



Elements Primary School
Creative • Unique • Innovative

Pupil Premium: Review to overcome barriers to learning at Elements Primary School

September 2020 – September 2021

What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:

- 1. Whole school ethos of attainment for all:** Schools have an ethos of high attainment for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.
- 2. Addressing behaviour:** schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.
- 3. High quality teaching for all:** Schools emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.
- 4. Meeting individual learning needs:** Staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.
- 5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and training teaching assistants to support pupils’ learning.
- 6. Data driven and responding to evidence:** Teachers use data to identify pupils’ needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
- 7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

What are our pupils' internal and External barriers to learning?**What are the intended outcomes of our action plan?**

- Vulnerable families with emotional and social needs
- Vulnerable families lacking engagement with education
- Potential low attendance that impacts negatively on learning
- Lack of *cultural capital* and experience impeding ability to contextualise learning
- Low baseline pupils on entry to YR
- Underachievement due to lack of engagement with education
- Speech and language delay
- Some pupil with developmental delay
- Behaviour that impedes learning

- A. % of pupils achieving ARE in reading, writing and maths match national expectations
- B. PP tracking is robust and is used to inform subsequent provision
- C. Support is provided for families' and pupil's social, emotional and health needs
- D. Pupils' attendance is improved and no longer limits access to learning
- E. More able pupils are achieving at high levels
- F. Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national other
- G. Low baseline pupils are school ready in the summer term
- H. Pupils are provided with access to a wide range of experiences that enhance their knowledge and understanding of the world and support learning across the curriculum particularly in literacy and mathematics
- I. Specific gifts and talents are identified and encouraged; engagement with learning is improved

September 2020 2021	Amount of pupil premium funding (EYPP)	Number of eligible pupils	Number of Children Looked After
2020 – 2021 funding	£57,365	54 pupils –33%	0

Evidence base	Action	Budget	New / continued action	Targeted Group	Intended Outcome	Monitored by	Impact
WHOLE SCHOOL STRATEGIES FOR ALL PUPILS – BENEFITTING ALL PP PUPILS							
2	Attendance support – <i>first day visits, ½ termly meetings, celebration, certificates etc.</i> managed by SLT.	£250	Continued Action	Whole school ** PP	D -	SLT GOVS	Overall school attendance has stayed above National Average at 96.7% despite multiple disruptions due to the pandemic.
2 & 4	Attendance officer post with increased hours dedicated to supporting attendance and vulnerable families	£15,072	New	Whole school **pp	D	EP	All families had weekly welfare checks through the AO role during school closures. More referrals than ever to Cluster Support Team and percentage of persistent absentees is at 6.5%, significantly lower than National Average.
2	Support through emergency provision for families and pupils	£300	New	Whole school ** PP	C -	EP	Families who needed additional support have benefitted from referrals to the Cluster Support Team, as well as food hampers provided by school.
1 & 3	Broad, experiential curriculum - <i>transport, entry fees, resources etc.</i>	£600	Continued Action	Whole school ** PP	E, H & I	SLT	WOW Week enrichment activities have been hugely successful. Children have met famous artists and taken part in workshops in school. Trips have not taken place due to measures against COVID-19.
3	Improvements to first teaching secured by the employment of outstanding practitioners, rigorous internal monitoring, CPD, partnership arrangements within the MAT etc.	21,500	Continued Action	Whole school ** PP	A, B & F	EP GOVS	Additional staff employed for Summer term to support catch up plan for PP children. All staff have taken part in training led by Claire McKie throughout the year. Staff have attended trust-wide training and have worked closely with the SENDCO to develop expertise. The three-teacher model has been maintained in each year group.
3, 4 & 6	Clear <i>visible</i> expectations set by school's assessment system – children know and understand their next steps for learning through use of McKie Mastery	£3000	Continued Action		A	SLT	All staff have taken part in McKie Mastery training, including Deconstruction of LO CPD. Children are given opportunities to address next steps through both written and verbal feedback. The employment of additional morning staff has enabled

							all Pupil Premium children to read with an adult on a 1:1 basis at least once a day.
3, 4 & 7	Enhanced, focused KS1 provision – development of indoor and outdoor settings.	£5000	Continued Action		A, H & G	SLT	Year 1 classrooms have been furnished to allow for full provision. This has allowed a smooth transition from EYFS and school closures into KS1. The outdoor provision area has been planned and is expected to be constructed over the Summer.
2	Universal offer of breakfast club for children at risk from poor attendance	£550	Continued Action			SLT	All children at risk of poor attendance have been offered a place at the breakfast club. All children have the opportunity to eat breakfast when they arrive at school.
TARGETED STRATEGIES FOR UNDER-PERFORMING PP PUPILS							
1 & 6	Focus strategies for tracking PP – data analysis, pupil progress meetings every 8 weeks with EP focused on PP.		Continued Action	PP	A & F – teachers are planning next steps accurately and all underachieving PP are making rapid progress	SLT GOVS	Assessment data has been tracked every 8 weeks and Pupil Progress meetings between SLT and teachers have provided opportunities for monitoring and moderation.
3 & 4	Additional teacher for Power Teaching groups for reading, writing and maths	£4900	New	PP	E & F	EP	Every Year Group has maintained a 3-teacher model, providing a more targeted approach to the delivery of reading, writing and maths.
2 & 6	Subscription to food charity who provides food parcels and support for disadvantaged families.	1500	New	PP	C	Pastoral Team	Supplies from the charity have been delivered on a weekly basis. The Pastoral Team have created food hampers and delivered these to families who are in need.
4	Children grouped by stage for phonics	£2427	Continued Action	PP	B & F -	SLT	Every Year Group has maintained a 3-teacher model, providing a more targeted approach to the delivery of phonics. Year 2 cohort made above average progress in phonics (Autumn 2) despite school closures in 2019/20.
TARGETED SUPPORT FOR INDIVIDUAL PP PUPILS							

2	Additional uniform items for new school year	£1000	New		F	AP	All PP children have received additional uniform including PE kits and jumpers. Some families have received support for buying other items such as school shoes.
2 & 7	Funded school visits	£1200	Continued Action		C & H	EP GOVS	Visits have not taken place this year due to measures against COVID-19. However, all children have benefitted from a wide range of enriching experiences from both in-school staff and external visitors.