

## Elstow School pupil premium grant expenditure report 2017-8

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. Currently a quarter of the school are pupil premium registered.

| <b>Number of pupils and pupil premium grant received.</b> |          |
|---|----------|
| Total number of pupils on roll                            | 409      |
| Total number of pupils eligible for PPG                   | 97       |
| Total number of service children                          | 0        |
| Total number of LAC children                              | 2        |
| Amount of PPG received per pupil                          | 1300     |
| Amount of PPG received per LAC pupil                      | 1900     |
| Total amount of PPG received                              | £126,100 |

| <b>Breakdown of pupil premium spend</b>   |            |
|---|------------|
| FSW/Admin team attendance tracking and family support strategies<br>Salaries teachers, support workers and teaching assistants<br>Inclusion costs linked to PP<br>Courtyard club, 1:1 sessions, Chums attendance at events  | £77,581.82 |
| Specific targeted tuition for dyslexic support  | £ 550.00   |
| Training PP lead<br>Graduated response Wave 1 and 2 tracking<br>School visits/external support (Cottenham Primary Academy/Ark Atwood Primary Academy)   | £ 150.00   |
| Equine therapy  | £ 825.00   |
| Attendance tracking and rewards (certificates, reward trips)  | £ 4,390.75 |
| Behaviour rewards (GTBG, trips, certificates, badges)<br>Behaviour reward time, sensory equipment, trampolines<br>Mini bus  | £ 3,441.30 |
| Principal: Attendance leadership, Reading and writing intervention 6, Leading Values and Celebration assemblies,<br>Deputy Head-teacher: Inclusion: Half termly GRC meetings, individual data tracking for disadvantaged pupils not at ARE, Behaviour support, Leading Inclusion team.<br>Deputy Head-teacher: Teaching and Learning: Data tracking, ILT coaching for Quality First Teaching, | £33,229.28 |

|   |                 |
|---|-----------------|
| leading CPD on TLAC   |                 |
| Financial support (before and after school)   | £ 4319.25       |
| Targeted literacy writing intervention 4 x weekly   | £ 1612.60       |
| Targeted reading intervention 5 half hour sessions x weekly   |                 |
| Targeted mathematics intervention 5 half hour sessions x weekly   |                 |
| <b>TOTAL SPEND</b>  | <b>£126,100</b> |
| <b>Barriers to learning include</b>   |                 |
| <ul style="list-style-type: none"> <li>▪ <b>Low Attendance levels can be linked with:</b> <ul style="list-style-type: none"> <li>▪ low attainment</li> <li>▪ limited social interaction with peers</li> <li>▪ low academic resilience</li> <li>▪ school refusal and other entrenched behaviours</li> <li>▪ limited school relationship with parents</li> <li>▪ limited life outcomes</li> </ul> </li> <br/> <li>▪ <b>Family circumstances home relationships/sibling issues/housing issues, can be linked with:</b> <ul style="list-style-type: none"> <li>▪ Low attainment</li> <li>▪ Low aspirations</li> <li>▪ Lack of resilience/ Low self esteem</li> <li>▪ Lack of self-organisation skills</li> <li>▪ Inappropriate expectations placed on the child ( ie; being treated as an adult) leading to behaviour/social interaction difficulties.</li> <li>▪ Pre-occupied child leading to limited concentration and engagement in class</li> </ul> </li> <br/> <li>▪ <b>Historic low attainment can be linked with:</b> <ul style="list-style-type: none"> <li>▪ Low vocabulary</li> <li>▪ Lack of reading, conversational skills</li> <li>▪ Low aspiration</li> <li>▪ Lack of homework support</li> <li>▪ Lack of parental/carer engagement with educational progress of their children</li> </ul> </li> <br/> <li>▪ <b>Social/emotional/behaviour difficulties can be linked with:</b> <ul style="list-style-type: none"> <li>▪ Lack of self esteem</li> <li>▪ Lack of social skills</li> </ul> </li> </ul> |                 |

- 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 2017-8

- **Intervention programmes supporting behaviour:**
  - Good to be green system – individual and class rewards
  - Courtyard Club
  - Chums football
  - Family and support worker guidance
  - Learning mentor working in collaboration with parents/teachers/pupils
  - Police Action Squad (y5)
  
- **Intervention programmes supporting attendance**
  - Attendance rewards – individual and whole class.
  - Learning mentor guidance
  - Family and support worker guidance and support strategies
  - SIMS updated reports regularly shared with SLT by Learning Mentor
  - Advisory letters sent to all families of pupils whose attendance falls below 92%
  - Breakfast Club places supported by school funding for target families
  - Regular TAF meetings in school held to promote attendance and raise awareness and parental engagement
  - Specific school rewards for target children to promote timeliness
  
- **Intervention programmes supporting self-esteem and mental health:**
  - Snack and Chat – KS1 and KS2
  - Individual emotional literacy interventions for targeted pupils

Dinosaur Club/ Adventurers

Games and 1:1 support

Financial support for school dinners

Playtime games support with equipment and adult guidance

Whole school mental well-being strategy led by Learning Mentor – including Elstow School designated a pilot school for Mental well-being toolkit launched January 2018

▪ **Intervention programmes supporting 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)

Financial support for attendance at breakfast and after school clubs

Support to attend school trips

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

▪ **Intervention to support academic achievement:**

Certificates for academic resilience

Reading and maths whole class approaches to include mixed attainment groupings in class

Wave 1 and 2 intervention for historic low attaining pupils on Graduated Response Charts.

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

## School organisation

▪ Deployment of the best staff and effectiveness of teaching assistants is achieved by:

➤ Staff trained in 1:1 support through timetabled support from Learning Mentor during assembly

➤ Instructional Lead coaching in place for teaching assistants to develop capacity to improve outcomes in class

➤ Graduated response charts and meetings with whole year group teams ensuring that all staff have a clear understanding of the barriers of individual children, strategies/interventions being used to overcome these and the intended outcomes for those strategies.

➤ Staff Inset on barriers including support staff to cover all areas of need eg mental health strategies, attachment theory, low self-esteem

▪ Performance management in phase meetings and 1:1 meetings with Senco and Learning Mentor ensure targets on graduated response chart (from IEP's and EHCP's and PEP's) are met

▪ Governors are provided with information about Pupil Premium funding, the range of strategies/interventions in place and data showing attainment and progress of Pupil Premium children. Pupil Premium Link Governor selected and governor visits an identified action.

Effectiveness of interventions is evaluated half-termly during GRC review meetings involving the Teaching staff and Inclusion Lead.

Interventions that are deemed to have limited impact will be changed or adjusted.

- Pupil Progress Meetings are held where attainment and progress for targeted groups of children is measured and evaluated by Principal and Deputy Headteacher (Teaching and Learning) with year group teams and new aspirational targets set.
- Deputy Headteacher/SENCo (Inclusion Lead) has oversight of how PP funding is used with details set out on a Pupil Premium provision map which are updated half-termly with new PP pupils and changes to interventions/strategies made.
- Weekly inclusion meetings give opportunities to discuss those Pupil Premium children who are supported by Family Support Worker or Learning Mentors and identify further barriers and agree upon actions to give additional support to pupils or their families.

| Desired outcomes for Pupil Premium children:  | Success Criteria/Impact measures:  | Review of outcomes  |     |  |  |  |                          |     |     |     |                        |    |    |    |            |    |    |    |                |    |    |   |             |   |   |   |
|---|--|---|-----|--|--|--|--------------------------|-----|-----|-----|------------------------|----|----|----|------------|----|----|----|----------------|----|----|---|-------------|---|---|---|
| Disadvantaged pupils achieve accelerated progress where they are behind, and attain at least in line with non-disadvantaged pupils from a similar start point | Disadvantaged pupils achieving ARE in line with their peers<br>Targets for progress and attainment clearly tracked in class<br>Graduated response Charts updated half-termly | <table border="1" data-bbox="1279 520 1877 735"> <thead> <tr> <th>Progress towards targets</th> <th>R %</th> <th>W %</th> <th>M %</th> </tr> </thead> <tbody> <tr> <td>Achieved beyond target</td> <td>27</td> <td>20</td> <td>26</td> </tr> <tr> <td>Target met</td> <td>52</td> <td>66</td> <td>65</td> </tr> <tr> <td>Not met target</td> <td>21</td> <td>14</td> <td>9</td> </tr> <tr> <td>No progress</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p data-bbox="1122 735 2029 951">The grid above shows the whole school progress data for PP children from their individual baseline in Autumn 2017 to End Summer 2018. PP children are clearly identified on class grids and are tracked alongside their peers in whole school data. All PP children are identified on GRCs and targeted support is identified for those who require it.</p> |     |  |  |  | Progress towards targets | R % | W % | M % | Achieved beyond target | 27 | 20 | 26 | Target met | 52 | 66 | 65 | Not met target | 21 | 14 | 9 | No progress | 0 | 0 | 0 |
| Progress towards targets  | R %  | W %   | M % |  |  |  |                          |     |     |     |                        |    |    |    |            |    |    |    |                |    |    |   |             |   |   |   |
| Achieved beyond target  | 27   | 20  | 26  |  |  |  |                          |     |     |     |                        |    |    |    |            |    |    |    |                |    |    |   |             |   |   |   |
| Target met  | 52   | 66  | 65  |  |  |  |                          |     |     |     |                        |    |    |    |            |    |    |    |                |    |    |   |             |   |   |   |
| Not met target  | 21   | 14  | 9   |  |  |  |                          |     |     |     |                        |    |    |    |            |    |    |    |                |    |    |   |             |   |   |   |
| No progress   | 0  | 0   | 0   |  |  |  |                          |     |     |     |                        |    |    |    |            |    |    |    |                |    |    |   |             |   |   |   |
| Attendance for disadvantaged children is raised, with fewer persistent absentees  | Attendance rate of disadvantaged pupils to be at or above 96%<br>Attendance of specifically targeted pupils closely tracked with timely notification                         | <p data-bbox="1122 959 2029 1222">Attendance data for 2017-18 for PP children is <b>94.6%</b>. This falls short of the target however we have reviewed our attendance tracking policies and are confident that we have put in more robust tracking and absence management strategies in place for 2018-19. At least two previously persistent absentees are now currently on 100% attendance through working closely with our FSW.</p>  |     |  |  |  |                          |     |     |     |                        |    |    |    |            |    |    |    |                |    |    |   |             |   |   |   |
| Reduced incidents of disadvantaged children receiving red cards for poor behaviour choices  | Fewer incidents of red cards for disadvantaged children are recorded on behaviour logs by class staff. Class teachers (monitored by the Learning Mentor) update SIMS         | <p data-bbox="1122 1222 2029 1479">Red card behaviour logs are no longer completed by class staff as a result of reducing time spent on administrative tasks. A new behaviour system of dojo points has been very successful in Key stage 1 and will be rolled out across the school. Year 6 individual behaviour cards were introduced in Summer 2018 and also proved effective. Overall, PP children were not receiving more red cards than non-PP children.</p>  |     |  |  |  |                          |     |     |     |                        |    |    |    |            |    |    |    |                |    |    |   |             |   |   |   |

|   |   |   |
|---|---|---|
|   |   | Individual behaviour plans and targeted support was in place for those PP children with particular difficulty in this area.   |
| Improving engagement of families leading to effective collaboration between home and school | 95% of disadvantaged families attend parents/teacher consultations.   | Parent teacher consultations were well attended across the school. Parents of all children were chased up if they had not attended and other methods of communication used such as phone calls or e-mails. PP children were well represented by parents during other events during the year such as Harvest, Christmas and Summer events. Further engagement would be beneficial next year for parent workshops relating to curriculum information. |
| Increased levels of academic resilience and self-esteem in disadvantaged pupils             | Boxall profiles/Social stars demonstrated raised scores.  | Boxall profiles and Social Star results demonstrate a mixed picture leading to a non-conclusive result. However, weekly Inclusion Team meeting notes do show how numerous individual children have been supported through implementing various strategies and have responded positively to this.  |
| Extended opportunities for disadvantaged pupils   | Disadvantaged pupils participate fully in school trips, extra-curricular clubs, sports fixtures and other enrichment opportunities. | All year group trips were attended by PP children with the exception of the year 5 residential trip and financial support was offered to specific individuals for this trip but not taken up. Whole school and Year group based Sporting and other enrichment opportunities were fully attended by PP children. Extra-curricular clubs were attended by a proportion of PP children.  |