

Pupil premium strategy statement: Great Ellingham Primary School

1. Summary information					
School:	Great Ellingham Primary School				
Academic Year	2018/19	Total PP budget	£ 20,000	Date of most recent PP Review	March 2018
Total number of pupils	157	Number of pupils eligible for PP	13 (including 2 x LAC)	Date for next internal review of this strategy	March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	0% (FS) 100% (KS1) 50% (KS2)	% (FS) %(KS2)
% making progress in reading	100% (KS1) 100% (KS2)	%(KS1) %(KS2)
% making progress in writing	100% (KS1) 100% (KS2)	%(KS1) %(KS2)
% making progress in maths	100% (KS1) 100% (KS2)	%(KS1) %(KS2)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels on entry of some PP pupils particularly in communication, literacy and language.
B.	Historically, some PP pupils have struggled with their behaviour resulting in lack of engagement with their learning.
C.	Poor home learning environment for some PP pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Low attendance rates due to frequent bouts of illness or extended family holidays during term time for some PP pupils.
E.	Lack of positive parental engagement for some PP pupils.
F.	Lack of support for pupils' communication, language and literacy skills within the home environment for some PP pupils.

G.	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>
A.	Improve attainment in writing for PP pupils currently within lower KS2.	Outcomes at the end of the academic year 2018 show PP child/ren within KS2 have made accelerated progress towards achieving EXS in writing.
B.	Improve attainment/progress in maths for PP pupils currently within KS2.	Outcomes at the end of the academic year 2018 show PP child/ren within KS2 have made accelerated progress towards achieving EXS/GDS in maths.
C.	Improve communication, language and literacy skills for PP child/ren within EYFS.	Outcomes at the end of the academic year 2018 show PP child/ren within EYFS have made accelerated progress towards achieving GLD in communication, language and literacy.
D.	Improve home learning environment through positive home/school relationships.	Parents attend Learning Cafés, learning /information workshops and parent consultation evenings throughout the year.
E.	Improve attendance for PP children.	Reduce the persistent absence (PA) of some PP pupils form 2106/17 data.
F.	Behaviour of PP pupils is improved during all lessons (including PE) and at playtime/lunchtimes.	Recorded incidents within the Behaviour Log for PP children is dramatically reduced. Frequency of parental complaints against the behaviour of PP pupils is significantly reduced.

5. Planned expenditure

Academic year

2018-19

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 attainment in writing for PP pupils currently within FS, KS1 and KS2.	<p>Talk for Writing implemented across the school.</p> <p>Dyslexia Outreach Support for teachers and TAs.</p> <p>1:1 teaching interventions and in class support.</p>	<p>Scrutiny of children's writing showed that children are better able to structure their verbalised thoughts into coherent sentences.</p> <p>Data analysis shows progress of writing has improved.</p> <p>Increased confidence of staff working to support children with some signs of dyslexia.</p> <p>1:1 intervention sessions to improve quality of writing following individually designed programme responding to need of child.</p>	<p>English Federation Subject leader action plan.</p> <p>Staff training.</p> <p>Paired teaching across Federation.</p> <p>Sharing of good practice.</p> <p>Buy relevant T4W resources and focus staff training on this area.</p> <p>Teacher employed 1 morning a week to complete year round interventions.</p> <p>2 (part-time) HLTAs employed to complete year round interventions.</p> <p>1 additional TA to work in Year 6 to support PP/LAC children on a daily basis to ensure children access QFT within the classroom.</p>	<p>English Federation Subject Leader</p> <p>Ex HT</p>	<p>July 2018</p> <p>Dec. 2018</p> <p>March 2019</p>
Improved attainment/progress in maths for PP pupils currently within FS, KS1 and KS2.	<p>Maths mastery approach implemented across all classes.</p> <p>Year 1-6 use Power Maths scheme (DfE recommended).</p> <p>Children to use Propeller Boards to rapidly develop mental maths skills.</p> <p>Children to use Numicon to support the learning and development of maths strategies.</p>	<p>Mastery approach recommended by maths advisers to ensure 'gaps' in learning are quickly and effectively addressed.</p> <p>Daily use of Power Maths scheme to structure lessons and ensure progression of concepts.</p> <p>Lesson planning and lesson observations show positive impact on learning of teachers encouraging the use of concrete maths resources to support learning.</p> <p>Analysis of test data shows positive impact of Propeller Boards on children's mental maths scores.</p>	<p>Maths Federation Subject leader action plan.</p> <p>Key staff to attend NCTM training sessions and cascade to federation staff.</p> <p>Federation to continue to take part in Propeller Board research projects.</p> <p>Staff training, including TAs.</p> <p>Sharing of good practice.</p> <p>Teacher employed 1 morning a week to complete year round interventions.</p>	<p>Maths Federation Subject Leader</p> <p>Ex HT</p>	<p>July 2018</p> <p>Dec. 2018</p> <p>March 2019</p>

	1:1 teaching interventions and in class support.		2 (part-time) HLTAs employed to complete year round interventions. 1 additional TA to work in Year 6 to support PP/LAC children on a daily basis to ensure children access QFT within the classroom.		
Improved communication, language and literacy skills for PP child/ren within EYFS.	Encourage use of Talking Partners during lessons. Use of Forest Schools at GE. Encourage children to speak in correctly formed sentences. Ensure that the provision for child led learning	Lesson planning and lesson observations shows positive impact on learning of teachers encouraging Talking Partners and use of correct speech. Outdoor learning used to develop confidence in the children. Governors and visitors to the school comment on the high quality of spoken language within the school.	Leaning walks Staff meeting discussions. Level 3 Forest School training for class teacher. CPD for EYFS teacher by visiting examples of outstanding provision. EYFS Federation Subject leader action plan.	EYFS Federation Subject Leader Ex HT	July 2018 Dec. 2018 March 2019
Total budgeted cost					£15,000
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?
Improved home learning environment through positive home/school relationships.	“Coffee and a chat” sessions with Behaviour Support Assistant. Personal reminders/ invitations to attend Learning Cafés. Same day phone call to discuss issues as soon as they arise.	Vastly improved parental engagement with a closer working relationship developed between home and school. Parents happy to ring school to discuss issues as they arise. Improvement in the positivity of parental comments in home/school contact books.	Staff discussions: teacher, Ex HT and Behaviour Support Assistant. New routines developed and adhered to.	Class teacher Ex HT BSA	July 2018 Dec. 2018 March 2019

Behaviour of PP/LAC pupils improved during all lessons (including PE) and at playtime/lunchtimes.	<p>Weekly sessions with Behaviour Support Assistant.</p> <p>TA support during PE lessons.</p> <p>Use of reward charts/stickers and team points.</p> <p>Places booked on holiday play scheme: Club 99.</p> <p>Development of an 'adventurous play' area designed by PP/LAC children.</p>	<p>Significant reduction in logged behaviour incidents.</p> <p>Children learn to play co-operatively within a safe and adventurous environment. Children learn to 'take risks' within a safe place.</p>	<p>Staff discussions: teacher, Ex HT and Behaviour Support Assistant.</p> <p>New routines developed and adhered to.</p>	<p>Class teachers Federation PE subject leader</p> <p>Ex HT</p> <p>Behaviour Support Assistant.</p>	
Total budgeted cost					£4,000
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?
Well-being and mental health of year 6 children improved.	8 week course of child level life coach: Paddy Veneer (Autumn Term)	<p>Improved attitude towards school and learning, as evidenced through discussions with children, class teacher, TAs and Behaviour Support Assistant.</p> <p>Less children needing to be referred to other agencies e.g. Point 1.</p>	Staff discussions: teacher, Ex HT and Behaviour Support Assistant, parents and child/ren.	Ex HT Behaviour Support Assistant.	July 2018 Dec. 2018 March 2019
Total budgeted cost					£1,000

6. Review of expenditure				
Previous Academic Year				
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
To support learning in the classroom by ensuring teaching assistant support in all classes is sufficient to assist in overcoming barriers to learning.	Increased support for children in the classroom ensuring that they are able to access QFT.	Improved outcomes for children in all areas of learning.	This approach will be continued but will, next year, include the provision of more opportunities for TAs to provide 1:1/small group support within booster/intervention sessions. Will consider funding 1:1 teacher led interventions, too.	£12,000
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
To support pupils to overcome barriers to learning resulting from their deprivation and behaviour difficulties.	<p>Pupils have daily access to the Behaviour Support Assistant</p> <p>10 week course Goldcrest Outdoor Learning</p> <p>Paddy Veneer: life coach</p>	<p>High- behaviour in the playground improved for all children. All children know they can access Behaviour Support Assistant for support. Behaviour Support Assistant was able to refer children to bereavement support (Nelson's Journey) when applicable.</p> <p>Hugely positive impact on children involved.</p> <p>Hugely positive impact on children involved.</p>	<p>This approach will be continued including ensuring Behaviour Support Assistant is trained:</p> <ul style="list-style-type: none"> • to support Family Support Process • to support those with mental health issues • to support children/ families who have suffered domestic abuse • DSL <p>Consider developing an adventurous play space for the children to access at playtimes/lunchtimes.</p> <p>Organise for Paddy to complete his 8 week course with class of year 6 children next year.</p>	£7,000
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

<p>To support children to engage with school trips and extra-curricular activities to fund other opportunities to boost learning.</p>	<p>A wide variety of visits/visitors/learning opportunities organised.</p>	<p>Medium - enabled all children to access a wide range of educational experiences. Some PP children working towards GDS.</p>	<p>This approach will be continued but will, next year, include the provision of 1:1 booster/intervention support.</p>	<p>£ 1,000</p>
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7. Additional detail

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