



## Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Elmwood Infant School and Nursery				
Academic Year	2019-2020	Total PP budget	£135,960	Date of most recent PP Review	Sept 2019
Total number of pupils	407	Number of pupils eligible for PP	103	Date for next internal review of this strategy	February 2020

2. Current attainment (% achieving age related expectations)		
Year 2 Summer 2019 (now left)	<i>Pupils eligible for PP: Elmwood / National</i>	<i>Pupils not eligible for PP: Elmwood / National</i>
% achieving in reading, writing and maths (combined)	59% / 50%	76% / 69%
% achieving in reading	71% / 75%	82% / 78%
% achieving in writing	64% / 55%	79% / 73%
% achieving in maths	69% / 62%	83% / 79%
Year 1 Summer 2019 (current Year 2)	<i>Pupils eligible for PP: Elmwood</i>	<i>Pupils not eligible for PP: Elmwood</i>
% achieving in reading	37%	69%
% achieving in writing	31%	66%
% achieving in maths	43%	70%
% passing the Phonics Screening Check	54%	78%
Reception Summer 2019 (current Year 1)	<i>Pupils eligible for PP: Elmwood</i>	<i>Pupils not eligible for PP: Elmwood</i>
% achieving in reading	58%	74%
% achieving in writing	54%	69%
% achieving in number	71%	75%
% achieving a Good Level of Development	54% / 57%	67% / 74%

*'Learners Today, Leaders Tomorrow'*

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )		
<b>Year 1 Attainment</b> – There is a large gap between Disadvantaged children and other pupils across Reading, Writing, and Maths in Year 1. It will be important to identify actions to accelerate progress for Disadvantaged pupils across Year 1 so that these gaps are narrowed.		
<b>Phonics Screening Check for Year 2 pupils</b> – At the end of Year 1 only 54% of Disadvantaged Pupils passed the Phonics Screening Check, compared to 78% of Other pupils. Actions need to be identified to ensure that as many of these pupils as possible pass the check by the end of KS1.		
<b>Special Educational Needs</b> - Children join Elmwood with starting points well below age related expectations. Almost all children are working in the 30-50 age band (or below) upon entry and many have additional needs, particularly linked to Speech, Language and Communication.		
<b>No Recourse to Public Funds</b> – 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 our most vulnerable, living in highly deprived circumstances, often having had to move on numerous occasions and missing education as a result. 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.		
<b>Attendance of Disadvantaged Pupils</b> – Based on data analysis for the 2018-19 school year. Rates of persistent absence are the same for Disadvantaged and Non-Disadvantaged pupils at just over 9%. However, without careful intervention and monitoring, the attendance of disadvantaged children can become a barrier to learning.		
<b>Mental Health and Emotional Well-being</b> – There are an increasing number of Disadvantaged children across the school who have emotional needs that impact on their academic progress and attainment. As a school we are increasing the support we have available to support the mental health and wellbeing of our pupils		
<b>External barriers</b> ( <i>issues which also require action outside school</i> )		
<b>Homelessness/Temporary Accommodation</b> - 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.		
<b>4. Desired Outcomes for 2019 - 20</b>		
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>
<b>A.</b>	To narrow the attainment gap between Disadvantaged and Other children so that they are at least in line with National gaps/lower.	Gaps at the end of Year 1 in Reading, Writing and Maths between Disadvantaged and Other pupils to have reduced (R= currently 32%, W = currently 35%, M = currently 27%).

*'Learners Today, Leaders Tomorrow'*

<b>B.</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.
<b>C.</b>	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.
<b>D.</b>	Improved number of Disadvantaged having passed the Phonics Screening Check	Reduced gap between the number of Disadvantaged and Other children who have passed the Phonics Screening Check by the end of Year 2 (current gap for Year 2 cohort is 24%).
<b>E.</b>	Increased access to support within school that addresses the emotional needs of Disadvantaged pupils, improving health and wellbeing, which will lead to improved achievement and attainment.	All disadvantaged pupils with mental health/emotional needs have had access to a programme of support such as drawing and talking, play therapy, nurture provision and the school's Children's Wellbeing Practitioner.

5. Planned expenditure for 2019-20					
Desired outcome	Chosen action / approach	Rationale	Staff lead	Cost	Review
A, B, C, D	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 and clubs 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, D	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, E	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

*'Learners Today, Leaders Tomorrow'*

A, B, C, D	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, E	Full time Attendance and Welfare Officer and Educational Welfare Officer (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	£25,000	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.
	Friendship club available every day at lunchtime.	Providing an alternative play setting for vulnerable pupils at lunchtime supports them in their emotional and social development	Learning Mentor	£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, E	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, ELSA and Attendance/Welfare Officer provide support to individual children and families, delivering nurture provision to targeted PPG children across the year and other interventions such as drawing and talking. In addition, ELSA support is provided	AHT	£25,000 Staffing budget allocated from PPG	Boxall profiling Half-termly progress meetings. PPG Passport reviews

*'Learners Today, Leaders Tomorrow'*

		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.			
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, B,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
A,B, E	Provision of play therapy and access to a Child Wellbeing Practitioner for disadvantaged children and families who need support.	This ensures that children and families are provided with support at an early stage to try and prevent issues from becoming more complex	AHT (HW)	Free – through volunteer and cluster work	Half termly progress meetings PPG Passport reviews Review meeting with practitioners.
B, E	Provision of food bags to vulnerable families	Families benefit from knowing that they have access to food and essentials on a regular basis to support. Often these families have no recourse to public funds or are families eligible for PPG funding.	HT/DHT	No cost – food bank sourced through donations from staff/parents.	Ongoing
B,C	Access of Family Cooks programme	Parents of disadvantaged pupils are targeted and encouraged to attend the Family Cooks Programme. This is a 6-week programme promoting healthy, cost efficient meals for parents and children to make together.	HLTA	Cost of salaries, equipment  £1,000 per year	Half termly following each programme.
B	Completion of PPG Passports each term for every disadvantaged child throughout the school	Passport meetings each term aim to ensure that every child has a package of support in place, personalised to their needs. It	HT/DHT	Cost of time from HT/DHT – not included in total	Termly
			<b>TOTAL</b>	<b>£147,000</b>	

*'Learners Today, Leaders Tomorrow'*

Explanation of Expenditure 2018-2019															
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 –colourful semantics, bucket and attention grabbing training. The SALT therapist worked with the Reception class teaching assistants to introduce the 'Box Clever' intervention. Parental workshops were delivered on language needed for school and keeping language alive. Booster classes before school and lunchtimes. Use of AHT and DHT time to run interventions aimed at accelerating progress and narrowing the gap between disadvantaged and non-disadvantaged 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 81% of children with SEND have been identified with SLCN (43/53 children). Booster groups were introduced during some lunchtimes to ensure that all children who need the additional support are able to receive it. At the end of the Reception year, for the current year 2 children there were significant gaps between disadvantaged and non-disadvantaged children. Interventions were put in place to narrow these gaps and accelerate progress for our disadvantaged children.	<p>Effective support delivered for all targeted children with SLCN at specialist, targeted and universal level. Four out of the six children supported at specialist level were PPG children. 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. In particular, the impact of the new 'Box Clever' intervention introduced this year can be seen through analysis of the children's progress. All 64 children made progress and it was noted that the intervention improved their sentence structure, helped them to say longer phrases and full sentences and supported them to start giving reasons for events. Lunchtime booster clubs have meant that children previously unable to access the additional support because of timings have had access to the additional support. End of year analysis shows that the gap between PPG and non-PPG has significantly narrowed when we compare the gap in attainment between children in reading, writing and maths at the end of reception and when they reached the end of year 2.</p> <table border="1"> <thead> <tr> <th></th> <th>Gap at end of EYFS (Summer 17)</th> <th>Gap at end of Year 2 (Summer 19)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>12%</td> </tr> <tr> <td>Maths</td> <td>30%</td> <td>11%</td> </tr> </tbody> </table>		Gap at end of EYFS (Summer 17)	Gap at end of Year 2 (Summer 19)	Reading	30%	8%	Writing	24%	12%	Maths	30%	11%
				Gap at end of EYFS (Summer 17)	Gap at end of Year 2 (Summer 19)										
Reading	30%	8%													
Writing	24%	12%													
Maths	30%	11%													

*'Learners Today, Leaders Tomorrow'*

Wellbeing	Nurture provision, including training for staff, ELSA support, access to lunchtime club, gardening club, school grounds club. Mental health first aider training. Investment in a fulltime learning mentor across the school allowing for ELSA and nurture provision to be delivered to targeted PPG children.	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. The support ensures that children's mental health and wellbeing are addresses so that these areas do not become barriers to learning.	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 learning mentor has also been able to support the families of our disadvantaged children, offering them advice and support, providing food bags when needed and working with outside agencies, including 'Early Help'.
Equality and Opportunities	Free access to enrichment clubs and trips for all PPG pupils – dance, football, cooking, art, choir, recorders, library and gardening club. Crèche provided for CALAT workshops. PPG passport meetings held termly with teachers to create a plan of support where needed and ensure they have access to enrichment activities.	To give children the opportunity to access learning and enrichment activities to broaden their experiences, which they might not otherwise be able to have. Ensure any PPG child who needs additional support is provided it. Proving a crèche so parents can access the CALAT family learning literacy course.	Over the year every PPG child was offered a free place at an enrichment club. At the end of the year 19/23 PPG children in Reception attended a club, 28/35 Year 1 children attended a club (22 attended more than 1) and 34/40 Year 2 children attended a club (25 attended more than 1). All children were able to join their class trip for free which across the school included visits to the farm, Brookland Museum, the Florence Nightingale museum and London Zoo. Evidence from PPG passport meetings shows that every PPG child has received support and or accessed a club for free over the year. Individual case studies show the impact of these passports for children in terms of attendance, attainment and enjoyment in school. Four 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 to ensure children who are eligible for PPG funding are supported and their attendance remains as high as possible.	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 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.

*'Learners Today, Leaders Tomorrow'*

**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.'