

# Pupil premium strategy statement: Great Ellingham Primary School

1. Summary information					
<b>School:</b>	Great Ellingham Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£ 26338	<b>Date of most recent PP Review</b>	March 2019
<b>Total number of pupils</b>	167	<b>Number of pupils eligible for PP</b>	17(including 1 x LAC)	<b>Date for next internal review of this strategy</b>	March 2020

2. Current attainment		
Attainment for: Year 6 2018-2019 (3/28= 11% of pupils)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	33%	61%
<b>% achieving expected standard or above in reading</b>	67%	68%
<b>% achieving expected standard or above in writing</b>	67%	68%
<b>% achieving expected standard or above in maths</b>	67%	75%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Low levels on entry of some PP pupils particularly in communication, literacy and language.
<b>B.</b>	Embedded phonics knowledge in EYFS and KS1.
<b>C.</b>	Poor home learning environment for some PP pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low confidence in ability, achievement and progress.
<b>E.</b>	Lack of positive parental engagement for some PP pupils.
<b>F.</b>	Lack of support for pupils' communication, language and literacy skills within the home environment for some PP pupils.
<b>G.</b>	For some PP pupils, low level of parental literacy/numeracy skills impact on home learning support.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Improve % of children achieving GLD in communication, language and literacy.	Children identified at baseline for Talk Boost intervention. Intervention timetable shows interventions taking place each week. Outcomes at the end of the academic year 2019/20 show PP children within EYFS have made accelerated progress towards achieving GLD in communication, language and literacy.
<b>B.</b>	Improve % of children passing year 1 Phonics Screening Check	All staff trained in Sounds Write. Phonics tracker used to inform next steps and interventions. Children more confident with applying phonic skills to their reading and writing.
<b>C.</b>	Improve attainment in reading, writing, SPaG and maths for PP pupils KS2.	All staff trained in Sounds Write. Targeted interventions are in place as seen on the timetable. Tracking data shows rapid progress in attainment across key stage. Outcomes at the end of the academic year 2019/20 show PP children within KS2 have made accelerated progress towards achieving EXS in writing, reading and maths.
<b>D.</b>	Improve home learning environment through positive home/school relationships.	Parents attend Learning Cafés, learning /information workshops and parent consultation evenings throughout the year.
<b>E.</b>	More able children are identified for specific learning initiatives to ensure accelerated attainment and progress is achieved.	Interventions for GDS for identified children. Curriculum enrichment opportunities provided for children with a specific talent. Year 6 'booster' session for GDS pupils. TAs trained to a high level to ensure support for all children.

<b>5. Planned expenditure</b>		
<b>Academic year</b>	<b>2019-20</b>	
The priorities below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
<b>Action</b>	<b>Objective</b>	<b>Amount Allocated</b>
Staff training in Sounds Write for all teachers and TAs so that all children are taught by teachers and TAs with up-to-date knowledge.	To ensure all children are taught by highly skilled and trained practitioners.	£3600
To buy appropriate resources for PP children.	To ensure that all children are able to access a range of good quality English and maths resources.	£1000
Time with Behavioural Support HLTA to work on behavioural difficulties encountered by some PP children including anger management,	To ensure all children are able to access the teaching in class and maintain good attendance. To reduce the likelihood of exclusion.	£10000

concentration, anxiety, attachment, bereavement and working closely with parents and carers.	To support vulnerable families to reduce likelihood of safeguarding issues or need for formal FSPs.	
Access to Federation Farm (November 2019 onwards) led by teacher for PP children and supported by nurture lead.	To ensure children have access, where applicable, to a bespoke curriculum to meet their nurture needs enabling the transfer of positive behaviours and skills into the classroom environment.	£3000
Visits including Year 6 residential to Hilltop	To ensure that all children are able to attend all school trips.	£2000
'Funtrition' sessions provided by Premier Sport	To reduce the likelihood of teenage obesity for children in the future. To encourage them to eat a wide range of healthy foods.	£540
Redevelopment of the mound	To encourage adventurous and co-operative play.	£1000
Small group booster sessions provided by federated deputy head	To ensure children are taught by a highly skilled and trained practitioner to support the development of key skills.	£3500
Additional in class TA support	To ensure children are given opportunities to be taught in small groups to support the development of key skills.	£1700
<b>Total budgeted cost</b>		<b>£26340</b>