



Elstow School pupil premium grant expenditure report 2018-19

Elstow School receives a pupil premium grant from the government which is based on the number of children receiving free school meals, looked after children or children with parents in the services. This grant may be spent for educational benefit of pupils registered at the school or for community facilities. It may be used for services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families or people who live in the locality in which the school is situated.

Number of pupils and pupil premium grant	
Total number of pupils on roll (Oct 2018)	411
Total number of pupils eligible for PPG (Oct 2018)	89
Total number of LAC children (funding is allocated specifically through PEP system)	2
Amount of PPG received per pupil	1300
Total amount of PPG allocated	£115,700

Breakdown of pupil premium spend	
Support for children with Social, Emotional and Behavioural needs: <ul style="list-style-type: none"> • 1 to 1 Teaching Assistant supporting specific children in class • KS2 Courtyard club three times per week • KS1 Courtyard club twice per week • Individual/small group Learning Mentor sessions: Positive interaction/social skills groups, emotional literacy, protective behaviours • Daily 'check ins' with specific pupils 	£30,121.98
Support for disadvantaged families : <ul style="list-style-type: none"> • Family Support Worker supporting; attendance, TAF meetings, liaison with EWO, parenting, daily contact with families on the gate morning and afternoon, Supporting Young Carers, signposting/facilitating further support including Food bank, Ormaston and School Nursing team • Admin team support for school dinners, attendance, over communication with families, parent mail, Attendance and absence management (rewards) 	£26,400.52

<p>Senior Leadership support for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Principal: Attendance leadership, Reading and writing intervention 6, Leading Values and Celebration assemblies, • Deputy Head-teacher: Inclusion: Half termly GRC meetings, individual data tracking for disadvantaged pupils not at ARE, Behaviour support, Leading Inclusion team. • Deputy Head-teacher: Teaching and Learning: Data tracking, ILT coaching for Quality First Teaching, leading CPD on TLAC • Maths and English (Knowledge Network CPD) • Key Stage 1 – Pupil progress meetings, target setting and monitoring • Early Years – Pupil progress meetings, target setting and monitoring • SLT learning walks with a weekly focus. • SLT lunch time duty daily • SLT gate duty morning and afternoon 	<p>£45,404.50</p>
<p>Support for enrichment activities and external learning opportunities:</p> <ul style="list-style-type: none"> • Mini bus: Low cost trips, sports fixtures, swimming, arts opportunities, reward trips • Financial support towards payments for trips 	<p>£3000.00</p>
<p>Support to ensure entitlement to good quality resources for learning and development:</p> <ul style="list-style-type: none"> • Prefect badges and agreements, Values and Academic achievement certificates, Bookmarks Stickers, Behaviour Cards • Picture News, Charanga, Empirabox, TT rock stars 	<p>£8500.00</p>
<p>TOTAL SPEND TO DATE Oct 2018</p>	<p>£113,427.00</p>

Barriers to learning include:

- **Low Attendance levels can be linked with:**
 - low attainment
 - limited social interaction with peers
 - low academic resilience
 - school refusal and other entrenched behaviours
 - limited school relationship with parents
 - limited life outcomes
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- **Family circumstances home relationships/sibling issues/housing issues, can be linked with:**
 - Low attainment
 - Low aspirations
 - Lack of resilience/ Low self esteem

- Lack of self-organisation skills
- Inappropriate expectations placed on the child (ie; being treated as an adult) leading to behaviour/social interaction difficulties.
- Pre-occupied child leading to limited concentration and engagement in class

- **Historic low attainment**

- can be linked with:**

- Low vocabulary
 - Lack of reading, conversational skills
 - Low aspiration
 - Lack of homework support
 - Lack of parental/carer engagement with educational progress of their children

- **Social/emotional/behaviour difficulties**

- can be linked with:**

- Lack of self esteem
 - Lack of social skills
 - Lack of sleep or ability to rest
 - Over-reliance on IT/iPads/Mobile phones
 - Lack of ability to focus for taught periods of the school day

- **Special Educational Needs identified late due to lack of engagement by parents and chaotic home-life masking specific needs.**

- Including:

- Dyslexia
 - Dyscalculia
 - Developmental Co-ordination Difficulties
 - Speech and Language difficulties
 - ADHD
 - ASD

Curriculum offer for PPG spending 2018-19:

▪ **Strategies to support positive behaviour, self-esteem and positive mental health:**

Good to be Green and Dojo behaviour systems

Lunchtime Courtyard Club – 3 x week

Lunchtime Mini Courtyard Club – 2 x week/ Lunchtime Young Carers club - weekly

Prefect System for Year 6 pupils/ Upper Key Stage 2 Behaviour cards

Family Support Worker guidance for families

Individual/small group Emotional Literacy interventions for targeted pupils

SLT presence on the playground at lunchtimes/TA lunchtimes re-organised to allow TAs to form part of lunch rota

Whole school mental well-being strategy linked with Mentally Healthy Schools website

Teachers to plan and deliver PSHE to own classes encouraging learning opportunities that are specific and relevant to the age-group and responsive to the particular needs and strengths of the cohort.

▪ **Strategies to support good attendance**

Attendance and absence tracking and support by attendance team

Family and support worker guidance and support strategies

FSW meeting with parents as soon as attendance drops

Regular TAF meetings in school held to promote attendance and raise awareness and parental engagement

Specific school rewards for target children to promote timeliness

▪ **Strategies to support family life:**

Parenting support with Family Support worker including sign posting to external services (e.g. Food bank vouchers, disability allowance paperwork, school support for families with cyberbullying problems)

Children who have not had breakfast are given toast, fruit and milk. The family is contacted by FSW.

Financial Support to attend school trips in addition to the availability of the school mini buses

enabling more trips to go out due to the low cost of transport

Harder to reach parents phoned and messaged multiple times to promote school events and give confidence.

Support for parents to sign up to and use the new school dinner system.

Parents phoned when dinners not ordered.

Individual behaviour systems with home-school links for specific pupils

Parent presentations/workshops for SATS, Phonics, transition to next class

Homework – creative and practical tasks that encourage parental engagement

▪ **Strategies to support academic achievement:**

Certificates for academic achievement given out in assembly weekly

TLAC CPD delivered to staff to enable high quality teaching for all pupils

Focus on raising pupils' knowledge and understanding of tier 2 language through a well-planned knowledge rich curriculum

Mixed attainment classes in Maths and English ensure that learning is always aspirational for all
 Challenging reading texts are studied weekly with a strong focus on identifying and understanding the use of language and phrasing used by the author – this includes a range of genres
 Specialist Maths and English teaching in Key Stage 1 and Key stage 2
 Wave 1 and 2 intervention for historic low attaining pupils on Graduated Response Charts.

Desired outcomes for Pupil Premium children:	Success Criteria/Impact measures:	Evidence:	Review of Impact
<p>Pupil Premium children demonstrate positive behaviour.</p> <p>The Year 6 Prefect team contains at least 25% of pupil premium pupils.</p>	<p>Positive behaviour is demonstrated consistently across the school.</p> <p>Yr 6 Prefects are good role models for younger pupils.</p>	<p>Feedback from SLT lunch duty, gate duty and morning line up, transitions to and from lessons by class staff, SLT Learning walks.</p>	
<p>Attendance for Pupil Premium children is good.</p> <p>Individual pupils with less than good attendance are showing improvement</p>	<p>Average percentage of at least 96% for Pupil Premium children</p> <p>Year 2017-18 PP Attendance for years 1 – 6 is 94.7%</p>	<p>Attendance information from SIMS</p>	
<p>High level of parental engagement for pupil premium children.</p>	<p>School events such as parent consultations, parent workshops and engagement events are well attended by parents of disadvantaged pupils.</p>	<p>Feedback from teaching staff, Sign in sheets for parent workshops and engagement events, observation by SLT at events such as Harvest, Christmas, and Summer events concerts.</p>	
<p>Opportunities to participate in trips, sporting fixtures, musical events are taken up by pupil premium children.</p>	<p>Pupil Premium children have a high level of participation in trips, sporting fixtures, musical events.</p>	<p>Registers of children signed up for trips and other events.</p>	
<p>Pupil Premium children make good progress in their learning.</p>	<p>At least 80% of Pupil Premium children make expected levels of progress from their Autumn Baseline.</p>	<p>Assessment data. Pupil Premium tracking grids.</p>	