

Elmlea Junior School Pupil Premium Statement 2019-2020

1. Summary information					
School	Elmlea Junior School				
Academic Year	2019-2020	Total PP budget	£34880	Date of most recent PP Review	July 2019
Total number of pupils	358	Number of pupils eligible for PP	20	Date for next internal review of this strategy	July 2020

2. Current attainment

		% Meeting AREs at end of previous year			% meeting AREs at end Summer 2			% gain academic year 2018-19		
		RE	WRI	MA	RE	WRI	MA	RE	WRI	MA
	All Pupils	89%	87%	89%	93%	82%	84%	4%	-5%	-5%
Y3 (7 PP)	Pupil premium	57%	71%	57%	86%	43%	43%	29%	-28%	-14%
	Non Pupil Premium	92%	88%	92%	94%	86%	87%	2%	-2%	-5%
	Diff	-35%	-17%	-35%	-8%	-43%	-44%	27%	-26%	-9%
	All pupils	91%	85%	89%	98%	89%	98%	7%	4%	9%
Y4 (4PP)	Pupil premium	33%	33%	67%	100%	75%	100%	66%	42%	33%
	Non Pupil Premium	93%	86%	90%	98%	89%	98%	5%	3%	8%
	Diff	-60%	-53%	-23%	-2%	-14%	-2%	58%	39%	21%

	All Pupils	90%	71%	86%	90%	80%	88%	0%	9%	2%
Y5 (6PP)	Pupil premium	80%	20%	40%	67%	50%	50%	-13%	30%	10%
	Non Pupil Premium	91%	74%	88%	92%	82%	90%	1%	18%	2%
	Diff	-11%	-54%	-48%	-25%	-32%	-40%	-14%	22%	8%
	All Pupils	98%	91%	90%	95%	97%	98%	-3%	6%	8%
Y6 (5PP) SAT data	Pupil premium	100%	80%	100%	80%	80%	100%	-20%	0%	0%
	Non Pupil Premium	98%	68%	90%	96%	98%	98%	-2%	30%	8%
	Diff	+2%	+12%	+10%	-16%	-18%	2%	-14%	-28%	-8%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

- A.** Engagement in learning/effective learning behaviours (evidenced in Pupil Passport meetings)
- B.** Individual, specific difficulties with key skills in English and maths
- C.** Lack of subject knowledge/understanding of the world around them

External barriers (*issues which also require action outside school, such as low attendance rates*)

- D.** Managing emotional/relationship challenges in behaviour.

4. Desired outcomes

	Desired outcomes <i>and how they will be measured</i>	Success criteria
A.	Increased engagement in learning to result in accelerated progress - <i>formative and summative assessment methods and data tracking plus observation in lessons plus meetings with pupils and parents</i>	Pupils achieve learning objective in majority of lessons Pupils can talk about their learning and their success/areas of development with confidence/understanding Appropriate behaviour in lessons – CPOMS show fewer concerns for behaviour in class.
B.	Pupils' attainment will increase and progress will be in line with or above peers – <i>formative and summative assessment methods and data tracking</i>	Pupils' age standardised scores will improve in reading and maths. Pupils' spelling age will improve. Pupils' will make age-related expectations in all subject areas

		Where possible, pupils will make greater depth in some subjects Pupils who are working towards the standard for their age will be closer to it than at the start of the year.
C.	Pupils have deeper knowledge of subjects and world around them - <i>formative and summative assessment methods and data tracking plus observation in lessons</i>	Pupils attend all trips, enrichment activities and have opportunities for 1:1 pre-teaching support to help narrow the knowledge gap with other pupils.
D.	Pupils' confidence and self-worth and engagement will improve.	Pupils will have the courage to attempt challenges Pupils will have strength to overcome failure Pupils will have ambitious attitude

Academic year 2019-20 Planned Expenditure			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring
Teaching and Learning Support			
Improved learning outcomes for all. Pupils' attainment will increase and progress will be in line with or above peer. A B	Additional maths sets ; Additional time for SENCO and maths and English coordinators to monitor pupil progress carefully. Appropriate intervention is provided to support/challenge at an appropriate level.	Very significant success of previous intervention e.g. comprehension groups Y6 grammar support group, spelling support groups, small group or 1:1 reading support.	Management of individual pupils' needs and areas for development is essential – subject coordinators and SLT must be afforded time to ensure that all interventions and classroom teaching is effective.
Pupils' will receive additional support with learning that may be missing from home in comparison to their peers A B	Homework club ; additional 1:1 reading support	Very significant Pupils in receipt of 1:1 reading support made improved progress. Pupils are well-supported within school to complete homework tasks when necessary.	Continue and make further use of 1:1, including use of volunteers. Additional money may also be spent on books of specific interest for any disadvantaged children.
Pupils have deeper knowledge of subjects and world around them A C	Use of support staff for pre-teaching and in-class support; 1:1 reading support	Formative assessment of pupils' knowledge, e.g. science. Academic research highlighting lack of knowledge of disadvantaged pupils compared to peers.	Formative assessment methods in lessons Review during pupil progress meetings
Personal, social and emotional development			
Pupils' confidence and self-worth will improve and they will develop new skills. E	Staff will undertake INSET day in September 2019 with external consultant on 'Becoming more effective learners' and using dialogue/feedback to develop greater resilience and independence, leading to improving learning outcomes.	Significant Pupils now more willing to attempt new things and staff note their growing confidence and resilient when faced with challenges – academically and non-academically.	SLT to monitor through discussion with class teacher and SENDCo at pupil progress meetings. Significant benefit to confidence and self-worth. Must be continued next year.

	<p>Learning Mentors allocated to support targeted children who may experience emotional/relationship challenges.</p> <p>Social skills group where children develop confidence and collaborative skills through creative play.</p> <p>Learning Together support group run weekly to develop understanding of barriers to learning and how to overcome them.</p>		
<p>Pupils' self-esteem and emotional development will allow them to feel happy and secure in school and will help manage behaviour in class and towards others.</p> <p>E</p>	<p>Play therapy; social skills ('Learning Together') groups by TAs).</p> <p>Staff will undertake INSET day in September 2019 with external consultant on Understanding Behaviour for children with poor attachment and using an appropriate dialogue/behaviour management strategies to support children to regulate behaviour.</p> <p>Play therapists and specialist teacher to provide training for staff in supporting pupils with emotional/relationship challenges.</p> <p>Named lead teacher in conjunction with Sendco to coordinate support for adoptive families. To arrange regular meetings, liaise with key workers, share resources, review</p>	<p>Very significant Teachers have an increased awareness on how to help children to manage their emotions and behaviour.</p> <p>Children are more aware of their own emotions and how to manage these more effectively. Behaviour is monitored via CPOMS</p> <p>Pupils very eager to attend play therapy/social skills sessions each week and feel happy and successful afterwards.</p>	<p>Play Therapy liaison very successful and also provides very valuable link with parents.</p> <p>Monitor pupil progress through termly meetings with teacher and SLT.</p> <p>Monitor behaviour via CPOMS.</p> <p>SLT to monitor and review impact of support and all interventions every long term and assess level of impact and effectiveness and value for money.</p>

	<p>current intervention/support.</p> <p>Maintain positive behaviours in the playground through focussed sports coaching and structured play; 1 o'clock lunchtime club to help targeted children to manage emotions/behaviour and be ready for afternoon learning.</p>		
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Previous Academic Year 2018-19			
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)
<p>Improved learning outcomes – specific impact on individuals' key areas for development</p> <p>A B</p>	<p>Class teachers to lead small group support in reading comprehension and grammar; TA support for focused interventions; additional reading. Curriculum leads monitor progress and identify children for intervention.</p>	<p>Pupils' attainment has increased but so has their confidence with the subject and willingness to participate fully in lessons. Attainment gap narrows between PP and non PP children.</p>	<p>Approach will continue. Interventions have positive impact on progress providing they are well-chosen, in partnership with class teacher, and well-monitored by subject leader and SLT.</p>
<p>Improved learning outcomes. Pupils' attainment will increase and progress will be in line with or above peers</p> <p>A B</p>	<p>Additional maths sets; smaller groups for off-track, SEN. Curriculum leads monitor progress and identify children for intervention.</p>	<p>Y6 100% pupil premium at ARE 2019 SATs – Maths 80% ARE in reading and writing (1 child did not achieve the standard)</p>	<p>Subject leaders to monitor summative assessment data three times throughout the year.</p> <p>Deputy Headteacher to monitor interventions and their impact through pupil progress meetings three times per year with SLT and class teachers.</p> <p>SLT to discuss as part of agenda at least once per month.</p>
<p>Pupils' confidence and self-worth will improve and they will develop new skills</p> <p>E</p>	<p>Investment in enrichment activities: sport, music, drama + funding for school trips (inc' residential)</p> <p>Behaviour management strategies to help regulate emotions and behaviour for individual children.</p>	<p>Observed successes of this strategy in previous years</p> <p>Highlights from teachers following pupil progress meetings to discuss attitudes and learning:</p> <ul style="list-style-type: none"> • Enthusiasm for learning • Improved participation in lessons • Improved confidence in managing social situations • Improved self- confidence and more focus and engagement with class and learning. 	<p>SLT to monitor through discussion with class teacher and SENDCo pupil progress meetings.</p> <p>Class teacher to feedback on any differences at pupil progress meetings.</p>
<p>Pupils have deeper knowledge of subjects and world around them</p> <p>C</p>	<p>Use of support staff for pre-teaching and in-class support; 1:1 reading support</p>	<p>Formative assessment of pupils' knowledge, e.g. science/topic.</p> <p>Academic research highlighting lack of knowledge of disadvantaged pupils compared to peers.</p>	<p>Formative assessment methods in lessons</p> <p>Review during pupil progress meetings</p>

<p>Attendance of pupils will improve and, as a result, more progress will be made.</p> <p>D</p>	<p>Close communication between administration team, and Headteacher and SLT. Headteacher and parent discussions regarding attendance if there is cause for concern.</p>	<p>Poor attendance adversely affects pupil outcomes and learning behaviours and can alienate pupils from their peers.</p>	<p>Continue close communication with named administrator and Headteacher. Class teachers to raise concerns about absences and possible patterns of absence and report to Headteacher.</p>
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5. Additional detail

This report and its outcomes are discussed with governors via the Standards and Curriculum Committee and their reports to the Full Governing Body.

Designated Staff Member for pupil premium 2019/20 is Jo Sloper (Deputy Head teacher).

Expenditure of Pupil Premium and its impact is frequent item on SLT agenda and is reported via Local Governing Body. Impact is measured through meetings with class teachers and other key staff, especially at Pupil Progress meetings held four times a year, where disadvantaged pupils are a key group for data analysis.

FINANCIAL STATEMENT

Key actions	2018/2019 ACTUAL SPEND £32 080	Key actions	2019/2020 PROPOSED SPEND £34 880
Maths Intervention Group with Qualified Teacher – so all lower attaining pupils taught in smaller numbers	10,560	Maths Intervention Group with HLTA – so all lower attaining pupils taught in smaller numbers	9300
Lower school Reading Comprehension Intervention	1,000	Lower school Reading Comprehension Intervention	1,000
Lower School Rapid Reading Intervention Groups	1,600	Lower School Rapid Reading Intervention Groups	1,600
Lower School Writing Intervention Groups	2,000	Lower School Writing Intervention Groups	1,000
Nessy Phonics and Spelling Intervention	2,500	Nessy Phonics and Spelling Intervention	2,500
Nessy Reading Intervention	820	Nessy Reading Intervention	820
Upper School Reading Comprehension Intervention	750	Upper School Reading Comprehension Intervention	750
Upper School Writing Intervention Groups	1,500	Upper School Writing Intervention Groups	1,500
Homework Club	1,000	Homework Club	500
Social Skills	1,000	Social Skills	1,000
Play Therapy	5,000	Play Therapy	5,000
Speech and Language Therapy-Mrs T	1,000	Speech and Language Therapy-Mrs T	500
Occupational therapy – Better Move On	250	Occupational therapy – Better Move On	200
Swimming	500		
Fitness Club	500	Fitness Club	200
Assisted Places at After School and Breakfast Clubs	500	Assisted Places on Camp/trips/music/singing lessons	250
Assisted Places on Camp	600	HLTA – lunchtime support 1o'clock club	7400
Assisted Places School Trips	500		
Music Lessons- including one to one singing lessons	500		
		CPD – Becoming Better Learners	450
		CPD – Raising Attachment Awareness in school	900
	£32,080		£34 870

