

Pupil premium strategy statement

1. Summary information					
School	Elkesley Primary School				
Academic Year	2017/2018	Total PP budget	£ 20,780	Date of most recent PP Review	July
Total number of pupils	83 (12 PT)	Number of pupils eligible for PP (including LAC PPG)	17	Date for next internal review of this strategy	July 2019
2. Current attainment					
Y6 SAT results July 2017			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected level in maths, reading and writing			20%	61%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers – please note that this is a very small group of children					
<ul style="list-style-type: none"> Progress is similar or above to non PP children in maths, reading and writing, but there are individuals who are making less progress Attainment is lower than non PP children in reading and writing – poor vocabulary and comprehension skills 					
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
<ul style="list-style-type: none"> Access to language Limited parental engagement with school, particularly attendance at parent support evenings and support with homework 					
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)				Success criteria	
<ul style="list-style-type: none"> Improve language skills for PP children, so that when reading children understand a greater range of vocabulary and that this can evidence in writing. 				PP pupils to make accelerated progress across FS2, KS1 and KS2 in reading and writing	

<ul style="list-style-type: none"> Greater breadth of knowledge and experiences, to improve ideas and lead fluency. 	PP children to take part in all school visits /extra-curricular lessons/clubs
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5. Planned expenditure

Academic year	2018 -2019
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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?
Improved vocabulary choices and fluency when writing.	Staff training on developing confidence when writing, vocabulary and fluency.	Talk for Writing is an approach to teaching writing that encompasses a three-stage pedagogy: <i>'imitation'</i> (where pupils learn and internalise texts, to identify transferrable ideas and structures), <i>'innovation'</i> (where pupils use these ideas and structures to co-construct new versions with their teachers), and <i>'invention'</i> (where teachers help pupils to create original texts independently). These tasks aim to improve writing ability by giving pupils an understanding of the structure and elements of written language.	INSET day used to deliver training Talk for writing Inset day delivered by Pie Corbett	Executive Head	July 2019

Total budgeted cost					£1,000
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?
<p>Writing outcomes improved through</p> <ul style="list-style-type: none"> • Increased vocabulary choice • A greater range of emotionally response and ideas 	1:1 and small group work	<p>Evidence shows that up to 5+ months can added to progress by refocussing pupils on understanding of texts. Individual/ group programmes tailored to needs of child. Pupils gain in confidence in small groups, and learning tasks tailored to specific needs of pupils (closing gaps in understanding). Consolidation of learning completed in classes, as well as pre-teaching in preparation for future learning.</p>	<p>Staff will have initial training, staff meeting CPD time allocated to focus and develop a consistent approach to teaching and learning across school. Teaching assistants to be invited to staff meetings to ensure continuity across school</p>	Executive HT	<p>July 2019</p> <p>Cost of TA attendance at mtgs £600</p>

Improved outcomes for oracy, retelling and preparing for writing	1:1 and small group work delivered by Senior teaching assistant	Evidence that shows that a focus on oral language leads to up to 5+months accelerated progress being made. Group and individual work to focus on explicit discussion of content or the processes of learning, or both.	Teaching assistant support will be targeted and outcomes monitored each term through data analysis and pupil progress review meetings.	Executive HT	July 2019 Cost of additional teaching assistant time to deliver = £ 14,549
Improved self-assessment skills for learners.	1:1 and small group work and whole class work	Evidence shows that up to 8+months can be added to progress when information is given to the learners regarding their performance relative to learning goals.	Staff will have training via staff meetings and time allocated for reflective discussion to implement a whole school approach to self-assessment. This will be monitored through work scrutiny and pupil interviews.	English Lead	July 2018 No additional cost
Total budgeted cost					£16,687
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?
Widen breadth of experiences and develop emotional readiness to learn	Subsidy of school visits and extra-curricular activities	Learning is supported by visits which enhance curriculum. Social skills, independence, perseverance and team work developed through participation in group activities. Talents, skill and efforts celebrated in non-academic subjects. A Nurture group to be run for one term and reviewed as necessary. Sensory circuits to be delivered each day throughout the academic year.	Annual analysis of pupil's taking part in activities	Head teacher	Annually £700
To ensure intervention identified are meeting needs of learners.	To buy into Family Sendco support for school	Family Senco has a wide knowledge base is involved at National level with NASEN and locally with HLN panel, so brings additional expertise.	Pupil Provision maps will reflect input from Family SENDCO	SENDCO	£90

Additional support across all age groups from teaching assistants developing reading and writing.	1:1 and small group work for reading, writing and maths.	Children who require additional interventions to support reading and writing skills.	Analysis of data collated following interventions		£3841
Total budgeted cost					£4,631

6. Review of expenditure				
Previous Academic Year		2017 - 2018		
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
Improved vocabulary and comprehension	Staff training on comprehension skills –Jason Wade	Whole class teaching includes appropriately differentiated work. Interventions focused on barriers.	Maintain both whole class teaching and interventions.	£1000

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
Improve attainment for KS2 pupils in maths through after school booster club	1:1 and small group	Data All pupils 3.01 steps progress PPG 3.3 Steps progress Expected 3 steps	PPG made better progress than non PPG.children Based on this evidence maintain booster lessons and look to extend into lower Key stage 2	
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
Improved comprehension skills	1:1 and small group work	Data reading All pupils 2.53 steps PPG pupils 2.88 steps PPG pupil outcomes better than non PPG	Continue to monitor data on a termly basis, complete at least termly work scrutiny, and build into English Action plan for 2018-2019	

Improved outcomes for oracy	1:1 and small group work	This a piece of work that will be continued following the Talk for Writing inset day.	Continue to develop.	
Improved self-assessment skills for learners.	1:1 and small group work and whole class work	Monitoring shows that the children are building their skills to self and peer assess effectively and appropriately for their age group.		

iv. 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?
Widen breadth of experiences and develop emotional readiness to learn	Subsidy of school visits and extra-curricular activities	Learning is supported by visits which enhance curriculum. Social skills, independence, perseverance and team work developed through participation in group activities. Talents, skill and efforts celebrated in non-academic subjects. A Nurture group to be run for one term and reviewed	Annual analysis of pupil's taking part in activities	Head teacher	Annually £3500
Total budgeted cost					

