

Pupil premium strategy / self-evaluation

1. Summary information					
School	Elston Hall Primary School				
Academic Year	2020-21	Total PP budget	£284,414	Date of most recent PP Review	Sept 20
Total number of pupils	640	Number of pupils eligible for PP	32%	Date for next internal review of this strategy	July 2021

2. Current attainment				
	Pupils eligible for PP (KS1 school data Spring 2020)	Pupils not eligible for PP (KS1 school data Spring 2020)	Pupils eligible for PP (KS2 school data Spring 2020)	Pupils not eligible for PP (KS2 school data Spring 2020)
% making expected progress in reading (as measured in the school)	77%	89%	81%	63%
% making expected progress in writing (as measured in the school)	77%	81%	81%	73%
% making expected progress in mathematics (as measured in the school)	93%	97%	74%	73%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Oral and language skills in Nursery/Reception and Key stage 1, which impacts on reading progress in subsequent years
B.	PP across the school have lower attainment than that of their peers and they need intervention to make rapid and sustained rates of progress
C.	Some PP pupils have social, emotional and behavioural issues which have an impact on their ability to achieve in the classroom
External barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Lower attendance rates for PP pupils

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improved language skills across EYFS and key Stage 1 for PP	Proportions of pupils achieving CLL at the end of EYFS will be increased from starting points (Baseline). Proportions of PP pupils passing yr 1 phonics will increase.
B.	Increased rates of progress for PP children whose attainment is below that of their peers nationally	Proportions of pupils achieving age related expectations will increase so by the end of KS2 PP pupils achieve at least in line with their peers
C.	Effective support for pupils identified as having social/emotional/behavioural needs will ensure they make at least expected progress to achieve their end of year targets	Pupils identified for additional support will make sufficient progress to achieve their end of year targets
D.	Pupils with low attendance will make at least expected progress from their starting points to meet end of year targets	Rates of progress for pupils with attendance below 90% are in line with peers

5. Review of expenditure

Previous Academic Year

2019-20

i. Quality of teaching for all

Action	Intended outcome	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
<p>CPD for staff on phonic delivery from nursery to yr 2.</p> <p>Focus on creating a language rich environment</p> <p>Early identification of reluctant communicators</p> <p>Curriculum focus on early language skills</p>	<p>Proportions of PP pupils achieving year 1 phonic test will increase</p> <p>Proportions of PP pupils achieving CL by the end of EYFS will increase</p>	<p>78% of PP pupils were predicted to pass the year 1 phonics test this was an increase from previous year which was 71%.</p> <p>At the end of the spring term out of 14 PP pupils in reception. 7 pupils had achieved CL. This was in line with previous years percentage.</p>	<p>CPD to continue with teaching assistants especially those new to year groups.</p> <p>Classes will continue to ensure that their environments are language enriched.</p> <p>Curriculum planning will continue to have language enriched activities embedded throughout.</p> <p>In school, our speech and language teacher will continue to screen EYFS pupils to ensure that early intervention is in place for reluctant communicators or pupils with speech and language needs.</p>	
<p>In school moderators to support planning of effective lessons</p> <p>CPD delivered to all staff on recognising GDS writing</p> <p>CPD provided on planning a unit building on skills progressively and identifying greater depth skills</p>	<p>Proportions of high attaining PP pupils will achieve GDS by the end of KS2</p>	<p>Teacher assessment highlighted that in maths 75% of PP pupils who achieved GDS at KS1 achieved GDS at KS2.</p> <p>In reading, 81% of PP pupils who achieved GDS at KS1 achieved GDS at KS2.</p> <p>In writing, 75% of PP pupils who achieved GDS at KS1 achieved GDS at KS2.</p>	<p>In writing, working with our moderator worked effectively to ensure key greater depth writing skills were taught through units and applied in independent writing tasks. This would be planned to continue next year.</p> <p>Moderation of maths books ensured that weekly plans could be adapted to teach higher level arithmetic skills.</p>	
<p>Early identification of pupils not working at the expected level through data analysis</p> <p>Focused/differentiated questioning within class targeted to pupils needing</p>	<p>Increased progress for PP pupils working below the expected ARE by the end KS2.</p>	<p>All of PP pupils who achieved working towards at the end of KS1 achieved expected standard in reading and maths.</p> <p>In writing, only one PP pupil who achieved working towards at KS1 and didn't achieve expected at the end of KS2.</p>	<p>Class progress stories used effectively to identify key PP pupils who were working below standards to have extra support. These pupils were tracked through autumn and spring progress class stories.</p> <p>From these class progress stories, intervention groups led by year group leader and class teachers were adapted to close gaps in reading, writing and maths. This again worked effectively to ensure that specific PP pupils achieved their end of year targets in line with their peers.</p>	

to make accelerated progress				
Gaps in learning identified and misconceptions retaught				

ii. Targeted support

Action	Intended outcome	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
<p>Early identification of PP pupils who are reluctant communicators to have in school speech and language support, weekly additional S+L group work for PP pupils delivered by SALT team.</p> <p>Provide additional speaking and listening opportunities for PP pupils through the curriculum.</p>	<p>Improved outcomes for PP who are reluctant communicators.</p>	<p>By Spring, the majority of PP pupils identified for additional speech and language support were on track to achieve their individual targets and achieve their reading target.</p>	<p>Due to Covid lockdown, spring term speech and language support sessions could not be completed. The planning and delivery of the sessions up until this point were working effectively so we would plan to continue this provision.</p>	

<p>Pupils identified for additional intervention delivered by teachers to bridge gaps in learning.</p> <p>Deputy headteachers to deliver high quality lessons to high attaining pupils in writing and maths.</p>	<p>Increase the proportions of HA PP pupils working at GDS in reading, writing and maths.</p>	<p>Teacher assessment highlighted that in maths 75% of PP pupils who achieved GDS at KS1 achieved GDS at KS2.</p> <p>In reading, 81% of PP pupils who achieved GDS at KS1 achieved GDS at KS2.</p> <p>In writing, 75% of PP pupils who achieved GDS at KS1 achieved GDS at KS2.</p>	<p>Identifying additional intervention worked effectively to ensure that focused pupils achieved GDS in reading, writing and maths.</p> <p>GDS lessons were delivered with focused PP pupils in writing, which also worked effectively to develop key skills including shifts in formality and use of higher level punctuation.</p>	
<p>Using data analysis to identify PP pupils working below.</p> <p>Target pupils additional in class support and where appropriate additional sessions.</p> <p>PP pupils identified for additional daily reading, homework sessions and misconception work.</p>	<p>Increased proportions of PP pupils working at the expected ARE.</p>	<p>Data from Summer 19 – Spring 20 does not show consistent increases in proportions of pupils working at expected ARE. There were some successes (Y6 in R and W, Y2 in W); many instances where proportions at ARE remained in line; and some decreases (Y2-3 in W and M).</p>	<p>Small, focused interventions to continue to ensure accelerated progress is made by targeted pupils. These must run consistently in order to be effective. Use non-class based teachers to deliver additional sessions? Individual support to continue to ensure pupils' misconceptions are addressed and pupils read regularly.</p>	
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Behaviour support leader to work with identified pupils to reduce the impact of behaviour on learning, plus the employment of two 1:1 pupils support TAs	Ensure the emotional and social needs of pupils are met in order to support pupils achievement.	7 PP pupils supported by social, emotional learning support mentor. The impact on their wellbeing led to pupils making at least 1 step progress from Summer 19 – Spring 20, with 3 of these making 2 steps progress.	Effective and very necessary to support pupils, especially following lockdown. Continue to support identified pupils and review caseload every fortnight during vulnerable children meetings.	£20,000 contribution to wages £25,595
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Subsidise off site trips, visits, visitors and residential.	To ensure the social, emotional and mental well-being of all pupils through improved experiences for all.	All PP pupils were able to access school trips during the autumn term. This enabled PP pupils to have a further in depth understanding of thematic topics. Therefore, a range of knowledge and skills were gained.	This approach will continue due to the positive impact the trip / educational visit had on individual pupils. Evidence was seen through monitoring book and feedback from pupils and staff.	£15000
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To provide breakfast (toast) for all pupils.	To ensure all pupils including PP pupils start each day in a positive manner – ensuring well-being.	This approach is effective in ensuring all children are able to start the day with breakfast and it provides a calm start to the morning.	This will continue.	£7500
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EWO to carry out early help plans for pupils including PP pupils.	To raise progress and attainment for all pupils with low attendance.	Spring 2020 data showed, of the PA pupils in Years 2 - 6, 87% (36/41) made at least expected progress in all three subjects, with some pupils making accelerated progress. Of the remaining pupils, 7 made progress in 2 subjects and so are not a major concern. They will be tracked closely next term. 2 PA pupils didn't make expected progress in at least 2 of their subjects – both PP.	Mostly successful but there are some issues with trying to impact on pupils with multiple barriers (low attainment, poor attendance, social and emotional needs). Continue to work closely with vulnerable families and review progress regularly in vulnerable pupil meetings.	£12000
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6. Planned expenditure

Academic year	2020 -21
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Proportions of PP pupils achieving year 1 phonic test will increase Proportions of PP pupils achieving CL by the end of EYFS will be increased from starting points	CPD for staff on phonic delivery for teaching assistants. To continue to ensure that a language rich environment is established in each classroom. Early identification of reluctant communicators or pupils with speech and language needs.	Previous observations indicate that the effectiveness of phonic teaching varies dependent on experience in year group of teaching assistants. Increase in proportions of pupils starting from low levels in CL (baseline) Lack of early language skills to be addressed through the curriculum and environment provided	SLT to carryout observations to ensure effective delivery of phonic sessions / English lead to provide CPD workshops for phonics. Termly progress meetings will provide analysis of progress the children are making in this key area	GM (Leading English teacher) SB (Assistant Head for EYFS) CB (Nursery leader) EK (Reception leader)	Termly during progress meetings and standards reports.
Increased rates of progress for PP pupils working below the expected ARE	Using data analysis to identify PP pupils working below. Target pupils additional in class support and where appropriate additional intervention sessions. PP pupils identified for additional daily reading, homework sessions and gap task work if necessary.	Termly assessment identifies pupils needing to make accelerated progress, this is reviewed regularly to ensure impact. Targeting pupils through questioning ensures learners are not passive and staff can quickly assess understanding. This can then be reflected in planning. Re-teaching and pre-teaching identified skills improves confidence of pupils and enables them to tackle new learning.	Discussions with phase leaders and heads of school around baseline assessments after returning to school to identify specific needs of PP pupils. Termly progress meetings will provide analysis of progress the children are making in this key area	Phase leaders – SB/LM/RT DN and EF – heads of school.	Termly during progress meetings Phase meetings Weekly PPA sessions staff review and discuss progress of pupils
Total budgeted cost					£60,476

ii. Targeted support

Intended outcome	Action	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 outcomes for PP who are reluctant communicators.	<p>Early identification of PP pupils who are reluctant communicators or have specific speech and language needs to have in school speech and language support, weekly</p> <p>Additional S+L group / 1:1 work for PP pupils delivered by additional SALT support.</p> <p>Provide additional speaking and listening opportunities for PP pupils through the curriculum.</p>	<p>School identifying pupils individual needs and providing the expertise to ensure impact.</p> <p>A thematic approach to the curriculum will enable increased opportunities for speaking and listening through all subjects allowing pupils to communicate through fun and interesting topics</p>	<p>Discussions between SALT team, Schools S+L TA and SENCO to establish impact of group sessions</p> <p>Observations of pupils participation in class/group discussions</p> <p>Monitoring of phonic groups and progress</p>	<p>DN (Head of school SENCO)</p> <p>JH (SENCO)</p>	<p>Weekly discussions</p> <p>Termly observations</p>
Increased rates of progress for PP pupils working below the expected ARE	<p>Using data analysis to identify PP pupils working below</p> <p>Target pupils additional in class support and where appropriate additional intervention sessions</p> <p>PP pupils identified for additional daily reading, homework sessions and individual / group gap task activities.</p>	<p>Using teachers to work with PP pupils ensures they receive most experienced and qualified support</p> <p>Misconceptions/gaps taught within interventions can be reinforced within the classroom learning sessions</p> <p>Reading the lowest 20% of readers include PP pupils due to lack of parental support, additional reading daily within school ensures wider opportunities to embed skills and therefore make progress</p>	<p>Progress meetings used to identify keep group or individuals who require additional support.</p> <p>Class teachers plan interventions, keep records and additional work evidenced.</p>	<p>Class teachers to identify pupils alongside Assistant head teachers (phase leaders)</p> <p>Heads of School / Associate headteacher to monitor and challenge the impact of strategies used</p>	<p>Half termly monitoring of intervention books and planning</p> <p>Progress meetings termly</p> <p>Termly standards report for each phase.</p>
Total budgeted cost					£113,944
iii. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?

Social, emotional and behaviour support mentor to work with identified pupils to reduce the impact of behaviour on learning.	Ensure the emotional and social needs of pupils are met in order to support pupils achievement.	Previous data and monitoring identified the success of this strategy in ensuring behaviour within the classroom did not impact negatively on learning and therefore have positive impact on progress.	During progress meetings and phase meetings staff to identify any pupils including PP who they feel would benefit from additional support due to behaviour or emotional needs . Vulnerable meetings led by Heads od School used to identify specific pupils / families that may require 1:1 sessions with social, emotional and behaviour support mentor.	Behavioural, emotional support mentor. Heads of School EF and DN	Bi-weekly vulnerable meetings to discuss pupils progress and identify any changes to strategies to be used.
Subsidise off site trips, visits, visitors and residential	To ensure the social, emotional and mental well-being of all pupils through improved experiences for all.	Previous data showed the impact of PP attending residential and trips	Leadership meetings Assistant Headteachers, identify pupils who may need support with costing of trips, residential and any equipment that may need purchasing for them to attend.	Assistant headteachers (phase leaders) Heads of School	Weekly SLT meetings
To provide breakfast (toast) for all pupils.	To ensure all pupils including PP pupils start each day in a positive manner – ensuring well-being.	Monitoring shows that this approach is effective in ensuring all children are able to start the day with breakfast and it provides a calm start to the morning.	Weekly orders and morning rotas will ensure toast will be provided by each year group and impact monitored regularly by year group leaders.	Assistant headteachers (phase leaders) Heads of school	Termly during standards meetings
Attendance of PP pupils will increase to be in line with non-PP pupils	EWO to work closely with HoS to support families and improve attendance for identified pupils	Previous data showed the positive impact on outcomes for early identification of 'poor attendance'	HoS to meet weekly with EWO and analysis attendance data.	EWO (school) Head of School EF	Information shared weekly during SLT meetings Attendance standard report provided each term
Total budgeted cost					£110,000