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 (Jan 2019)	411
Total number of pupils eligible for PPG (Jan 2019)	89
Total number of LAC children (funding is allocated specifically through PEP system)	1
Total amount of PPG allocated	£130, 572

Breakdown of pupil premium spend	
Support for children with Social, Emotional and Behavioural needs: • 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	£45,360
Support for disadvantaged families : • 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)	£27,187
Senior Leadership support for disadvantaged pupils: • Principal: Attendance leadership, Reading and writing intervention 6, Leading Values and Celebration assemblies,	£45,655

• 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	
Support for enrichment activities and external learning opportunities: • Mini bus: Low cost trips, sports fixtures, swimming, arts opportunities, reward trips • Financial support towards payments for trips	£3870
Support to ensure entitlement to good quality resources for learning and development: • Prefect badges and agreements, Values and Academic achievement certificates, Bookmarks Stickers, Behaviour Cards • Picture News, Charanga, Impirabox, TT rock stars	£8500.00
TOTAL SPEND	**£130,572**

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
  -
- **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
Pupil Premium children demonstrate positive behaviour. The Year 6 Prefect team contains at least 25% of pupil premium pupils.	Positive behaviour is demonstrated consistently across the school. Yr 6 Prefects are good role models for younger pupils.	Feedback from SLT lunch duty, gate duty and morning line up, transitions to and from lessons by class staff, SLT Learning walks.	Positive behaviour is consistent across the school. PP pupils are in line with their peers. Pupils who need additional behaviour support are identified and supported by our GRCs. All teachers have been trained to use TLAC techniques to create an ethos of high expectation and a positive learning environment. 25% of the yr6 prefect team were pupil premium pupils.
Attendance for Pupil Premium children is good. Individual pupils will less than good attendance are showing improvement	Average percentage of at least 96% for Pupil Premium children Year 2017-18 PP Attendance for years 1 – 6 is 94.7%	Attendance information from SIMS	The attendance for PP pupils for 2018/9 was 95.1%. This is an improvement on 2017/18 but does fall short of our 96% target. (The whole school attendance figure was 97.1%)
High level of parental engagement for pupil premium children.	School events such as parent consultations, parent workshops and engagement events are well attended by parents of disadvantaged pupils.	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.	Parents/carers of Pupil premium children attended all school events including celebration assemblies, Harvest, Christmas and Easter events and parents meetings. Those that did not attend were contacted by phone by class teachers. Parent workshops and open afternoons were also attended in line with non-pupil premium pupil's families.
Opportunities to participate in trips, sporting fixtures, musical events are taken up by pupil	Pupil Premium children have a high level of participation in trips, sporting fixtures, musical events.	Registers of children signed up for trips and other events.	All trips, sporting fixtures and musical events were attended by pupil premium children. Financial support was given to

premium children.			enable this in some individual cases.
Pupil Premium children make good progress in their learning.	At least 80% of Pupil Premium children make expected levels of progress from their Autumn Baseline.	Assessment data. Pupil Premium tracking grids.	Non-SEND pupil premium pupils have achieved the following average attainment in the 2018-19 academic year: Reading – 85% at expected level Writing – 74% at expected level Maths – 65% at expected level Pupils who are both SEND and PP are carefully tracked from their Autumn baseline. These pupils achieved the following levels of progress: Reading: 65% expected/more than expected Writing: 60% expected/more than expected Maths 70% expected/more than expected