

# Elmlea School Trust Pupil Premium Statement 2020-2021

1. Summary information					
School	Elmlea School Trust				
Academic Year	2020-2021	Total PP budget	£14,760 Infant £31,520 Junior <b>£46280</b> Total	Date of most recent PP Review	July 2020
Total number of pupils	271 Infants 361 Junior 632 Trust	Number of pupils eligible for PP	Infants: 7 Junior: 23 Trust: 30 = 5% PP	Date for next internal review of this strategy	July 2021

2. Current attainment				
Target Tracker Baseline Au1 2020				
Year group (including total number of children in year group)	Number of PP children	Reading Baseline data based on ARE PP/Non PP%	Writing Baseline data based on ARE PP/Non PP%	Maths Baseline data based on ARE PP/Non PP%
Reception 90 children	2	100/84	100/95	100/93
Year 1 91 children	4	100/95	75/84	100/98
Year 2 90 children	1	100/98	100/98	100/100
Year 3 89 children	5	40/62	20/37	40/75
Year 4 94 children	1	0/84	0/53	0/84
Year 5 92 children	9	67/86	67/73	44/83
Year 6 86 children	8	63/90	75/73	63/86

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Engagement in learning/effective learning behaviours
B.	Individual, specific difficulties with key skills in English and maths
C.	Lack of subject knowledge/understanding of the world around them
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
D.	Managing emotional/relationship challenges in behaviour.
4. Desired outcomes	
	Desired outcomes and how they will be measured
	Success criteria

<b>A.</b>	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>B.</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' will make age-related expectations in all subject areas Where possible, pupils will make greater depth in some subjects
<b>C.</b>	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 support and small group support (including pre-teaching when necessary) to help narrow the knowledge gap.
<b>D.</b>	Pupils' confidence and self-worth and engagement will improve.	Pupils will have positive attitudes to learning and show a growth mindset.

Review Academic year 2019-20			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring
<b>Teaching and Learning Support</b>			
<p>Improved <b>learning outcomes</b> for all. Pupils' attainment will increase and progress will be in line with or above peer.</p> <p><b>A B</b></p>	<p>A range of approaches are used across the Trust including: Maths sets; additional time for <b>SENCO</b> and maths and English coordinators to monitor pupil progress carefully. Appropriate <b>intervention</b> is provided to support/challenge at an appropriate level.</p>	<p><b>Very significant</b> success of previous intervention e.g. comprehension groups Y6 grammar support group, spelling support groups, small group or 1:1 reading support.</p>	<p>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.</p>
<p>Pupils' will receive <b>additional support with learning</b> that may be missing from home in comparison to their peers</p> <p><b>A B</b></p>	<p><b>Homework club</b>; additional <b>1:1 reading support</b>; <b>support with home learning during Lockdown</b></p>	<p><b>Very significant</b> Pupils in receipt of 1:1 reading support made improved progress. Pupils are well-supported within school to complete homework tasks when necessary; able to maintain learning during lockdown.</p>	<p>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.</p>
<p>Pupils have <b>deeper knowledge of subjects and world around them</b></p> <p><b>A C</b></p>	<p>Use of <b>support staff for pre-teaching</b> and in-class support; 1:1 reading support</p>	<p>Formative assessment of pupils' knowledge, e.g. science. Academic research highlighting the impact of the limited experiences on knowledge and understanding of disadvantaged pupils compared to peers.</p>	<p>Formative assessment methods in lessons Review during pupil progress meetings</p>
<b>Personal, social and emotional development</b>			
<p>Pupils' <b>confidence and self-worth</b> will improve and they will develop new skills.</p> <p><b>E</b></p>	<p>Staff will undertake <b>INSET</b> day in September 2019 with external consultant on <b>'Becoming more effective learners'</b> and using dialogue/feedback to develop greater resilience and independence, leading</p>	<p><b>Significant</b> Pupils now more willing to attempt new things and staff note their growing confidence and resilient when faced with challenges – academically and non-academically.</p>	<p>SLT to monitor through discussion with class teacher and SENDCo at pupil progress meetings.</p> <p>Significant benefit to confidence and self-worth. Must be continued next year.</p> <p><b>Due to Covid 19 pandemic intended actions were not able to be completed and are to be continued in 2020-21.</b></p>

	<p>to improving learning outcomes.</p> <p><b>Learning Mentors</b> allocated to support targeted children who may experience emotional/relationship challenges.</p> <p><b>Social skills</b> group where children develop confidence and collaborative skills through creative play.</p> <p><b>Learning Together</b> 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><b>E COVID impact</b></p>	<p>Play therapy; social skills ('Learning Together') groups by TAs). <b>Suspended due to school lockdown.</b></p> <p>Junior staff will undertake <b>INSET</b> day in September 2019 with external consultant on <b>Understanding Behaviour for children with poor attachment</b> and using an appropriate dialogue/behaviour management strategies to support children to regulate behaviour.</p> <p><b>Play therapists and specialist teacher</b> to provide training for staff in supporting pupils with emotional/relationship challenges.</p>	<p><b>Very significant</b> 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><b>Due to Covid 19 pandemic intended actions were not able to be completed and are to be continued in 2020-21.</b></p>

	<p>Named <b>lead teacher</b> in conjunction with Sendco to coordinate support for adoptive families. To arrange regular meetings, liaise with key workers, share resources, review current intervention/support.</p> <p>Maintain positive <b>behaviours in the playground</b> 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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Current Academic Year 2020-21			
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><b>Improved learning outcomes.</b> Pupils' attainment will increase and progress will be in line with or above peers</p> <p><b>A B</b></p>	<p><b>Smaller groups for off-track, SEN children either in school or through remote learning.</b> <b>Vulnerable children to attend school during any future lockdowns.</b> <b>Regular meetings to discuss progress and attainment with class teacher and SLT.</b> Curriculum leads and class teachers monitor progress and identify children for intervention. SENDCo to manage all intervention groups</p>	<p>Pupils' age standardised scores will improve in reading and maths. Pupils' will make age-related expectations in all subject areas, including writing. Specific whole school focus on raising standards in writing across the curriculum. Where possible, pupils will make greater depth in some subjects</p>	<p>Subject leaders to monitor pupil progress three times a year.</p> <p>Deputy Headteachers and SENDCo to monitor interventions and their impact through pupil progress meetings.</p> <p>Pupil premium group to be discussed at weekly SLT meetings.</p>
<p>Pupils' <b>confidence and self-worth</b> will improve and they will develop new skills</p> <p><b>E</b></p>	<p>Embedding <b>becoming better learning strategies</b> across the Trust.</p> <p>Investment in <b>enrichment activities</b>: sport, music, drama + funding for school trips (including residential trips)</p> <p><b>Behaviour management strategies</b> 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"> <li>• Enthusiasm for learning</li> <li>• Improved participation in lessons</li> <li>• Improved confidence in managing social situations</li> </ul>	<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>Tracking behaviour using CPOMs.</p>
<p>Pupils have <b>deeper knowledge of subjects</b> and world around them</p> <p><b>C</b></p>	<p>Use of <b>support staff</b> e.g. reading support, outdoor learning, pre-teaching for key vocabulary</p>	<p>Formative assessment of pupils' knowledge, e.g. science/topic. Academic research highlighting lack of knowledge of disadvantaged pupils compared to peers.</p>	<p>Formative assessment methods in lessons Review during pupil progress meetings</p>

<p><b>Attendance</b> of pupils will improve and, as a result, more progress will be made.</p> <p><b>D</b></p>	<p>Close communication between <b>administration team, and Headteacher</b> and SLT and external agencies e.g EWO. Attendance workshops with EWO when appropriate. <b>Headteacher and parent discussions</b> 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 and trustees at termly Local Governing Board meetings.

Designated Staff Member for pupil premium 2020/21 is Lee Daubney (Infant School) Jo Sloper (Junior school).

Expenditure of Pupil Premium and its impact is frequent item on SLT agenda.

Impact is measured through meetings with class teachers and other key staff, especially at Pupil Progress meetings, where disadvantaged pupils are a key group for data analysis.

**FINANCIAL STATEMENT JUNIOR**

<b>Key actions</b>	<b>2019/20 ACTUAL SPEND £34 880 Junior</b>	<b>Key actions</b>	<b>2020/2021 PROPOSED SPEND £31 520</b>
Maths Intervention Group with HLTA – so all lower attaining pupils taught in smaller numbers	9300	CPD Becoming Better Learners continued	500
Lower school Reading Comprehension Intervention	1,000	Enrichment activities – singing and music lessons, trips, clubs (when applicable)	500
Lower School Rapid Reading Intervention Groups	1,600		
Lower School Writing Intervention Groups	1,000		
Nessy Phonics and Spelling Intervention	2,500		
Nessy Reading Intervention	820		
Upper School Reading Comprehension Intervention	750		
Upper School Writing Intervention Groups	1,500		
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	500	Speech and Language Therapy-Mrs T	500
Occupational therapy – Better Move On	200	Occupational therapy – Better Move On	200
		HLTA/LSA year group support	23 600
Fitness Club	200	Outreach support - attachment	200
Assisted Places on Camp/trips/music/singing lessons	250		
HLTA – lunchtime support 10'clock club	7400		
CPD – Becoming Better Learners	450		
CPD – Raising Attachment Awareness in school	900		
	<b>£34 870</b>		<b>£31 520</b>



**FINANCIAL STATEMENT INFANT**

<b>Key actions</b>	<b>2019/20 ACTUAL SPEND £14,480</b>	<b>Key actions</b>	<b>2020/2021 PROPOSED SPEND £14,760</b>
Maths, phonics, reading and writing Intervention Group with LSA	£12,000	CPD Becoming Better Learners continued	500
Enrichment curriculum opportunities and developing learning skills	£1,480	Enrichment activities – singing and music lessons, trips, clubs (when applicable)	500
		Social Skills	1,000
		HLTA/LSA year group support	£12,760
			<b>£14,760</b>