategies to children at risk of underachieving.	DHT	10 session per week £4000	Half -termly at pupil progress meetings. PPG Passport reviews
A, B, C	Provision of conferencing sessions for targeted children in Writing.	Some sessions are planned for lunchtimes to ensure that no child is excluded due to lack of parental engagement/support.	DHT	£3,000	Half -termly at pupil progress meetings. PPG Passport reviews
A, D	Attendance Officer and Educational Welfare (brought in service) – to ensure attendance for pupils eligible for Pupil Premium Funding remains as high as possible.	Good attendance supports accelerated progress. Children who are absent from school miss out on interventions and support packages and we want to ensure that pupils eligible for PPG funding are not disadvantaged because of poor attendance.	HT	£17,000	Termly Attendance Reports  Half Termly Progress Meetings PPG Passport reviews
B,	Provision of free uniform/school items for children eligible for PPG	Ensures that uniform is not a barrier to accessing school. Supports families financially. Children often feel self-conscious if they are not in the correct uniform,	DHT	£1,000	Annually at end of summer term.

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B	Behaviour specialist to support vulnerable children and families.	Children at risk of exclusion are often those with barriers to learning including low attendance, challenging behaviour, other vulnerability. Having a behaviour specialist ensures that children's social, emotional and behavioural needs are met.	AHT (HW)	£7,000	Half termly progress meetings PPG Passport reviews Termly review meetings with behaviour support service.
B	Mentoring support for targeted PPG children	Providing a mentor to ensure that children eligible for PPG have the support they need including an opportunity to read with a trusted adult. Building a positive relationship with adults across the school enabling issues/concerns to be identified and addressed early.	DHT	Included in staff budget	Half termly progress meetings PPG Passport reviews
B,	Investment in a full time Learning Mentor across the school, enabling nurture provision to be delivered to targeted PPG children.  Provision of Emotional Literacy Support for targeted PPG children	Our Learning Mentor provides support to individual children and families, delivering nurture provision to targeted PPG children across the year. In addition, ELSA support is provided to specific PPG children. This support ensures that children's mental health and wellbeing are addressed so that these areas do not become barriers to learning.	DHT	£25,000 Staffing budget allocated from PPG	Boxall profiling Half-termly progress meetings. PPG Passport reviews
B, C	Provision of free enrichment clubs such as football, cookery, art	Ensures that children eligible for PPG funding have access to enrichment activities to broaden their experiences, ensuring that they are not prevented from accessing clubs because of finance.	DHT/HT	£3,000	Half termly progress meetings PPG Passport reviews
A, D, E	Provision of teaching assistant and EAL support for disadvantaged children across the school.	Ensures that children are provided with additional support, where needed.	HT/AHT (HW)	£20,000	Half termly progress meetings PPG Passport reviews
			<b>TOTAL</b>	<b>£138,000</b>	

Explanation of Expenditure 2017-2018			
Area of expenditure	What did this include?	Why was this done?	What was the impact?
Teaching, Attainment and Learning	Speech and language therapist – training for staff and work with groups of children and individuals. SLCN training included – playground games, using now and next boards, bucket activities and colourful semantics. Parental workshops delivered on language needed for school. Booster classes before school and lunchtimes, use of SLT to support targeted children.	Quality First Teaching (the teaching that all children receive from their class teacher) has been evidenced as having the most impact on a child's outcomes. Ensuring that all staff are skilled has improved the standard of quality first teaching in order to meet the needs of all children. The additional targeted support for groups and individuals is put in place to ensure that all children are able to make the progress they are capable of and reach their full potential. Currently 71% of children with SEND have been identified with SLCN.	Effective support delivered for all targeted children with SLCN at specialist, targeted and universal level. Staff's skills, knowledge and understanding of SLCN improved and the impact of additional training, modelling and support for staff is measured through the attainment and achievement of the children. Lunchtime booster clubs have meant that children previously unable to access the additional support because of timings have had access to the additional support.
Wellbeing	Nurture provision, including training for staff, ELSA support, access to lunchtime club, gardening club, school grounds club. Four-squared (tri partnership) - nurture provision for children with challenging behaviour (off site) and nurture provision for looked after children and those under a special guardianship. Behaviour support service – targeted support for individual children and families.	These provisions address a range of needs that the children may have including low self-esteem, friendship skills, listening and attention, social skills and communication and offer emotional support for many of our vulnerable children.	Evaluation of the provision shows that the children's behaviour and access to learning has improved. The impact was also seen through improvements in children's confidence, happiness and their relationships with their peers, adults and family. The behaviour support service has provided targeted support for individual children and advice to parents of disadvantaged children with challenging behaviour.
Equality and Opportunities	Free choir club led by a specialist music teacher, crèche provided for CALAT workshops.	To give children the opportunity to access learning and musical opportunities which they might not otherwise be able to have. Proving a crèche so parents can access the CALAT family learning literacy course.	The impact of choir can be seen through the children's enthusiasm and regular attendance at the club and their pride and self-belief when performing at the end of year concert and summer fair. Six parents were able to access the CALAT family learning course because of a crèche being provided.
Removing Barriers	Attendance officer, Educational welfare officer (to improve attendance), breakfast and after school club, oyster cards, food bags, free PE kit (ks1) and starter uniform pack (Reception)	Offering access to breakfast and after school club will help families in a variety of ways including allowing parents / carers to get to work, ensuring children have nutritious food to eat and improving attendance and punctuality. Use of our Attendance officer and Educational Welfare officer	Case studies continue to show that the provision of breakfast has improved the punctuality and attendance of some vulnerable children attending. The strategies used by our attendance officer and EWO have also improved the attendance and punctuality of children. Children

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		<p>to ensure children who are eligible for PPG funding are supported and their attendance remains as high as possible.</p>	<p>are able to come to school in the correct uniform and their participation in sports activities is not hindered because they do not have the correct clothes.</p>
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**7. Additional detail**

The Ofsted Inspection (July 2018) makes reference to our commitment to diminishing the gaps between Disadvantaged and other children:

*'You have rightly prioritised the attainment and progress of these pupils in your school development plan. Leaders know this group of pupils and their families well. You have ensured that actions are in place to support pupils' learning and well-being. Together with governors, you have taken the decision to fund places in breakfast and after school clubs for disadvantaged pupils. This has resulted in improved attendance and punctuality. This is having a positive impact on outcomes. The recent introduction of staff acting as mentors for these pupils is already having an impact in boosting pupils' confidence in their learning. Pupils know they have a special person to talk to and look forward to sharing personal achievements with them. You have ensured that the progress of disadvantaged pupils is closely monitored, through regular progress meetings.'*