



Elements Primary School
Creative • Unique • Innovative

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

September 2018 – September 2019

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?

- 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

What are the intended outcomes of our action plan?

- A. % of pupils achieving GLD 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 Y1 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 2018 - 2019	Amount of pupil premium funding (EYPP)	Number of eligible pupils	Number of Looked After Children
2018 – 2019 funding	£6,184	5 pupils – 23%	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	£50	New	Whole school ** pp	D -	SLT GOVS	Whole school attendance for 2018/19- 96.1% Pupil Premium attendance for 2019/20 - 96%
2	SLT offer support for emotional and learning resilience to families and pupils		New	Whole school ** pp	C -	EP	Strong relationships between school and parents.
1 & 3	Broad, experiential curriculum - <i>transport, entry fees, resources etc.</i>	£500	New	Whole school ** pp	E, H & I	SLT	Outstanding WOW week provision and experiences for all children
3	Improvements to quality first teaching secured by the employment of outstanding practitioners, rigorous internal monitoring, CPD, partnership arrangements within the MAT etc.	£1000	New	Whole school ** pp	A, B & F	EP GOVS	All pupils made good progress. GLD of 70% achieved 40% of PP children achieved GLD
2, 3, & 7	High expectations of effort and behaviour modelled by all adults in school – e.g. enhanced learning environment, new starter pack of school uniform etc.	£750	New		A & H	EP	All children received full uniform for start of school All PP children received additional
3, 4 & 6	Clear <i>visible</i> expectations set by school's assessment system – children know and understand their next steps for learning	£3000	New		A	SLT	Assessments tracked in Arbor creating predicted targets for all children Children clear about their next steps for learning
3, 4 & 7	Enhanced, focused EY provision – development of indoor and outdoor setting, use of SLE and mentoring support to improve staff skills	£400	New		A, H & G	SLT	Additional resources purchased to enhance outdoor provision
1 & 2	Enhancing work with parents – e.g. parent drop in sessions, phonics workshops, stay and play	£34	New		C & I	SLT GOVS	High attendance at all workshops Clear expectations for parents to support children at home
2	Universal offer of breakfast club for children at risk from poor attendance	£150	New			SLT	40% of PP children at risk of poor attendance - all attended Breakfast Club No persistent absentees

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		New	PP	A & F – teachers are planning next steps accurately and all underachieving PP are making rapid progress	SLT GOVS	Clear understanding and tracking of progress and all children's learning needs
4	Intervention groups for reading, writing and maths		New	PP	A & B -	EP	Interventions delivered as appropriate
4	Differentiated groups for phonics		New	PP	B & F -	SLT	Differentiated teaching for phonics delivered. Accelerated progress in phonics seen for all children on roll from September
TARGETED SUPPORT FOR INDIVIDUAL PP PUPILS							
4 & 6	Precision tasks for PP to address gaps in learning		New		F	AP	Delivered
2 & 7	Funded residential visits	£300	New		C & H	EP GOVS	All PP attended themed day of residential and 80% of these stayed overnight